

THE EFFECTIVENESS OF PLAY THERAPY ON AGGRESSIVENESS AND ANGER CONTROL OF CHILDREN IN CENTERS OF PRESCHOOL CHILDREN CITY OF YASOUJ (IRAN)

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ABSTRACT

The present research aimed to investigate the effectiveness of play therapy on aggressiveness, anger control of children in centers of preschool children Yasouj city. Hence, the research employed a semi-experimental method using pre-test, post-test and control group design. For this purpose, sample of 30 children was selected using random sampling in 15 groups were divided into control and experimental. In order to measure variables of the questionnaires of anger and aggressiveness children is used. During the half-hour therapy sessions 10 sessions (twice a week) was held. The analysis of the results using analysis of covariance showed that play therapy could significantly aggressiveness and anger children in the experimental group compared to stage of the pre-test and post-test decreased ($p < .05$). Results of this study considering objectively treatments based play therapy as one of the variables affecting the efficient development in children with aggression and anger suggest.

Keywords: *Play Therapy, Children Aggressiveness and Anger, City of Yasouj (Iran)*

INTRODUCTION

Period of preschool years useful tool for identifying problems in children, early intervention and prevention of emotional problems, social, education and their future. Early intervention and change maladaptive behaviors of children in this sensitive, increased social skills and popularity with peers and adults and children prepare for the responsibilities of school education. One of the most common problems of small children that cause be referred to a psychologist, aggression, Determination of such problem of timely intervention among small children can be prevented from continuing this behavior (Goodwin, 1997). Studies have indicated that aggressive children tend to continue their aggression in adulthood (Kazdn, 2001).

Anger and aggression of the most common problems of children and adolescents, and the important reasons their referral to counseling centers and psychotherapy. Aggression can be defined as behavior that led to injury or harm to others. One type of aggression in the early preschool years appears hostile aggression that includes both overt and relational aggression. Reveal aggression - physical and verbal - including aggressive behaviors such as hitting, pushing, kicking and threatening to do is apply for verbal. Relational aggression, a form of aggression that aggressive individual to disrupt relations between the individual victim, spreading rumors or slander action and pressure to break off contact with the person and in this way causes to be isolation of his. Studies have indicated that children in preschool, early and middle childhood physical aggression than girls use. This difference in many different socio-economic groups and different cultures deferens has been observed. Nevertheless, since the contradictory findings about gender differences in the incidence of relational aggression are obtained. Studies also indicate persistence of different forms of aggression over time and its impact on various aspects of personal and social life are in the future. Although much research has been to investigate the effectiveness of different therapeutic interventions on children's aggression, but most of these studies have their limitations.

Children's aggression is one of the main and common reasons for children's visit to therapeutic centers (Trotter and Landreth, 2004). A wealth of research indicates that, aggressive children are usually rejected by their peers, have poor academic performance, and are exposed to delinquency and expulsion during the

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adolescence (Charisa and Sung-Yun, 2006). The relationship between aggression and suicide is completely known, and suicide as the cause of death is more common among adolescents with high levels of aggression and violence (Carlsson-Paige and Levin, 1991).

Play therapy is a technique during which the child would be given an opportunity to try and experience development under the most ideal circumstances. Playing is a natural way for children to express themselves, and it will provide them with an opportunity to gradually release suppressed emotions and tensions, disappointments, feeling of insecurity, aggression, and fear of confusion (Axline, 1947).

Ray *et al.*, (2004) have also confirmed the benefits of employing play therapy program in the elementary schools. The results of a study entitled the relationship between empathy and physical aggression among pre-elementary school children showed the importance of empathy through playing and increasing the ability to inhibit aggressive behaviors. Children who are more empathic demonstrate less physical aggression as compared to non-empathic children and lower levels of empathy is associated with higher levels of physical aggression (Frost and Jacobs, 1995; Carlo and Edward, 2005; Killen and Smetana, 2006; Strayer and Roberts, 2004).

Play therapy has a rich history of practice and research. The development of play therapy paralleled the development of the mental health field in general. During the zeitgeist of the early twentieth century, Anna Freud (1928) and Melanie Klein (1932) wrote about applying psychoanalysis to children, and Lowenfeld (1935) wrote about allowing children to use play to teacher how to understand their world.

Thus, according to mentioned literature research our goal examine the effectiveness of play therapy on aggression and anger control in preschool children Yasouj (Iran) is.

MATERIALS AND METHODS

Sample and Sampling Method

According to research and methods of its implementation, 30 of preschool children in Yasouj random sampling kindergartens were selected. In a quasi-experimental design with pretest - posttest control group total of 30 children aggressive 20 boys and 10 girls using random sampling method selected and their parents, after agreeing to participate in the study were randomly divided into two were divided into experimental and control groups. In order to measure anger and aggression in children, their trainer's kindergarten, pre-school questionnaire completed anger and aggression. After the sessions, in order to measure aggression and anger in children preschool trainers, post-test and follow-up test was performed after one month. Data were analyzed using analysis of covariance.

Family information collecting form: this form gathers data on the occupational status, age and educational level of father and the number of children and child's age.

Data Collection Tools

For data collection the following questionnaires were used in this study includes:

The Aggression Questionnaire Preschool Children

The instrument used to measure aggression, aggression scale preschool children by Vahedi, Fathiazar, Hosseini Nasab, Moghadam (1387) has been prepared.

Children Anger Questionnaire

This, a researcher made questionnaire was adapted from anger log Nvakv (1986) made, contains 15 Matter that anger, aggression and malice measures.

Procedure of Play Therapy Meetings

In the present study techniques of play therapy to control aggression and anger in children 30 children, with qualifying criteria for the study were randomly assigned to experimental and control groups were 15 people. After determining the experimental group meeting them with therapy play room and play equipment became acquainted. The experimental group for 10 sessions 2 sessions a week in order to strengthen the effectiveness of therapeutic intervention and the control group with no intervention play room, kindergarten received conventional training methods. Participants in the experimental group were present at the meeting as a group for 45 minutes by means of symbolic objects were playing.

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RESULTS AND DISCUSSION

Demographic Information

In this section is a summary of demographic information that is provided in a questionnaire completed by kindergarten coaches.

- According to the results, 66% of respondents (kindergarten coaches) Gender children boys and 34 percent girls have mentioned.
- 10% of parents of children's education diploma and under diploma, 33.3% of associate degree, bachelor 6/36 percent and 20 percent have mentioned the graduate level.
- 40% of father's children for public sector and 60 percent of employees, self-employed have mentioned.
- 35% of the respondents' number of their two children, 3 to 35 percent 20 percent four to and 10 percent number of children six people have mentioned.

Findings Inferential

First Hypothesis: Play Therapy is Effective in Reducing Aggression in Preschool Children Yasouj.

Test of homogeneity of variances

Defaults use of covariance analysis the homogeneity of variance between communities. Therefore, we should first test whether the variance in grades two experimental and control groups homogeneous or not. This is done with the test Lewin. Table 1 shows the results of this test.

Table 1: Test of Homogeneity of Variances Between Experimental and Control Groups for the Variable Test Aggression

F statistic	Df 1	Df 2	P Value
1/468	1	14	/205

P Value equal to the test. 205 is a great value. So the level of .05 or .01 assumption of homogeneity of variance or aggression groups is approved. The variance in grades two groups are not significantly different. Therefore, the use of analysis of covariance is allowed.

To test this hypothesis, analysis of covariance model was used, and after analyzing the results were as follows:

Table 2: Descriptive Indicators for the Experimental and Control Groups in Aggression

Variable	Stage of Test	Groups	Aboundness	Range of Changes	Average	Variance	Standard Deviation
Aggressiveness	Pretest	Experimental	15	32	57/14	45/60	10/21
		Control	15	28	52/21	42/12	9/16
	Post Test	Experimental	15	18	52/82	39/70	8/32
		Control	15	19	49/12	38/21	7/19

The results in the table above and around the measure of central tendency for subjects vary according to show aggression. As shown in the above table mean pre-test experimental group 57/14 and 10/21 and 52/21 and 9/16 is in control. In the post-test mean and standard deviation of the experimental group 49/12 and 19/7 and the control group is 52/82 and 8/32.

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Table 3: Analysis of Covariance for the Experimental and Control Group in Aggression

Source of Variations	Degrees of Freedom (DF)	Rate of F	Significant Level	Rate of Predictive
Interactive Effects Parts of the Test and Groups	1	22/10	0/003	0/548
The Effect Test Phases	1	2/15	0/732	0/004
Effect of Groups	1	98/63	0/000	0/840

The results in the table above the results of testing hypothesis using analysis of covariance in both test and control groups shows. Studies show that the average score of aggression the experimental group compared to the pre-test and post-test stage is less the difference is insignificant in the control group. Also check out the results in the covariance table shows that the intervention has been able to significantly reduce the amount of aggression. F observed at the rate 63/98 because of the significant level of .01 is smaller. So our assumption that the significant effect of the intervention on aggression variable the probability of error of less than .01 with confidence of .99 is confirmed. Also more study results show that the desired intervention at this hypothesis has managed 84 of aggression predict changes in the variable.

The Second Hypothesis: It Seems that Play Therapy has been Effective in the Control of Anger.

Test of homogeneity of variances

Test to check the homogeneity of variance components of anger control between experimental and control groups the Lewin test was used Results in Table 4.

Table 4: Test of Homogeneity of Variances Between Experimental and Control Groups for the Variable Posttest Control Anger

F statistic	Df 1	Df 2	P Value
0/859	1	14	0/095

P value for this test is equal to 0.859 large amounts. So the assumption of homogeneity of variance aggression. So of the two groups confirmed use of results of covariance is allowed.

To test this hypothesis, analysis of covariance model was used, and after analyzing the results were as follows.

Table 5: Descriptive Indicators for the Experimental and Control Groups in the Control of Anger

Variable	Stage of Test	Groups	Aboundness	Range of Changes	Average	Variance	Standard Deviation
Aggressiveness	Pretest	Experimental	15	22	32/82	62/25	10/29
		Control	15	23	30	54/28	8/24
	Post Test	Experimental	15	13	18/41	39/58	5/89
		Control	15	21	27/21	44/46	7/18

The results in the table above surrounding measure of central tendency for the participants in the is controlled by variable of anger show. As shown in the table above the mean and standard deviation of the pre-test scores in the experimental group is 32/82 and 10/29 in control group is 8/24 and 30. In the post-test mean and standard deviation of the experimental group is 18/41 and 5/89 in control group 7/18 is 27/21.

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Table 6: Analysis of Covariance for the Experimental Group and Control in of Anger Control

Source of Variations	Degrees of Freedom (DF)	Rate of F	Significant Level	Rate of Predictive
Interactive Effects Parts of the Test and Groups	1	2/21	0/075	0/201
The Effect Test Phases	1	2/56	0/003	0/315
Effect of Groups	1	65/94	0/000	0/86

The results in the table above, the results of testing hypothesis using analysis of covariance in both test and control groups shows. Studies show that the average scores of anger control problems in the experimental group compared to the pre-test and post-test stage is less and the difference is insignificant in the control group. Also check out the results in the covariance table shows that the intervention could significantly reduce the level of anger control. F observed in the 65/94 because of the significant level of .01 is smaller. So our assumption that the significant effect of the intervention on anger control variable with .99 reliability and the probability of error of less than .01 hundredths confirmed. Further examination showed that it was able to .86 from changes in the dependent variable to predict post-test stage.

Discussion and Conclusion

Discussion of the results of the first hypothesis (correlation between variables): In the study, the main hypothesis of the research hypothesis (play therapy is effective in reducing aggression in preschoolers Yasouj). According to the statistical results and findings were approved. Previous studies overwhelming acknowledges the effectiveness of play therapy. Including in management Kurban shuttle and Ray (2009) the effect child-centered play therapy on two primary school children with aggression for 12 sessions the results show aggression after the end of therapy sessions was. Research shows that aggression as one of the most common childhood disorders, raised and lives of children, families and teachers affect many every day (Woodard, 2006), so early diagnosis and intervention can significantly help to make these problems. The results showed that attention problems in children's play therapy can reduce the results of this study are consistent with studies in which the efficacy of therapeutic interventions based games on aggression in children with reduced effect. And also consistent with research by Kurban and other (2007).

Discussion of the results of the second hypothesis (correlation between variables): For this study, the research hypothesis (play therapy is effective in controlling anger preschoolers Yasouj). According to the results and findings were confirmed, Blaine (1999) study the effect of play therapy on children have studied much anger. The results obtained suggest is reducing and controlling anger. The results are consistent with research that Blaine (1999) and others have done. In a study by Zare and Ahmadi (2006) on children 7 to 9 years center of boarding Shahid Rezai sample was performed 6 persons the results indicated that the sessions of behavioral group play therapy techniques - cognitive decline have behavioral problems. Mostafavi *et al.*, (2010) in their study on 30 children with behavioral problems to the conclusion that education, play therapy, mothers of preschoolers will be significantly reduced behavioral problems. The results obtained in this study consistent with results from studies Amjadi (2005) in which the research is to study the effect of play therapy, cognitive - behavioral problems, aggression reducing school students indicated that play therapy on reducing aggression in children has been effective.

According to the results of this study in the form of descriptive indicators and analysis of covariance, the average related to both the main hypotheses in the pre-test and post-test lower than in the control group and this difference is negligible. The investigation covariance indicated that rate of intervention could significantly reduce aggression in preschool children Yasouj.

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