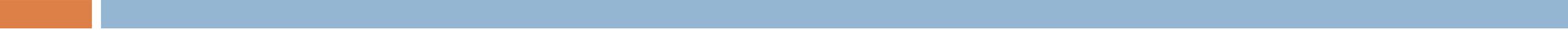


RELATION BETWEEN DEPRESSION AND AGGRESSION AMONG ADOLESCENCE

HILAL B. AL- KATHEERI



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Introduction

- Depression is a state of being so sad, disturbance in mood that can have a major negative effect on thoughts, behavior and feelings.
- Sudden changes in the way of lifestyle, the family environment, and also the side effect of drugs or medical treatment may cause depression.
- The feeling of sadness can be easily recognized on the individual's personality or behavior.
- Aggression and depression are associated with some of the symptoms and linked to external problems

- According to Angold and Costello (1993), depression in itself is painful and has significant consequences on the adolescents future. It affects their school performance, interpersonal relationships as well as lower cognitive performance. **In addition to that, it develops aggressive behavior** (Angold and Costello, 1993).

Statement of the Problem

- Depression maybe a accompanied by behavioral actions which may badly influence them physically or emotionally. The control of depression or even understanding the causes of depression may reduce the feeling of aggression and which leads to minimizing the possibility of hurting oneself or others.
- This will be done by applying a open-ended and closed ended (survey) questions to answer the following research question:

What are the causes that contribute to aggression behavior among Emirati male students in cycle 3 school?

Research questions

The research attempted to answer the following research questions:

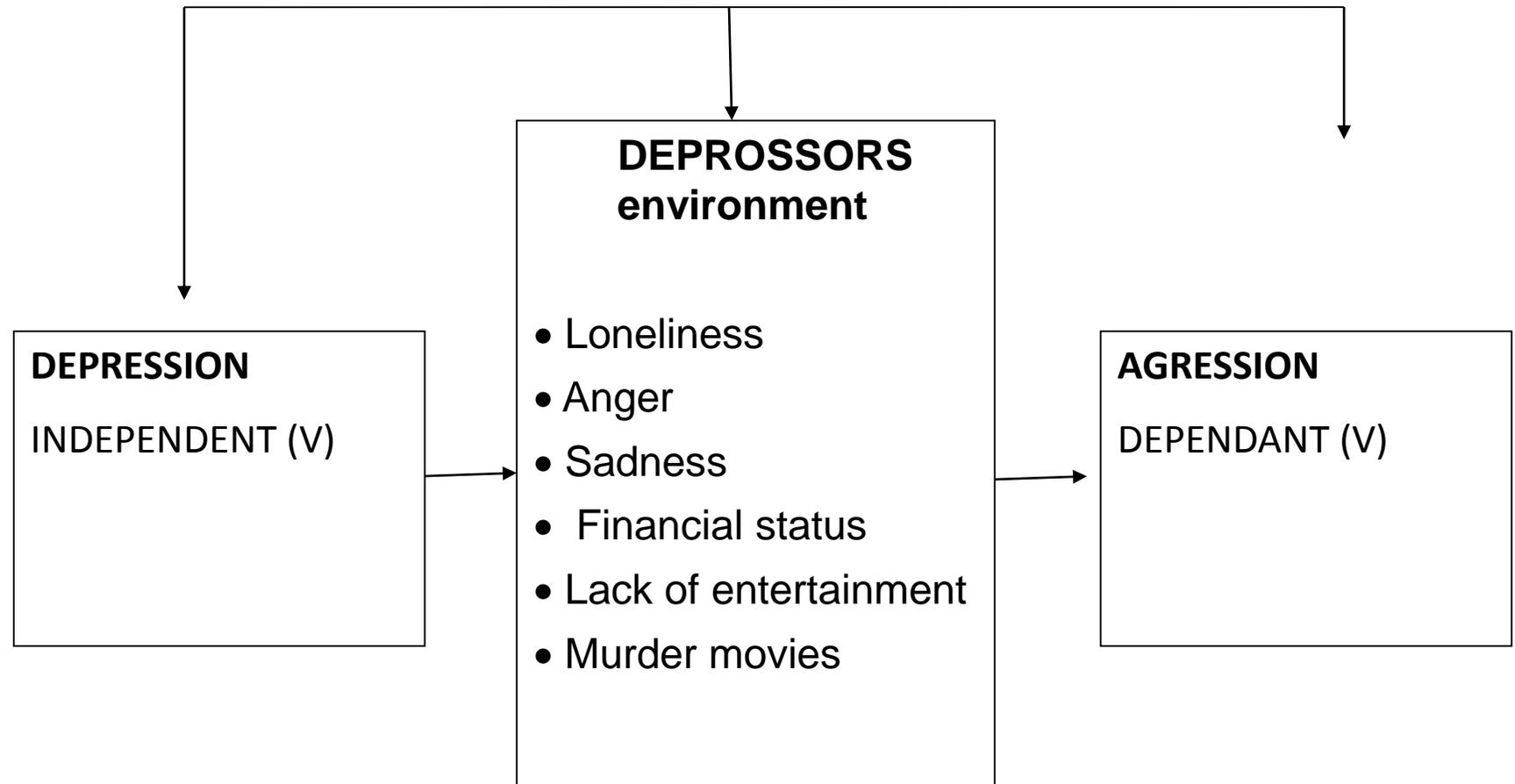
- ▶ Is there a relationship between aggression and depression?
- ▶ What is the depression effect on adolescence behavior?
- ▶ What are the forms of violence related with depression?
- ▶ What is the role of the community to face forms of depression?
- ▶ The role of social worker is to face depression at adolescence ?

The Purpose of the study

The research aims to:-

- ▶ Examine the relation between depression and aggression.
- ▶ Explore the impact of depression on the behavior of adolescents
- ▶ Demonstrate the related of depression on the aggression.
- ▶ Explore the appropriate role of the community to face forms of depression.
- ▶ Define the procedures of the social worker to face the depression.

Conceptual framework



Methodology

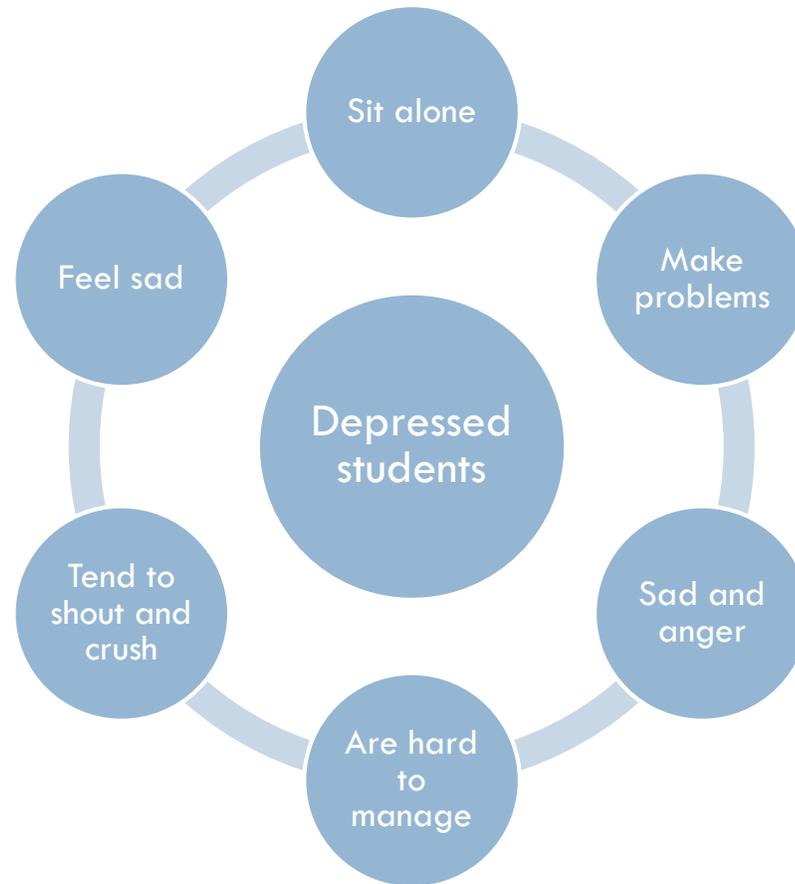
Overview:

- The research deployed the mixed(quantitative and qualitative) research method
- This study employed a descriptive research design
- A survey of close-open ended question was answered by (80 students, 20 parents and 11 teachers) ages of students between 15 - 20
- Total of respondents are 111 , students involved in the study are level (10-11-12) in Shakhbout secondary school, in Al-Ain
- 2 interview questions were included at the end of the survey
- Software SPSS Statistic version 21 was used to collect and finalize data
- The study was conducted in 2013-2014

Findings and discussion

- Depression is caused mainly by the lack of entertainment facilities, the environment surrounding students such as the school and the family, besides the carelessness of students to carry responsibilities.
- Teachers gave the environmental factor a high rank among these reasons, that families which have social problems affect their sons.
- Parents mentioned the significance of financial status as a reason of depression and aggression.
- **The majority of depressed students revealed that they feel anxious when they are depressed.**

Finding and discussion



Parents

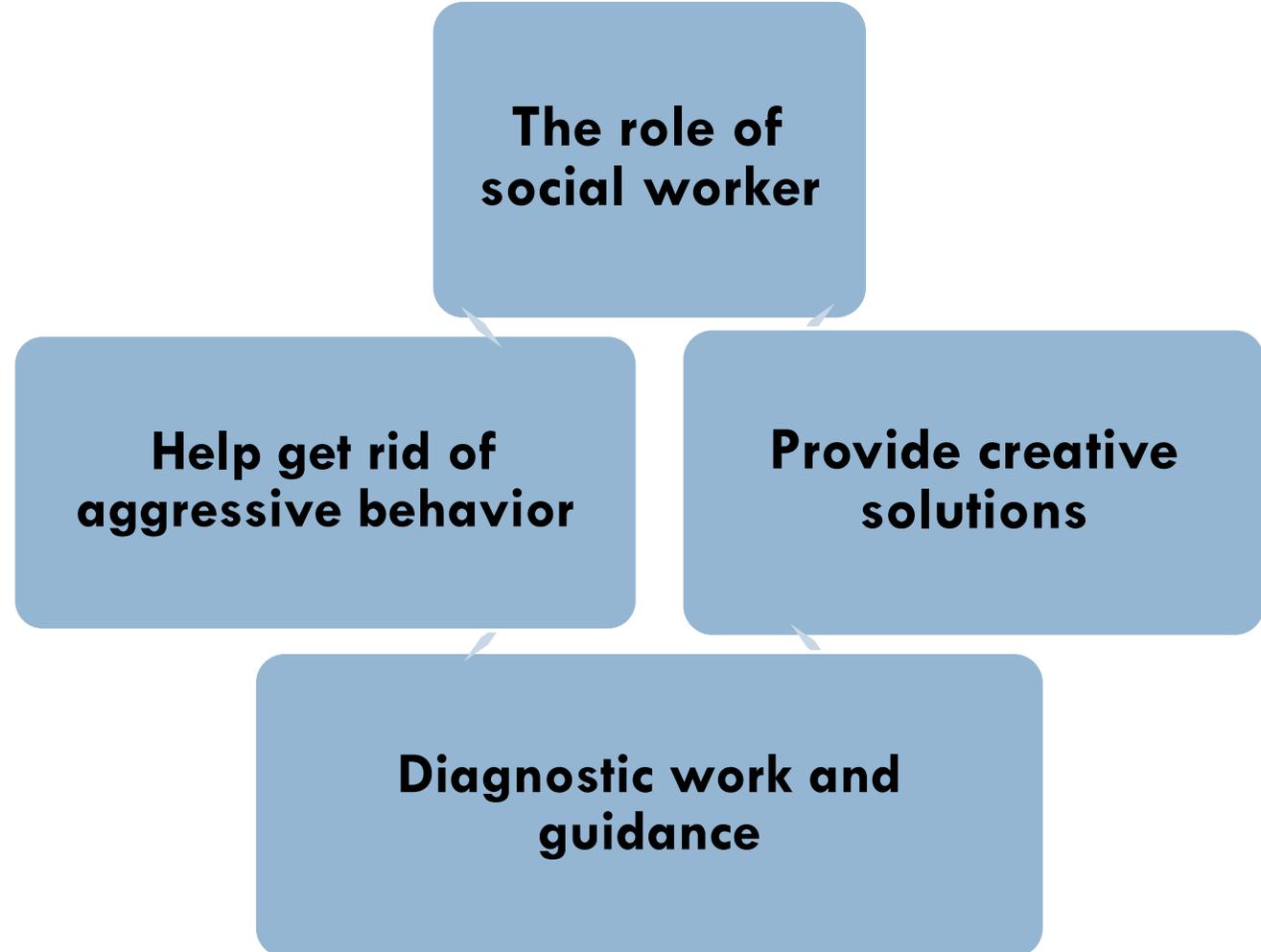
- They noted that their sons are not capable to take responsibilities to control over their sons
- Educating the families about the proper way to deal with depressed sons is significant to get rid of aggressive behavior or reduce its severity.
- The best way to reduce aggressive behavior and depression is when their sons **participate in social occasions and activities, get to know new friends, and take depressed sons to places of entertainment, introduce them to new friends, talk to them and share them with new ideas and interesting conversation.**

Teachers

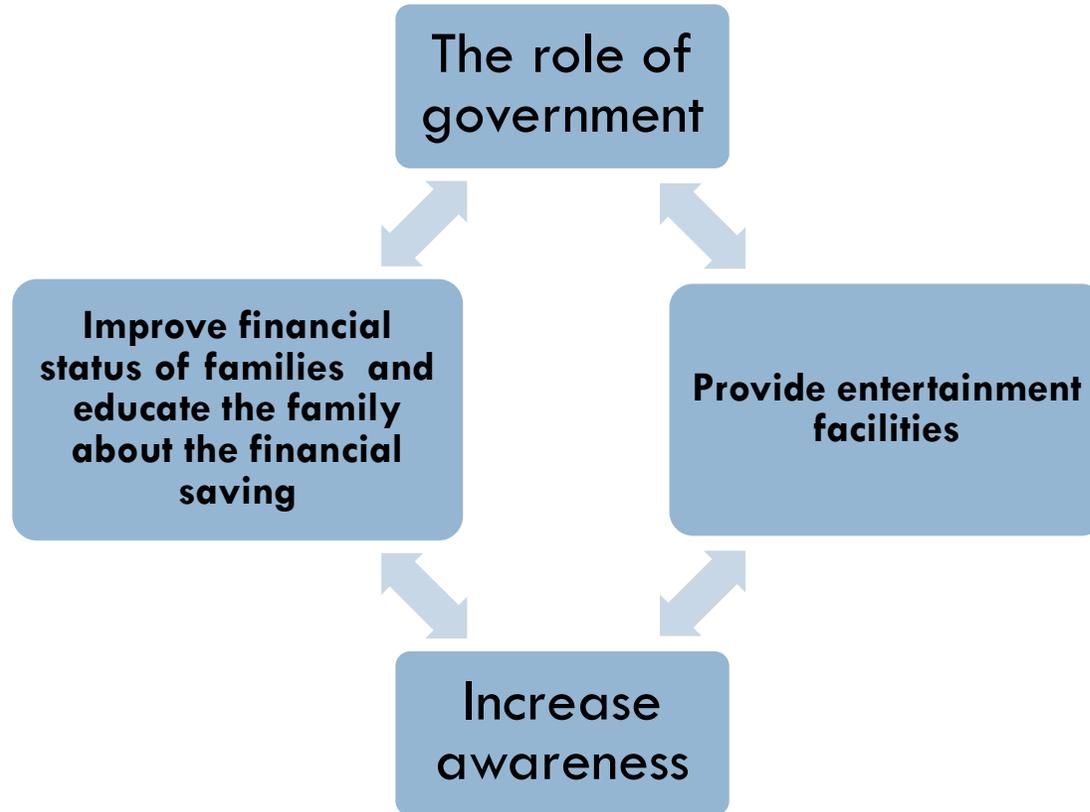
- Teachers give less interest to aggressive behavior to reduce depression.
- In spite of the fact that the majority of students know about the consequence of their aggressive actions, they are not tend to stop it.
- The punishment system at schools is not proper to deal with the violations made by depressed students .
- Teachers pointed out to psychological reasons such as feeling less important than others, financial status; neglect from the family.
- Teachers pointed to the state of psychological disorder and environment

Results: Significance of the social work

- Help in getting rid of aggressive behavior.
- Diagnostic work and guidance is crucial in the life of depressed students
- Provide creative solutions as they analyze the reasons behind students' aggressive behavior and design means to help depressed students get over their problems.



Role of the community (government)



The professional intervention plan

- Determination of the position problematic:-

Steps	Descriptions
Problems	Depression and aggression
Strengths	<ul style="list-style-type: none">- individual skills- Intelligence.- Energy.
Weakness	<ul style="list-style-type: none">- The lack of entertainment place- The lack of care centers for the talented.- The lack of rewards and incentives.
Priorities	<ul style="list-style-type: none">- Provide the place of entertainment.- Provide the rewards and incentives.- Provide the care centers for the talented.

The intervention program professional

- The plan was presented and explained to school administration and the target teachers to be agreed on. Also I explained the evaluation criteria table.
- A private record is placed for taking attendance as well as writing the important decisions and results.

The goal of intervention

- Prevention of depression in general and aggression in particular.
- Engage the students in different groups according to their interest to upload the energy.
- Collect the comments and write the recommendation to submit to local institution community.

(Micro Level Intervention)

Intervention Strategy to	Evaluation/Outcome	Time period	Intervention Strategy	Evaluation
1- Reduce the negative behavior.	1- Enlighten the effects of group from negative behavior. 2- Strengthening strengths . 3- To identify the thinking errors	2014/SEP to -JAN/2015	1- The gradual extinction . 2 - Distribution of responsibilities . 3- Re-building. aspects of cognitive.	1. Survey. 2. Check list. 3. Observation.
2- Fill leisure time.	1- Sort daily schedule . 2- Participation in sports activities.	2014/SEP to -JAN/2015	1- Mentoring and workshops .	1. Survey. 2. Check list. 3. Observation.
3- Have better social relations.	1- Interpersonal skills . 2- Amendment negative concept.	2014/SEP to -JAN/2015	1- Role-playing . 2- Emptying emotional.	1. Survey. 2. Check list. 3. Observation.

(Mezzo Level Intervention)

Intervention Strategy	Evaluation/Outcome	Time period	Intervention Strategy	Evaluation
1- Ideas modification	1- Identify the effects of thinking. 2- Ideas correction.	2014/SEP to -JAN/2015	1- Psychological assistance. 2- Insight formation. 3-Guidance and Counseling	1. Survey 2. Check list 3. Observation.
3- Have better social relations	1 Interpersonal skill.	2014/SEP to -JAN/2015	1- Playing roles.	1. Survey 2. Check list 3.Observation

Recommendations

Micro level:

- School administrative, social workers and parents should cooperate to reduce the aggressive behavior of depressed students.
- Schools should establish social programs which focus on the needs of depressed students and maintain these needs

Mezzo level:

- Families should help cognitive and behavioral adolescence support.
- Families should help in material and financial assistance.

Group Evaluation

Number of student	Criteria of evaluation					
Attendance						
Absence						
	Descriptive	Excellent	Very good	Good	Fairly good	Weak
(A) Performance evaluation	The Commitment of students attendance					
	The extent of plan motivation					
	Students collaborative with others					
	Productivity and quality of work					
	Keen students on the work plan					
	Aggressive behavior disappear					
	Seek help and advice					

Individual Evaluation

Student details	Student name		
The period of plan			
Direct supervisor		Specialization	
(A)	Are the student assigned to specific work?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	If (Yes) what kind of work?		
	The field jointly by the student		
	Strength of the student		
	Weaknesses of the student		
Number of student		Criteria of evaluation	
Attendance			
Absence			