



Effectiveness of Intervention Based Art Therapy (AT) Module on Aggressive Behaviour Among Delinquent Adolescents

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ABSTRACT

For youngsters, verbal communication is tough, and for aggressive children, it is even more challenging. Art therapy was used as a successful intervention in this study to reduce aggressive behaviour among delinquent adolescents aged 13 to 18 years. The current study used a Qusai experimental (pretest-posttest) research design. Adolescents (n=30) were randomly assigned to a control group and an experimental group. For ten weeks, the management was carried out once a week. The Nelson and Finch (2000) children inventory of anger was used to assess anger at the start and conclusion of a 10-week period. When linked to the control group, the art therapy group exhibited a substantial reduction in anger (p.001). These findings suggest that art therapy can help aggressive children to minimize their anger and expand their behaviour. Art therapy, which combines natural elements of art with notions of mental methods like cognitive-behavioral therapy, could be a significant involvement, particularly for adolescents.

KEYWORDS: Art Therapy, Aggressive Behaviour, Delinquent Adolescents

INTRODUCTION

The problem of delinquent teens has become more prevalent in recent years. Moral decline and identity deterioration among adolescents are no more uncommon occurrences. Despite the statistic that male adolescents are further expected to be involved in juvenile crimes, Quinsey et al. (2004) found that the percentage of female adolescents engaging in misbehaviour delinquency has increased. Delinquent behaviour includes robbery, theft, assault, infidelity, killing, substance abuse, disobedience to parentages, challenging instructors, truancy, extortion, bullying, snatch thieves, and sexual activities. Delinquent behaviour, according to Reiss (1951), is defined as a failure to operate as a individual or societal control in the invention line, as well as behavior that is incompatible with the social system's rules.

In Malaysia, many adolescents are involved in delinquent activities like noncompliance in schools, smoke, substance abuse, prohibited battling, snatch thieves, harassment, rape, betting, carrying weapons, murder, and a variety of other misbehaviors. Year after year, the number of instances involving adolescents has increased and numbers are much more frightening. The number of adolescents participating in crimes, especially delinquency, has climbed from 6, 056 cases in 2005 to 42.4 thousand cases (Malaysia Community Welfare Department, 2020).

Aside from a high case of instances, many cases including adolescents aged 13 to 18 also increased. According to the Terengganu State Welfare Department's figures, the number of children involved in delinquency increased from 234 to 254 between 2012 and 2013. Theft, keeping stolen stuff, theft, pressure, outbreak, or home breaking are among the crimes that have seen the most noticeable growth, aside from crimes involving humans such as murder, harm, rape, violate, peeping, incest, and others (Young et al. 2017).

The engagement of adolescents in this issue, on the other hand, clearly demonstrates that this group of individuals impacted through harmful behaviour, which can have a detrimental psychological effect. Camilleri's (2007) negative psychological influence may potentially lead to harmful activities or behaviour. Eaton et al. (2009) suggest that one method to comprehend the youngster is to look at how his or her personality connects to delinquency. The experiences of youth and how they view issues should be thoroughly investigated. To discover what is hidden within them, their perspective, behaviour, and feelings must be comprehended. This is due to their inability to shows their feelings and thoughts orally to adults at times (Graham & Sontag, 2011).

Furthermore, arts programmes have an extensive history in criminals' backgrounds, both in penal organizations and in the public, like Djurichkovic's (2011) rehabilitation tactics and

interventions. Slayton et al. (2010) conducted three decades of literature reviews and found that single-modality arts-based approaches have a general positive impact in a variation of situations, comprises institutes, hospitals, rehabilitation, houses and dealing centers, nonclinical settings, and correctional services. Arts therapies use nonverbal art methods like music, art, theatre, and dance/movement to provide therapy to children, adolescents, adults, and the elderly in the background of psychotherapy, counselling, treatment or rehabilitation (Malchiodi, 2005).

Meekums and Daniel (2011) conducted a comprehensive evaluation of the usefulness of the arts and arts treatments in the offender environment, which comprised researches on five art modes (music, art, dance-movement, theatre, and script), with overall results indicating a positive, humanizing, and healing effect. Improvements in youth and teenage criminals' mental health, increased the program's effectiveness was evidenced by improved behavioural outcomes within the correctional context (reduced rule-breaking and improved relationships), lower recidivism rates, and enhanced emotional literacy (regulation of feelings and capacity to empathize with others). Furthermore, a financial analysis of three case studies (one of which involved teenagers) revealed that arts and arts therapy are a cost-effective way to rehabilitation in criminal settings (Johnson et al. 2011).

Although there has been study on the success of arts-based on a single modality programme for young offenders in adult and adolescent offender facilities, there is limited data on the effectiveness of multimodal arts-based programmes for young offenders. McTaggart (2010) and Goodkind and Miller (2006) with both male and female offenders, art and music therapy were used. in their qualitative analyses of intervention programmes. Rio and Tenney (2006) used music therapy with male and female offenders in their qualitative evaluations of treatment programmes. DeCarlo and Hockman's (2012) study found that rap therapy promoted prosocial behaviour in violent criminals, status offenders, and non-offenders, whereas Johnson (1981) discovered significant reductions in methamphetamine dependence among music therapy intervention group members.

Hartz and Thick (2005) conducted a quasi-experimental study to compare the effects of two art therapy methods on the self-esteem of female juvenile offenders, and both groups exhibited considerable improvement in self-esteem. Tyson (2002) tested using a pretest-posttest experimental design with random assignment to groups, the effectiveness of one unique and culture-dependent type of arts hip-hop treatment in a mixed gender small group context among institutionalized young offenders. The intervention group's peer interactions in the institution

improved as a result of the study's findings. Malchiodi (2005) emphasizes the particular medium in conventional arts-based techniques based on a single modality, whereas multimodal approaches incorporate and embrace all arts modalities. According to Lazzari et al., (2005) previous qualitative research using a female juvenile delinquent using an integrated arts approach revealed that arts programmes can help with both individual and group difficulties in official settings. Ezell and Levy (2003) conducted quantitative studies in mixed gender groups to address behavioural problems and skills in Intervention in a facility or in the community programmes using a number of arts modalities.

According to Ezell and Levy (2003), the arts programmes, which included workshops led by artists such as writers, musicians, sculptors, video makers, and graphic designers, had an optimistic effect on adolescents' behaviour both while they were incarcerated (reduced rule breaking and misbehaviour) and after they were released (reduced rule breaking and misbehaviour) (decline of tendency rates). In one of the community-based projects, a quasi-experimental design was used to compare the attitudes and behaviours of multimodal art-based (arts, drama, dance, graphics, photography) programme participants and control group members, with results indicating improvements in participants' attitudes toward school, peer pressure resistance, self-efficacy, skills (e.g., art skill, anger management skills, communication with adults and peers, cooperation, participation), and self-efficacy (Clawson & Coolbaugh, 2001).

Clinical and Counselling Psychology (CPSYC) anger and self-esteem in aggressive children are more difficult for aggressive children in Clinical and Counselling Psychology anger and self-esteem in aggressive children are more difficult for aggressive children in Clinical and Counselling Psychology anger and self-esteem in aggressive children are more difficult for aggressive children in Clinical and Counselling Psychology anger and self-esteem in aggressive children are more difficult for aggressive children in Clinical and Counselling Psychology (2015). Aggression is a key problem in modern science because it is one of the most fundamental variables in human functioning. Adolescent violence can be a sign of a child's social maladjustment and a general lack of socialization. It is based on psychological characteristics that define a person's personality, such as personal self-centeredness and the demand for complete self-affirmation.

According to Ribakova and Biktagirova, (2015) the intensification of violent expressions in adolescence is due to a mismatch between the child's unpleasant emotional experience, deficiency of confidence, and communication problems demands at this age. Aggression in adolescents is an outcome of an unfavourable change of the setting, with alienation, isolation, and

a sense of psychological discomfort as the primary elements. It adds to the formation of a number of obstacles in interpersonal perception and interaction, as well as Sablina's (2004) increased aggression readiness. In this regard, a positive overcoming of aggression is used to rectify behavioural signs of violence in youth. For an enduring period, art has been recognized in the educational system as a tool of aesthetic growth and formation of children. Currently, art therapy is employed in societal, academic, and emotional settings to harmonies and overcome undesirable aspects of human behaviour through artistic creativity, and it refers to the psychological impact of art (Ramilya et al. 2016).

There are minimal research to support the usage of arts therapy in the literature. with aggressive behavior among delinquent adolescents. As a result, the following study query was posed: Is the arts therapy programme beneficial in reducing aggressive behavior among delinquent behavioral problems among adolescents? The aim of the research was to assess the effectiveness of art therapy program on adolescents' juvenile delinquents' aggressive behavior problems in schools.

METHODOLGY

Participants

The cause of expressing significant aggressive behaviours was reported in adolescent boys and girls aged 13 to 18 years who studied in Malaysian schools over a two-month period. A total of 50 families were contacted, with 30 children split into two groups: control or experimental, at random. The parents gave their consent prior to the Art Therapy Intervention Program. The final analysis comprised participants who had completed at least ten therapy sessions and for whom both pretest and posttest data were available.

Assessment Measures

Children Inventory of Anger

The ChIA is a 39-item questionnaire that uses Ellis' Rational Emotive Behavior Therapy framework to operationalize anger. Frustration, Physical Aggression, Peer Relationships, and Authority Relations are the four beliefs most commonly associated with anger, and the Frustration, Physical Aggression, Peer Relationships, and Authority Relations subscales of the ChIA produce a total score and subscale scores for the four beliefs. Adolescents between the ages of six and sixteen are eligible to take the test. Flanagan and Allen (2005) found 0.95 internal consistency reliability for the overall scale and 0.85-0.86 for each of the four subscales in a sample of 1604

youth. Test-retest reliability for the entire scale is 0.75, while test-retest reliability for the subscales is 0.65 to 0.75. The link between the ChIA and other measures was investigated for concurrent validity. The instruments' content validity is considered good, as indicated by feedback from experts who have used the scale.

Art Therapy

Intervention Program

During the 10-week trial, participants had the option of attending a weekly 2-hour art therapy session. The cognitive behavioural method, which included narrative therapy ideas, served as the framework for the structured group art therapy programme. Adolescents and their parents joined the programme, and after gathering information in the initial session, children and their parents were given explanations regarding the dimension of the art therapy programme, information privacy, and an introduction to art therapy. Following that, several ground rules were established. Being on time, behaving respectfully, and providing resources, such as watercolour paint, finger-paint colour, and so on, are just a few examples. By Sutherland et al. (2010) As they grow to comprehend more clearly how they relate to one another in the group, they become more aware of the roles they bring to their interactions with others. Because of parents' proclivity for intervention and their crucial conditions, the second session was scheduled promptly following the first. Image making and imaginary sketching were used to help youngsters express themselves, build a feeling of belonging, and work with their problematic expectations of being "creative."

As a result, they began creating paintings without any paper or colour. Children began by creating images and then drawing whatever they wanted in their fantasy world. Other youngsters are invited to guess what he or she has drawn as part of this game-like exercise. Furthermore, as the subject of their drawing indicates, some people had doubts. What are your expectations, for example, of an art therapy programme? The third session focused on recognizing basic emotions and categorizing them as positive or unpleasant. As a result, in a group context, children act out and draw these emotions. A kid or girl staring in a mirror was the subject of the fourth session. The purpose was to investigate how children perceive themselves via rage in order to increase self-awareness. In the following step in this art therapy session was to share drawings and talk about them, which led to an evaluation of the adolescents' assumptions. The influence of anger and aggressiveness on children's life was the topic of the fifth session.

As a result, they created drawings and made remarks in response to this issue. Children had an easier ability explaining what they were drawing with remarks in this session. The sixth session

gave participants a framework for keeping track of their peer relationships. While the pictures depicted adversarial friendships, the art therapy group provided an opportunity for them to develop friendships by learning new skills and working together on a project with every two or three children. The seventh session focused on poor connections in children's families, as well as anger and how to manage it. Physical punishment threats made in response to confrontations with authority figures become a hot topic. The seventh session focused on the obligations of children. The goal was to contrast and compare difficulties related to aggressive behaviour and self-control concerns. To conclude the group art therapy procedure, all of the children worked on an art project in the ninth session. On a 200*100 sheet of paper, they sketch a ceremony with remarks regarding the end of the art therapy programme. The children answered the inventory together in the tenth session, just like they did in the first. They then attended a small display of art pieces created during the intervention with their parents.

RESULTS

The scientific observation and analysis of the data provides the evidence that art therapy interventions are effective in alleviating aggressive behaviour among adolescents. The uniqueness of the art therapy module is in its emphasis to decrease aggression among adolescents in the Pakistan context. Table 1 below highlights studies that have conducted art therapy which supported the findings of this study.

Table. 1

Independent Sample t-test between Demographic Variable Gender and Study Variables (n=100)

Gender	T	df	p	Confidence Internal	
				LL	UL
Aggression	.32	08	.00	19.65	11.54

Note: t= Statistical Difference, df= Degree of Freedom, p= Significance Value, LL= Lower Limit, UL= Upper Limit. *p<0.05. p<0.01.

An equal variances t test revealed a significant statistical reliable difference between the mean of treatments assessment for pretreatment depression (M=21.41, s=25.61) and posttreatment depression (M=23.00, s=2.15), $t(-.19) = 2.12, p = .00, \alpha = .05$.

DISCUSSION

These results seem to be reliable with Pretorius and Pfeifer's (2010) earlier study, which found that art therapy can be beneficial to children. This might be characterized as the nonverbal expression that art therapy can provide in a secure environment. Art therapy has a lengthy track record of helping children (and adults) who are unable to express their feelings for a variety of causes, with fear, humiliation, and a lack of appropriate terminology (Liebmann, 2008).

Art therapy is an effective technique for reducing anger and its dimensions, according to the conclusions of this study. According to a systematic review of research publications by Smeijsters and colleagues, (2011) the effects of arts therapy are typically described in terms of reduced aggression, fury, tension, stress, and cognitive distortion. One possible explanation is that art therapy can provide youngsters with safe means to express their rage. Another example is the application of creativity and imagination to the creation of art. We explain how creativity and artwork may help change destructive aggressiveness into constructive strength in this case study, according to Baljon (2011). Children can also utilize art therapy to cope with difficult emotions like anger. People can use art therapy to better understand their emotions and control their anger (Bush, 1997).

This process in an art therapy intervention could be described as learning coping responses, new skills or problem-solving approaches, boosting sentiments of belonging, and providing a nonthreatening way to express difficult feelings and experiences are all things that can be learned. The art therapy programme improves self-esteem, which is similar with recent findings by Freilich and Shechtman (2010), who discovered that art therapy intervention improves self-esteem in children. According to Liebmann (2008), In art therapy, there is no "right" or "wrong" way to make art, therefore fostering creative expression could raise children's self-confidence, which could be an obvious explanation for improved self-esteem.

As Money (2000) points out, for a strong feeling of self or self-esteem, awareness is necessary, and art therapy can help children grow and broaden their knowledge of themselves and their surroundings. Multiple cognitive-behavioral methods were combined with art in this study to boost self-esteem and reduce anger. The majority of the training was devoted to problem-solving methods. Furthermore, most sessions included discussions on the children's beliefs as well as the acquisition of coping responses and capacities. During numerous sessions, children were invited to draw their stories and share their ideas. Children with emotional problems who are uncomfortable or hesitant to divulge pieces of themselves in a conversation with Pratt (2004) may

benefit by drawing a tale. When youngsters draw a topic, they can be successful in narrating the subject and its elements, and as a result, they are more likely to face less opposition in this position.

CONCLUSION AND IMPLICATION

The findings also revealed that using specific expressive art therapy approaches gave the participants new hope and a new spirit with which to start a new life. Art and creativity techniques elicit a new kind of energy and force. The image visualization technique used in the therapy gave the participants a new way to communicate a variety of meanings, allowing them to renew their feelings by manipulating various art mediums. The findings of the study also highlight a few essential features of cohesion that have emerged. One of the mediums that exists in high cohesion among the themes in a group session is the use of creativity and the art process. The cohesiveness cultivated a strong sense of belonging and fairness, as well as a greater understanding of one another. They shared their tales of being understood, appreciated, and loved along the process of connecting creativity and the arts.

In the cohesion theme, the researchers discovered that art therapy can help adolescents find definition and actual purpose in their life. Lazzari and his colleagues (2005) talked about their findings. They claimed that throughout the experience exploration phase of a project involving art and creativity, the creative art relationship is crucial. The clients will be able to express themselves and communicate with others as a result of this art and creative endeavour, which will help them gain a better understanding of themselves and others. To summarise, art therapy is an approach that can be used and highlighted to assist individuals or groups in reaching internal healing after facing a crisis, conflict, or psychiatric disorder. The research had consequences in a variety of fields. The ramifications span the domains of knowledge and counselling, as well as research methodology and the nation's and community's primary goal of individual development.

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