



Evaluate the Effectiveness of Social Skills Training through Group Therapy Play on Reducing Rational Aggression Boy Elementary School Student in Esfahan City (2013- 2014)

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ABSTRACT

Objective: The aim of this study was to evaluate the effectiveness of social skills training through group therapy play on reducing rational aggression boy elementary school student in Esfahan city in 2013.

Methodology: Semi experimental method with pre-test and post-test study and follow up of sample consisted of 40 students in first and second grade elementary school, Sheba, who were selected randomly.

Results: Aggression Scale Test before Shahim for school children by teachers for all subjects was completed. The specimens training group was exposed to the control group did not receive training. Finally, the questionnaire was completed by the teacher again. **Conclusion:** The results showed that social skills training group play therapy techniques to reduce relational aggression in the experimental group was significantly reduced. Results were randomly assigned to experimental and control groups (n = 20 for each group) were divided. The experimental group of 8 sessions of 45 minutes, the style of play therapy, social skills.

1. Introduction

Children learn social skills as part of their socialization is the process of socialization, norms, skills, values, attitudes and behavior are formed, desirable to be your current or future role to play in society. Family and other social institutions such as schools, are the most important socializing agent which are examined in terms of values and social norms (Blum, 1998).

Research indicates that about 10 to 15 percent of children during the school year will be ostracized by their peers and also rejected the possibility of continuing the later stages of their lives. The reason for this is that these children do not have the social skills (Matson, 1989).

Hence, in recent years much attention to social skills training is Lehigh, because numerous studies show impaired social skills often cause compatibility problems (Parker, 1993). Many reports on research done in this field have been published in recent years (McEvoy et al, 2003).

The purpose of the study is determine the effectiveness of social skills training in play therapy techniques to reduce relational aggression among male students (Yogi, 2013).

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2. Materials and methods

2.1 Hypothesis

Social skills training in play therapy techniques to reduce aggression in relation to elementary school students.

2.2 Review of Literature

Lotfali et al (2013) to analyze and compare the effectiveness of individual and group games on externalizing problems Karaj school children. This research is a pilot study with pre-test and post-test control group the population of the town Shahriar male students aged 7 to 10, respectively. 30 children under analysis of the need for clinical attention and 64 were above the cut-off point selected and randomly divided into experimental group and control group, meetings in 15 games for testing was performed 45 minutes after the meetings CBCL list by parents TRF forms were completed by the child's teacher for both groups. The results show that a playing group games significantly reduced aggressive behavior ($0.001 > p$). The behavior of the offense significantly reduced ($p < 0.05$). The results indicate the effectiveness of group games on primary school children's externalizing problems and group cognitive behavioral attitude of games and aggressive behavior can be a major offense behavior in children with externalizing problems.

Bordin et al (2013) in research, parenting practices, social skills and peer relations and social adjustment in adolescents examined. Their research on social skills as a mediator between the characteristics of the relationship between parent - child conflicts with peers focuses tries. Data were obtained from a study of 58 children 18 to 12 years old. The findings show that social skills training, to enhance the adaptability of young people and relationships with peers.

2.3 Research project

The present study aims to evaluate the effectiveness of social skills training (control anger, empathy and assertiveness) based on group play therapy on reducing aggression in the first grade and second grade boys in Esfahan.

Table 1. Diagram of the experimental design

	Pretest	Independent variable	Posttest	Follow up
Experimental group	1 T	X	2T	3T
Control group	1 T	-	2 T	3 T

The plan was 1 T represents the pre-test. Before the start of each session, responded to the pre-test.

X represents the independent parameters. The experimental group play therapy, social skills training group participated in style. The control group had no independent effect. 2 T represents the post-test and post-test in both groups after the experimental period responded. At the end of training, the test was performed on both groups after 30 days of follow up.

2.4 The population

The study population consisted of first and second grade elementary school boys who were studying academic year 2013- 2014 in the Esfahan City.

2.5 Sampling and sample size

In the present study because the researcher wants to control the gender, population, after obtaining permission from the Ministry of Education. And a group of teachers from grade 6 (3 first class and second class 3), first and second grade elementary school male students were selected as Sama.

Table 2. Number of subjects in both groups at pretest and posttest

Groups	Pretest	Posttest
Experimental group	20	20
Control group	20	20

Inclusion criteria: criteria for participants, first and second grade children in elementary and higher aggression scores and exclusion criteria of the subjects, there are obvious problems with physical, sensory, motor, and lack of parental consent to participate in the study or to continue it (Salovey & Mayer, 1990).

3. Discussion and results

3.1 The data collection tool

French et al, (2002) includes three dimensional manipulation of relational aggression in relationships between individuals, spread malicious rumors and rejecting others know that each of these aspects of Persian culture was adjusted. Verbal aggression in response to questionnaire items in three dimensions with 6 items (1,2,3,4,5,6), physical 7,8,9,10,11,13,14 7 items), and the relation of 8 items (12,15,16,17,18,19,20,21) was classified. The total scores of

each individual item is finished. Questions have been set and including varying degrees of severity of aggression that this questionnaire is completed by the teacher.

Table 3. Average aggression in the first and second primary

Elementary school classroom	Number	Verbal aggression reaction		Physical aggression		Relational aggression	
		Average	Standard deviation	Average	Standard deviation	Average	Standard deviation
First	69	12.1	4.7	6.2	1.78	12.2	3.3
Second	119	11.5	5.5	6.5	2.34	14.2	6.7

The following table presents the results of the default variable is normally distributed.

Table 4. Test results of the Kolmogorov - Smirnov (normally distributed variables) for variables

Component of the study	Study time	Kolmogorov - Smirnov Test	
		The test statistic Z	P-value
Relational Aggression	Pre-test	0.898	0.396

As can be seen in the table above assumption of normality is not rejected and the use of all components of parametric tests for the present data is permitted. Play aggression (physical, reactive and relational) and aggression therapy, social skills training method is effective in reducing default variable is normally distributed variables as the aggression in relation to elementary school students. Component values of the P-value is greater than 0.05

Table 5. Descriptive statistics component of relational aggression

Variables studied	Time study	Group	Average	Middle	Standard deviation	Minimum	Maximum
Relational Aggression	Pretest	Control	22.95	22	3.38	18	31
		Experiment	24.9	25	3.11	21	32
	Posttest	Control	24.9	25	3.11	21	32
		Experiment	20.15	21	3.18	12	23
	Follow up	Control	22.5	23	3.98	14	29
		Experiment	18	19	3.36	10	22

In the chart above, descriptive statistics such as mean, standard deviation, minimum, maximum, and for components Relational Aggression students for all 40 subjects are presented separately for the two groups.

Table 6. The assumption of sphericity test results

P-value	df	Approx. Chi square	Mauchly' W
0.653	2	0.852	0.977

According to the above table it can be seen that the assumption of sphericity test is not significant at 0.05 thus, the repeated use of the test results from the assumption of sphericity can be used for relational aggression and its results will be reported. The table below shows the results of the repeated measures analysis of relational aggression Present impact on student learning is presented:

Table 7. Results of repeated measures analysis of relational aggression Present impact of education on students

Variable	Mean square	F	P-value
time	137.61	15.79	<0.0001
Education	177.63	10.72	0.002
Education* time	144.26	16.56	<0.0001

As can be seen, the effect of changes in the level of relational aggression was significant 0.01.

The effect of the interaction of time and training on changes in levels of relational aggression is 0.01. Based on the average of the scores of relational aggression will result in between the two groups over time and the aggressive relationship has changed over time, as it was observed in the groups and relational aggression levels were different experimental group. In the same relational aggression between the two groups over time was different. Which is an indication of the effect of education on relational aggression (Crick et al, 1997).

Table 8. Relational Aggression rate changes over time in the control and experimental groups

Group	Relational Aggression	mean difference	Standard deviation	test statistic	P-value
Control	difference between the pre-test and post-test	1.95	4.25	2.05	0.054
	difference between post-test and follow up	-2.4	3.46	3.11	0.006
Experiment	difference between the pre-test and post-test	-4.75	3.46	-6.14	<0.0001
	difference between post-test and follow up	-2.15	4.85	-1.98	0.062

Also according to the above table it can be seen increased levels of aggression in relation to the education level of the control group was not significant 0.01 (0.054 = P-value). And the follow-up time was significantly reduced aggression in relation to the control group (0.006 = P value). But reducing aggression in the experimental group after the test was significant at 0.01 (0.0001 > P-value). During the follow-up also reduce aggression relationship was observed in the experimental group but not significant reduction in the level 0.01.

4. Conclusions

The results show that in the study population according to the results, both experimental and control groups in terms of mean scores of relational aggression, play therapy were similar before and there was no significant difference between the two groups. But after training, social skills training on changes to the way the game is aggressive treatment is a significant relationship and relational aggression levels dropped over time. This hypothesis is confirmed (Nelson et al, 2006). After following the steps indicated on the track to reduce aggression relationship is not significant in the experimental group. In explaining the decline of relational aggression in children after the intervention can be paraphrased as according to the definition of relational aggression, the damaging social relationships cause harm to a person becomes aggressive which is a kind of indirect aggression or social. The results of this study indicate positive changes in the relationship of children to participate in therapy sessions. Style of play therapy, social skills training can improve the thoughts, actions and behavior causing a gain new skills to children and this improves the behavior is unwelcome. Because the meetings empathy skills, anger management and assertiveness training will be given. The results of this study makes it clear given the dramatic decline of relational aggression in children treated group, two hypotheses can be investigated. First, the result of Shahim Studies, (2007) is less true in the case of children. Second, replace negative behaviors with positive behaviors and reinforce positive behavior and improve new skills, self-awareness, communication, interpersonal, communication and coping with emotions as a result of empathy skills training, anger management and assertiveness can be achieved in the game, able to overcome the popularity among peers and reduce relational aggression. Why are children with relational aggression, overt aggression, which is the classic model with exogenous treatment is indicated. Hence the popularity of aggressive children among peers, control aggressive behavior in children is important relationship (Hart et al, 1998).

4.1 Suggestions

It seems the word for the children to play or exercise enjoyable and attend to the children make exercise feel good and encourage them to participate in other social activities in the same freshness and accuracy.

During these meetings, as well as increased metabolism, to decrease impulsivity and high activity helps children who finally achieved the desired result therapist.

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