

Determine the Effectiveness of Painting Therapy on the Level of Aggression in Preschoolers

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Abstract— The purpose of this study was to determine the effectiveness of: Painting therapy on the level of aggression in preschoolers. The population of the study, all children of pre-school boys and girls in Tehran were included. Using random sampling of kindergartens and preschool centers in an area of 169 preschool children (boys and girls) using the Aggression Questionnaire (AGQ), which was completed by their teachers, were evaluated. Experimental Methods based on pre-test - post-test control group. Children 50 and Balatrgrtnd aggression scores, were Gzysh. Using a random sample from among them, were randomly placed in two groups: experimental and control groups were 15. The experimental group participated in 8 sessions of group painting therapy while the control group received no intervention. Upon completion of the training program, again using the relevant questionnaire were evaluated. According to the results obtained in Group painting Therapy $\eta^2 = .567$, $p = .001$, $F(1, 34) = 101.6$ and group painting therapy is effective in reducing aggression in children.

Index Terms— Painting Therapy, Aggressive Preschoolers.

1 INTRODUCTION

ACCORDING to the cases mentioned, today, one of the problems of many children is behavioral problems and aggression is one of the most common of these problems; therefore, any plan that can lead to the reduction of the mentioned problems will have long-term and valuable benefits. One of the non-medical treatments suggested for aggressive children is the use of painting and painting therapy. Children's characteristics, especially considering their mental, rational and emotional aspects, and also their limited life experiences indicate their lack of endowment with mental and rational development and power as adults. Instead, children have severe emotional and affective characteristics and they are easily influenced. Children, specifically in the pre-school period, are more quickly and easily attracted to training programs through artistic activities and their training is made possible with more success.

But emotional and behavioral problems of children and teenagers that are inevitable outcomes of poverty and disease and ignorance and mistreatment and family problems and training and cultural and social shortages severely prevent their growth and development and acquisition of positive attributes that are determined in their character (Mayer, 1986).

On the one hand, today, there are other problems in the families and in the life of children that are considered as stress-causing factors. Moving houses in families is more frequent today compared with the past which leads to changing school and changing children's friends and separation from them. This problem may not be taken into account by parents. On the other hand, the structure of families has changed in such a way that the extended families have changed into centered families. Also, to earn a living in some families both parents

work outside, thus children spend a considerable amount of time alone at home after returning home from school. All these changes are on the rise in the developing countries and also in our present society, and children are an important group in the society vulnerable to the] negative [results of such changes (Saatchi, 2009).

If aggression is not treated it can have many adverse effects whose implications will plague the individual in adulthood. According to what has been mentioned above and the fact that the experiences of painting therapy can improve life quality of individuals in different areas and as this therapy is a powerful stimulant capable of affecting the body and the soul together and causing adjustment to aggressive behaviors, painting therapy can be directly and indirectly effective by influencing these aspects; thus, the researcher decided to conduct a study in this regard and answer the following question:

-Is painting therapy effective in reducing children's aggression?

2 SAMPLING

The study sample was 2,000 children, pre-school from kindergarten Tehran is. According to a list of kindergartens and preschool centers of Tehran using randomly to any of the names on this list coded and centers Nzrantkhab and using aggression Questionnaire ((AGQ), all selected children were assessed; then collect the questionnaires, the children had a score of 50 or higher on aggression, were chosen for the 15 cases trial and 15 patients in the control group are put into groups of 8 sessions of painting therapy weekly sessions (each session 60 min) attended., and after completing the program at the end of the training period painting therapy both control and test again with the scale aggression (AGQ), were evaluated.

Research Tools:

AGQ Questionnaire This questionnaire consists of 30 articles, 14 of which cause anger, aggression and 8 of Article 8 of Naml other factors malice measures

Cronbach alpha coefficients of internal consistency Badr

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studies 874/0, has been.

3 METHOD

This reaserch quasi-experimental design with pre-test and post-test with two groups of control and experiment

Data obtained from the implementation study using descriptive statistics (graphs, mean and standard deviation) and inferential statistics), analysis of covariance, multivariate) analysis were placed and all the statistical analysis software 18SPSS is done.

4 RESULTS

TABLE 1
AGGRESSION LEVELS AMONG SUBJECTS

Frequency of aggression	The frequency	The percent of frequency
normal	107	73.67
anger	62	27.33

Table of baby nursery → → who have completed the Aggression Questionnaire (169), 107 people have been the natural aggression of the Drsdm 73.67, 27.33 Drsdpkhashgry have the number 62.

TABLE 2
GUIANA GENDER DISTRIBUTION RESPONSES

jender	frequency		Percent of frequency	
	test	control	control	test
men	9	8	53.33	60

TABLE 5
ANCOVA RESULTS ON THE EFFECTS OF: PAINTING THERAPY. TRAINING COURSE IN AGGRESSION

Scale	Re-search	varia- bles)	Degrees of free- dom	Mean square	F	Significant (P)	Effect (ETA)	Statistical power
Aggression		Pretest	1	1474/91	40/20	001/	521/	1
		Music Therapy	1	3727/46	101/60	001/	/567	1

The research hypothesis: the level of aggression in the pre-test and post-test experimental group music therapy sessions have passed, there is a significant difference.

Aggression between pre-test and post-test experimental group music therapy sessions have passed, there is a significant difference.

According to Table 5, the mean square music therapy is equal to and 101.6 is equal to the amount obtained f test, the effect of 567/0. This means that the 56/0 between the experimental and control groups was assessed: Painting therapy This result is consistent with much research.

4 CONCLUSION AND DISCUSSION

There is a significant difference between the level of aggression in the pre-test and post-test stages of the experimental

femel	6	7	46.67	40
	15	15	100	100
total				

TABLE 3
DESCRIPTION OF THE PRE-TEST SCORES OF THE EXPERIMENTAL AND CONTROL GROUPS ON AGGRESSION

groups	average	Standard deviation	t	Significance level
test	65.54	11.8	1.87	0.342
control	66.17	9.8		

According to Table 3, which is significantly larger than the 0.05 obtained is therefore a significant difference between the two groups in terms of aggression Control and there is no pre-test.

TABLE 4
ANNOTATED SCORES POSTEST CONTROL GROUP AND TEST (AFTER: PAINTING THERAPY COURSES)

groups	average	Standard deviation
test	58.77	11.3
control	65.79	7.3

According to Table 4, the mean of the experimental group music therapy courses tangible value (49.87) than the control group (64.77) and represents less tangible differences between experimental and control groups.

group that has gone through the painting therapy.

the mean square painting therapy is equal to 3727/46 and 113.78 is equal to the amount obtained f test, the effect of/567. This means that the 56% between the experimental and control groups was assessed painting therapy.. This result is consistent with much research.

This study is aligned with the findings by Vahedi et al. (2006), Behpazhouh & Nouri (2002), Nasirzadeh & Roshan (2001), Shastman & Nasaraladin (2006), Shastman (2003), Shastman & Nashol (2002).

In a study by Nasirzadeh & Roshan (2001) entitled "the impact of story-telling on reduction of aggression of boys aged between six and eight years" in a quasi-experimental methodological framework in the form of a Pre-test/Post-test control group design, the experimental group was subject to the

independent variable, that is, story-telling for 11 sessions and the control group received no interference. After the end of interference and also after three months, both groups were tested so that the impact of the independent variable on aggression can be determined. The variance analysis method, with frequent measurements and the t-test, showed that the general reduction of aggression has been to the benefit of the experiment group ($p < 0/0001$, $t = 8/1$). In the end, these results showed the effectiveness of story-telling and its structure in training children and resolving their problems.

In their study of three groups (1-treatment of children by means of stories in 10 45-minute sessions, 2-treatment of the mother in 10 90-minute sessions and the treatment of the child in 10 45-minute sessions using stories, 3-the control group that received no interference), Shastman & Nasaraladin (2006) reported that the aggression of children in the two experimental groups has had a significant reduction compared with the control group. Also, in a group where both the mother and the child were treated, children's aggression has shown a greater reduction compared with the other group.

Shastman (2003), in his study during 10 45-minute sessions with eight-year-old aggressive boys who were victims of aggression, implemented a painting therapy plan. The results indicated the improvement of aggression in the experimental group compared with the control group.

According to the adverse outcomes of aggression, limitations related to the use of drug in children psychology and high costs of child psychotherapy for many families, using painting therapy can be effective for prevention and reduction of children's aggression. Painting is not a kind of instinctual practice and repetition of activities; rather, it might facilitate the release of primary instincts symbolically. For example, a boy who paints images of soldiers and their battles is probably engaged in practice and repetition and release of primary energies of aggression. Aggression might shape different and contradictory paintings. In fact, lack of security and trust and presence of anxiety and worry might appear somehow as aggressive or on the contrary as self-restraint. Anxious and excited children are aggressive; they are vibrant and make rapid decisions and immediately change their minds. In the paintings of this group of children, wild animals, monsters and horrific scenes can be mostly seen; therefore, by release of wrath and hatred, painting therapy makes it possible for the children to control and manage aggression over time and with regular practices. The release of feeling of hatred through painting is not harmful, but as we all know, using the feeling of hatred as a behavior can be very harmful and dangerous. Children who encounter verbal or even physical exchange with their peers, parents and trainers, are children that suffer from this aggression and this kind of expression and release only causes irreparable physical and most importantly psychological, social and emotional damages only on oneself and those around one; therefore, today, the importance of painting as a therapeutic method can be felt more than before.

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