

Evaluate the effectiveness of parent behavioral training on reducing aggression verbal in preschool children in Esfahan, 2013-2014

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Abstract: The study aimed to evaluate the effectiveness of behavioral parent training is done in a manner Barkley on reducing aggression in preschool children. The subjects of this study, all pre-school children age 2014-2015 in the Isfahan city were screened and randomly divided into control and experimental groups. Behavioral parent training for 9 sessions of an hour and a half Barkley way to parent groups were taught. Effectiveness of training programs by 43 test questions aggression in children at pre-test, post-test were evaluated. Data using SPSS software and analyzed using analysis of covariance was expressing the Parent Management Training Barkley on reducing aggression in and anger impulsive manner of preschoolers at ($p < 0.01$) have been affected. Barkley also a way to reduce the level of verbal aggression and aggressive child relationship ($0.05 > p$) had an effect on aggression and no significant impact physical aggression of children ($0.05 > p$).

Key words: Parent management training Barkley style; Aggressive preschool children

1. Introduction

Aggression occurs when a person is unable to achieve their goals or expectations. Although anger and aggression can be adaptive and adaptive functioning, but expect large quantities, especially in childhood, can increase positive outcomes interfere in subsequent years. Behavior list psychologists and social teach theorists, aggression through imitation and modeling behavior that is learned and reinforced. So the early development of children, especially the family factors that affect the appearance, increased aggression or adjustment is children's negative behavior, such as aggression, the confidence of parents and parental stress affects and the vicious cycle continues. As a parent who has a child in studies on aggressive compared with normal children of parents who are less eager to show the success of their children and tend to discipline their children (Barkley, 1997). As a result of research conducted on the active role of parents in children's aggression, parenting style and parental attachment style has been emphasized (Orion genealogical kindness, 2010). Research suggests aggressive relationship with learning difficulties. For example, a quarter of children with slow reading and one-third of children with disabilities in reading aggressive disorder (MENA Valandan, 2004).

1.1. Hypothesis

Behavioral parent training reduces verbal aggression of preschool children.

1.2. Aggression

Aggression series of activities mainly interpersonal and verbal and physical behaviors are destructive and damaging (FitzGerald, 2000). In Webster's dictionary is defined in the 1989: Forceful act done or intended to conquer or dominate unreasonable attack or aggression and hostile behavior leading to mayhem and destruction, especially these actions occurred after helplessness and frustration (Gothym, 2009).

1.3. Physical and verbal aggression

The verbal aggression, a state of the patient prone personality makes by attacking others on issues, their self-concept attack (Meier, 2004).

Physical aggression, including physical exercise and physical aggression such as hitting and pushing includes actions such as verbal aggression and swearing and abusing it (Kevin and Dodge, 1998).

Anzabi Ahangar, Daramadi and Farajzadeh (2011) investigated the relationship between parenting styles and adolescent aggression and aggression further discovered that there was a relationship between democratic styles. There democratic style and physical aggression. There was a democratic style of anger and hostility There democratic style. There was no correlation between permissive style and aggression. There was no correlation between permissive style and aggression. There was no correlation between permissive style and verbal aggression. There was no relationship between authoritative style and aggression. There was no relationship between authoritative style and

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hostility. There was no relationship between authoritative style and anger. There was no relationship between authoritative style and verbal aggression. The result is that the best way to reduce aggression and parenting component of the democratic style. Rajabpour, Makvand Hosseini and Rafienia (2012) in a study of the effectiveness of group therapy relationship between parents - child of preschool children showed aggression. Parent

groups - children, parenting skills training in verbal and physical reducing aggression in preschool children is effective.

2. Research methodology

Method is Semi-experimental method, pretest-posttest control group that diagram.

Table 1: semi-experimental method, pretest-posttest control group

Groups	Sampling	Pretest	Independent variable	Posttest
Experimental group	R	T1	X	T2
Control group	R	T1	-	T2

2.1. The subjects

The subjects of this study, 30 pre-school children age 2014-2015 years were in the Isfahan city when the research.

2.2. Sampling

This was a multi-stage cluster sampling. Sampling in this quasi-experimental study of the 6 areas of education, preschool, 6 were selected randomly 30 of 65 parent of preschool children referred by school officials as aggressive child aggression by assessment test and children were screened and randomly divided into control and experimental groups. Scores between 172-0 fluctuate, boys score higher than girls score higher than 125.77 and 117.48 are Known to be aggressive, the number of 15 girls and 15 boys, 30 patients were selected and randomly divided into two groups of 15, control group and experimental group and control group were tested in one of the school's behavior management training was held in Barkley style.

3. Research tools

3.1. Aggression questionnaire preschoolers

This is a 43-question questionnaire with Likert rating scale to assess aggression aggressive - physical, relational, aggressive - verbal and pre-school children are impulsive. The questionnaire for the first time in 2008 by Vahedi, Fathiazar, Hosseini Nasab and the front of the Aggression Questionnaire children Shahim and Ahvaz Aggression Questionnaire to measure different aspects of aggression in preschool children was designed. The questionnaire was completed by the coach or the parents comprise total score and four subscales: a) verbal aggression - aggressive, b) physical aggression aggressive c) relational aggression d) is impulsive anger. (Vahedi, Fthyazr, Hosseini Nasab Moghaddam, 2008). Validity and reliability of aggression in preschool children given the range of scores ranked by psychiatrist, aggression scale

scores to rank has become. The Spearman correlation coefficient was used to determine the concurrent validity. Spearman correlation coefficients obtained from 0.61 to 0.01, which was significant therefore be concluded that the clinical and psychological aggression scale measured a significant positive relationship exists. Pre-school children to evaluate the internal consistency reliability of the scale aggression scale, Cronbach the original sample data (489 cases) were calculated. Considering that the calculated total of 0.98 and 0.70 can be said to have achieved the desired scale has good reliability. Cronbach's alpha coefficients for verbal aggression - an aggressive, physical - aggressive, impulsive relationship and the 0.93, 0.92, 0.94 and 0.88 is obtained (Vahedi Fathiazar et al., 2008).

4. Statistical analysis methods

After running the stages of research questionnaires and scoring questionnaires SPSS statistical software was used for statistical analysis. Accordingly, data analysis, descriptive statistics to calculate the mean and standard deviation scores for verbal aggression aggressive tests were used. The default normal distribution of scores in the sample group and is one of the assumptions of parametric tests, assuming normal distribution of scores for the group or groups in the community sample. This assumption is based on the assumption that the distribution of scores in the normal range and if you tilt and strain obtained in the sample, because people have been randomly selected. Assumption of normality is rejected if the probability of being randomly distributed between sample groups and normal distribution of scores in the population is less than 0.05 (Molavi, 2000).

As seen in the above table, the null hypothesis of normal distribution of scores on the two components of aggressiveness is confirmed. The assumption of normal distribution of scores on the test adopted in both experimental and control groups were confirmed. Assumption is equal variances in the two groups. This assumption is based on the assumption that the population variances are equal between the two groups and no significant difference. To test this

hypothesis, the test has been previously used (Molavi, 2000).

Table 2: The results of the Shapiro - Wilkie on the assumption of normal distribution of scores

Normality of distribution of scores	Groups	Shapiro - Wilkie			Normality of distribution of scores	Groups	Shapiro - Wilkie		
		Statistics	Degree of freedom	Significant			Statistics	Degree of freedom	Significant
Verbal aggression - aggressive	Experiment	0/933	15	0/304	Relational Aggression	Experiment	0/892	15	0/702
	Control	0/962	15	0/724		Control	0/902	15	0/101

Parent training with Barkley method, verbal aggression scores reduces aggressive preschool children.

5. Evaluation of analytical data

5.1. Hypothesis

Table 3: Mean and standard deviation of the pre-test and post-test scores for aggression is verbal aggression in the two groups.

Research components	Groups	Pretest			Posttest	
		Number	Mean	Standard deviation	Mean	Standard deviation
Verbal aggression - aggressive	Experiment	15	47/13	3/99	43/8	3/76
	Control	15	47/13	3/46	44/87	3/54

As seen in the table above, the average scores of verbal aggression aggressive preschool pre-test in 47.13 and the mean the control group is equal to

47.13. However, in the post-test mean scores of the experimental group and 43.8 in the control group, the mean is equal to 44.87.

Table 4: Analysis of covariance effect of group membership on aggression, verbal aggression scores

Variables	Sum of squares	Degree of freedom	Mean Squares	F	Significant	Effect	Statistical power
Pretest	119/901	1	119/901	88/680	0/008**	0/801	1
Group membership	8/025	1	8/025	5/936	0/023*	0/212	0/644
Gender	2/538	1	2/538	1/877	0/184	0/079	0/259
Interaction between gender and group membership	0/002	1	0/002	0/002	0/968	0/001	0/050

As shown in the table above, after removing the effect of synchronization variables on the dependent variable and the factor F is calculated, observed that aggressive verbal aggression scores were adjusted between the participants on the basis of group membership (experimental group and control group), there was no significant difference in post-test (P <0.05). Therefore, Hypothesis 1 was confirmed. The method Barkley Parent training on verbal reducing aggression in aggressive participants in the experimental group had effect. The amount of influence in the post-test was 21.2 percent. There was no significant difference between girls and boys in terms of aggression, and no significant interaction between gender and group membership Parent education to boys and girls in

the same manner as Barkley had effect. Parent training method Barkley, verbal aggression scores reduces aggressive preschool children. Aggression, verbal aggression scores between the control and experimental groups there was no significant difference in the posttest (P <0.05). The method Barkley Parent training on verbal reducing aggression in aggressive participants in the experimental group had effect. Including verbal aggression aggressive behavior is controlled with malice. With regard to the past, verbal aggression from Overt Aggression is one of the factors extracted. Gibson (1993) suggests that when parents are involved in the treatment, the greater the effect on children. This Ring (2001) also showed that the role of group work skills and active participation of

parents in the group, disciplinary approach allows them to operate with greater skills.

6. Suggestions

According to the study the effectiveness of behavioral parent training has been noted, therefore, we recommend the program in schools and health clinics to educate parents and raise their skills to use. Due to aggressive behavior in family learning and workshops, to learn the proper way of dealing with children of parents with children is in place to consider various problems.

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