
The Effectiveness of Play Therapy on Aggression Index, a Clinical Trial

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Abstract: *Introduction: many therapeutic approaches designed to change the behavior of children in over the years. Objective: This study aimed to investigate the effectiveness of group play therapy on reducing aggression among school children. Methods: A quasi-experimental research design was with pre-test, post-test and control group. The study population were included all boys and girls of primary school age range 12-7 years old of Tehran. Thus, among the community, 24 children are purposefully selected and were assigned through the Excel software and randomly assigned to two groups (n = 12) and control (n = 12). Play therapy was performed based on Susan M Nel model in the form of independent variables in 10 sessions 45 minutes. Data collected by relational and overt aggression questionnaire and were analyzed by using multivariate variance analysis test and SPSS software version 18. The results indicated that play therapy caused a dramatic drop in violence on all three components of physical, verbal and relational in children (p > 0.05). Results: The findings could have clinical applications.*

Key words: *play therapy, relational aggression, overt aggression, physical aggression*

Introduction:

One of the challenging issues is aggression and its effective adverse on social relations in the present age. Aggression of the most common reasons for referral to treatment centers is considered (Borenman, Mitelman and Bir, 2007; Shahim, 2007; Sokhodoleski, Kasinof, German, 2004) and represents the behavior of harming others (Anderson & Bushman, 2002). Sigmund Freud knows aggression as a part of human nature. Learning theorists believe that aggression is a learned behavior and hence knowledge are involved in controlling anger (Marchty, 2005) And the treatment of low self-esteem associated (Sukhodolski¹ .kassinove¹ .gorman¹ .Marchetti¹ .Donnellan¹ .Trzesniewski¹

.Robins¹ .Moffitt¹.Caspi 2009) with interpersonal problems (Grik, chorn 1995) and poor academic performance (Bradley, kiron, borchirtal, Makado, Garsia 2001). Play therapy is process with structure based on theory (Karmikhail, 2006; Landrt, 2002), which can be taught adjusting behavior and social skills to children by using them (Pedro-Carroll and Reddy, 2005). In this model of therapy, therapist educated indirectly parents to perform the therapist's role and being group therapy caused to facilitated the defensive barriers of parents during the treatment process. Various studies demonstrated the effectiveness of this therapy on children's behavioral problems (Advarz, Slelivan, mini-Wallen and Cantor, 2010; Akgan and Yesil Yaprak, 2010, Lee and Landreth, 2003; Zhang, 2000; Bratton and Landreth, 1995). Depending on what the past, the present study was conducted to evaluate the effectiveness of play therapy on aggression.

Ethical considerations:

In this study, the informed consent was conducted free from any coercion, threatens, enticement and seduction and were respected to refuse the accepting or continuing of people to participate in this study. I have tried to do the research method does not contradict with religious principles and cultural subjects and research participants were protected in all stages of design, implementation and reporting of the study of human dignity, respect and physical and mental integrity to refuse the creating of vacuum or delay in the development of medical care to carry out the research subjects. In order to comply with ethical norms, subjects waiting list after the end of the study received periodically five sessions of play therapy.

Method:

research purpose was expressed for parents to created trust and gain the cooperation, the rules of meetings and the necessary regular participation was emphasized in class and the needed equipment

including toys, as well as the necessary training get to the parents; So requesting of teachers to identify aggressive students from first to fifth grade school according to the understanding of their students. Complete carefully and patiently the relational and overt aggression of Shahim questionnaire about their trained students. And was taken all such students the spelling test which is based on the educational level. After collecting the questionnaires (79 acceptable questionnaires) and after taken the average for physical aggression (7 items first) aggressive is verbal and hyperactive response (the second item 6) And relational aggression (8 items III) as well as the overall mean and standard deviation, 24 people who were granted scored one standard deviation above the mean, has been selected as aggressive student. It should be noted that all students selected on the basis of normal intelligence levels which reported by school officials.

Research Tools:

Relational and overt aggression scale Shahim: This questionnaire of Shahim (2007) and the reliability and validity have been evaluated in children of Shiraz city and has 21 items in the field of relational and obvious aggression and scored by Likert approach. This questionnaire has subscales of three

physical aggression (seven items), aggressive and hyperactive verbal response (six items) and relational aggression (eight items). The questionnaire is completed by the teacher. Factor analysis of the main axis and rotation miles led to the extraction of three factors with a value of more than one that explained Fifty-nine percent of the variance and the coefficient of KMO 92/0 and Bartlett's test was significant for Krovit data. The correlation coefficient between components of physical aggression items and the total score of 0.82- 0.47, the correlation coefficient between relational aggression and the total score of 0.84-0.67 and the correlation between the items and the total score reactive components, aggressive and hyperactive has been variable between 0.63-0.2. Cronbach's alpha coefficient for the total scale and highly desirable has been reported 0.91. The coefficient for physical aggression, relational, and hyperactive reaction have been reported respectively from 850, 0.89 and 0.83 (Shahim, 2007).

Findings:

In Table 1, Descriptive indicators of aggression and dictation score is provided in both experimental and control groups and in pre-test and post-test.

Table 1. Descriptive indicators of aggression and the score of dictation in experimental and control groups and in pre-test and post-test

Control			Experiment				group	
Variables	pre-exam		Post test		pre-exam		Variables	
	mean	Standard deviation	mean	Standard deviation	mean	Standard deviation	mean	Standard deviation
Physical aggression	13.75		8.50	1.51	12.33	2.01	2.2	2.27
Relational Aggression	22.75	2.28	16.62	3.54	23.33	2.05	22.08	4.18
Reactive aggression	13	2.61	7.25	1.16	13.58	1.56	11.16	1.94

Based on the data in Table 1 can be seen that in the experimental group, the average grades on a scale of aggression has fallen dramatically.

One of the assumptions of variance analysis test is equal the covariance matrix, M Box test results have been presented In Table 2.

Table 2: M box test to check the covariance assumptions of matrices

The significance level	F	M box
0.609	0.821	11.16

In order to study the homogeneity of variance Levene test was used, the results which are presented In Table 3.

Table 3: Levene's test for homogeneity of variance assumptions error

Variables	F	significance level
Post test	0.001	0.976
Physical aggression		
Post test	0.197	0.156
Relational aggression		
Post test	0.856	0.367
Reactive aggression		

Due to the obtained significant level of M test box, The assumption of homogeneity of variance matrices of and test results Leuven is created the condition homogeneity of variance error. Considering the above mentioned assumptions can be use the analysis of covariance.

The results analysis of covariance to compare the mean of aggression in the post-test by removing the effective of pre-test which has been shown in Table 4.

Table 4: Analysis of multivariate covariance for comparison of aggression in the pre-test and post-test

The effective of type	Exam Name	Amount	F	Degrees of freedom	Degrees of freedom error	The significance level
<i>group</i>	The effect of Pepily	0.747	8.120	4	11	0.003
	Wilks Lambda	0.253	8.120	4	11	0.003
	The effect of Hotelling	0.953	8.120	4	11	0.003
	The biggest root	0.953	8.120	4	11	0.003

Based on the above data, the mean scores of the experimental and control groups for the pre- and post test at least there is significant difference with each other in one variable.

A closer examination of covariance analysis test was performed and the results are presented in Table 5.

Table 5: The results of variance test to investigate group differences in dependent variables

The dependent variable	Sum of squares	Degrees of freedom	Sum of squares	Amount of F	The significance level
Physical aggression	26.733	1	26.733	56.06	0.011
Relational Aggression	84.693	1	84.693	66.4	0.023
Reactive aggression	26.60	1	26.60	36.13	0.040

The table above shows the results analysis of variance to examine the differences between control and experimental groups indicated in the dependent variables. As can be seen in the dependent variables which including physical aggression, relational and reaction there was no significant difference between groups ($P > 0.05$).

Discussion:

The present study was conducted to evaluate the effectiveness of play therapy on aggression index. The results showed that all three components of the physical, relational and has been effective response. This finding consonant with Molk and colleagues (1390), Zare and Vahedi (1386), Zolmajd et al. (1385); Gaderiet al (1385). Babaei et al (1392) was conducted the study as the effectiveness of play therapy with Gestalt approach to improving behavior problems in preschool children. The results also indicate that the positive impact of play therapy on improving behavior problems in preschool children. Malek and colleagues (1390) have provided in a similar study to investigate the effectiveness cognitive-behavioral of group play therapy on reducing behavioral problems in children with dyslexia. In play therapy, therapists unconditionally accepted the behavioral of children without surprising them or without any discussion or remind the incorrect performance of children when plays with them. In play therapy sessions try to communicate and play with the child's situation and discharge the emotional problem and resolve the problem in their life. therapy play sessions caused the development of cooperation and participation of children and makes them familiar with the laws and regulation. the children learns to compete and actually experienced the failure during the game and find the power of self-expression, and abandon his fear, shyness and futile embarrassment. children found an opportunity to express feelings of, fear and doubt, love, anger and hatred and tensions during play and reduced their aggression and militancy. The results can be accompanied with clinical application in the field of treatment of behavioral problems in children.

Restrictions:

The present study has limitations, the most important are: Lack of compliance of managers and school administrators in introducing some aggressive students, holding the play therapy classes after

school hours and the problems of commuting students, regional and age restrictions makes it difficult to generalize the findings of research participants.

Recommendations:

Conducting the research has been proposed on the effects of play types (physical, imitation, representation, symbol, education and creativity) to reduce the subscales of any physical aggression (physical), reactive and relational and other behavioral problems. It is recommended that use different methods of play therapy for other learning disorders.

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