

# Study Of Influence Of Group Counseling On Aggression Decline Of Primary Students

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## Abstract

*The aim of this research is checking the effect of group counseling on aggression decline of primary student in Bushehr city. Four hypotheses are demonstrated for this reason: 1. there is a right relationship between group counseling and obduracy decline of middle school students. 2. There is a meaningful relationship between group counseling and nervousness decline. 3. There is a meaningful difference between group counseling and the influence on student's aggression. 4. There is a meaningful relationship between group counseling and student's insult decline. The statistical society includes all primary students who are studying Bushehr and 100 numbers of them are selected as a model on the basis of clustered accidental sampling method. It is used for information compilation from aggression test of Arnold.H.Bas and Mark Pary and the yield results are analysis by Pierson correlation method and then all the results confirm entire research hypotheses.*

**Key words:** group counseling, aggression, choler decline.

## Induction

Aggression was so current that human knows it inevitable basically. Even many of them know this period as so-called aggression period (Borazjaniani, 2011). On the other hand, we live in the world that revolution in information technology via fast and immediate transmittance is growing fast and this speed leads to create a proximate world and because being global is series of forces and events that make our contemporary world (Raghesei, 2012). This is a complex concept in humanism and we should follow to solve those problems in proportion to modern qualification. One of the most important of that is aggression. Because modern human can hurt others if he wants to take down social structure and now he has all the facilities for doing that more than another time. So we should harness human forces until they don't trade on facilities if this thing will be available for people more than

before (Arefy, 2009). The relationship between people is one of the necessities of life. That it's quality can create variation effects. This relationship becomes aggressively by daily increases. As we said before aggression has been so common in our modern world. In fact aggression is a goal oriented behavior that it is done for calling down others. Also, multi variation statistic surveys about aggression show that almost without exception bad behaviors are keeping company with language and body aggressively behaviors and polar behaviors of children is undesirable with great persons or others. On the other hand this belief that psychological unrest in striplings is normalized matter leads to wretched results as they think psychological problem is improved after age increasing spontaneously.

Our observation presage that psychological problems in striplings are usually stable and it

needs to treatment and it may be improved spontaneously seldom. Aggression and choler are the most powerful humanity emotions and if we don't harness them, they will prevent good functions of individuals and their success and they could threat the societies seriously. For this reason the researchers in this department who study aggression problems increase daily. Many of them are technique choler management and aggression by using of good programs (Aghajanbaglu, 2014). With attention to these researches we can understand that polar behavior analysis theory is an advanced psychology theory about thoughts and individual relationship and it is very easy to understand it well and also its concepts and textures for treatment groups (Shafiabady & nasery, 2011). Juveniles tend to participate in groups seriously so there is a question that does group counseling affect on aggression decline of middle school students? Aggression at the view point of environmental reasons is an educated behavior; the child becomes aggressive if he doesn't reach to its goal because he wants to overcome his inner needs. If child obtains his these things with aggression he learns to use these behaviors in future gradually. Family and school are so important in this background. The following cases could lead to aggression behaviors, carelessness or extremist attention of family members to child, intense punishments, unjustly behaviors and racialism between children, out of place encouragement, jealousy and insecurity, doing plentiful works unreasonably, struggles and wars, preventing child activities and bad use of opportunity time, inconsistent behaviors in training of child. This child with observation the aggressively and minatory behaviors of teachers in school and then he learns it and also he sees choler scenes and listen to the violent stories so he becomes aggressor. Parents know their children well and this is a meaningful process that affects on child behavior. For example the relationship between cheerlessness of mother and mother understanding of child behavior problems is mentioned in this

research (Habibypoor & Rajaai, 2009). Many of researchers results that quality of child parent relationship is one of the most important factor in spread of child behavior problems. Numerous advisers report that notion of parents from their relationship with their children affects on warmly and predictable reflex ability of them in relation to children (Shafaghati, 2011). Most researchers believe that such these notions create a filter that child parent relationship could be learning from the way of that and it would be responded by this way. Loss of parent sentiment, to reject child, carelessness in training of children and parent negativism proportion to children lead to growth of hostile behavior parents in children aggression increases in low ages. The mothers who have aggressor children in compare with another who have normal ones are less interested in their children success. So the parents who have some problems often are disorderly and uncoordinated. Such these parents in compare with coordinated parents tend to punish their children more than others. In other word coordinated families are disorderly (Aghajanbaglu, 2013). So it offers that studying especially of child parent's relationship for realizing minor child behavior problems psychology should be done. For example, therapists and councils from the way of identification of parents about their relationship with children will be able to know the minded uptake relation and its effect scale on child behavior. In attention to bad affects of aggressively behavior the nervousness and violence are known as a problem for so many times it needs to clinical and legal surveys. Many researchers follow to find the best methods for controlling aggression and them want to treat it. Knowing aggression as a problem often needs a therapeutic and exact cooperation. First, commiserative relationship and relation is done when a therapist doesn't emphasize more on the thing that causes bad feelings, therapists want to get uptake from the viewpoint of aggressor referential source.

Second, agreement on our goals is so important, if the persons who refer know aggression decline as its goal it is avoided to play at treatment actively. Maybe the first aims of treatment includes creating relation and trust invitation, discover and uptake of aggression and increasing motivation for aggressively behavior decline.

Third, therapist and the person who refer should have agreement on acceptable tools if they don't agree they will be not able to remove aggression.

Aggression and negative behavior leads to juveniles stand in defensive state and so it is impedimental of growth and inflorescence of abilities and social processes we can say it affects on social and individual paradise. So correction of this behavior can increase aplomb, social efficiency and its acceptance among others (Shafiabadi, 2010).

### Research hypothesizes

1. There is a meaningful relationship between group counseling and nervousness children.
2. There is a meaningful relationship between group counseling and students insult decline.
3. There is a meaningful relationship between group counseling and students spitefulness decline.
4. There is a meaningful relationship between group counseling and the effect on student's aggression.

### Method

The design for this research was experimental design of preceding test and forth tests with control group. This design consist of two experimental group and each of them is measured twice before and after experimental variant (independent) with 29 questions of Arnold and Markpary aggression questioner (Abolghasemy & Narimany, 2005). The clustered sampling is used for selecting the samples and the accidental sampling is used to form the groups in charge of control member groups and examination. The

statistic society includes all Bushehr city primary students in 92-93 years. 100 individuals are choosing via clustered sampling in this stage. An index of coeducational school of Bushehr city is obtained and is selected as a clustered sampling of one of schools then we want students to complete the questioner for checking the aggression about primary students. The purpose of independent variant is "group counseling with polar behavior analysis" and the purpose of dependent variant is "aggression" in this research. Age and sexuality is moderator variant. It is used from descriptive statistic techniques to category the data and measuring answers affluence and also it is used average and percent taking and answering to research questions of educible statistic and Pierson correlation in data analysis.

### Findings

The research findings are checked in the form of results from hypothesizes in this section.

Number 1 hypothesis: There is a meaningful relationship between group counseling and nervousness children.

Table 1: relation of correlation between effects of counsel on choler decline and studying enhancement of children

Mean level	F	Correlation value	Variants
0/0001	18/85	864/90	Effect of counsel and choler decline

As we see in table 1, Pierson correlation coefficient shows an opposite relation between effects of counsel and choler decline in primary students at  $P=0/0001$ . This means that increasing counsel to primary students causes decrease in their nervousness. So this hypothesis is confirmed that there is a meaningful relation between group counseling of students and choler decline.

Hypothesis number 2: There is a meaningful relationship between group counseling and students insult decline.

Table 2: relation of correlation between effects of counsel on insult decline and enhancement of children studying

Mean level	F	Correlation value	Variants
0/0001	15/95	240/10	Effect of counsel and insult decline

As we see in table 2, Pierson correlation coefficient shows an opposite relation between effects of counsel and insult decline of students at  $P=0/0001$ . This means that increasing counsel to primary students causes decrease in their insult. So this hypothesis is confirmed that there is a meaningful relation between group counseling and students insult decline.

Hypothesis number 3: There is a meaningful relationship between group counseling and students spitefulness decline.

Table 3: relation of correlation between effects of counsel on grouch decline and malice of primary students

Mean level	F	Correlation value	Variants
0/0001	17/94	230/15	Effect of counsel and grouch decline

As we see in table 3, Pierson correlation coefficient shows an opposite positive relation between effects of counsel and grouch decline and malice of primary students at  $P=0/0001$ . This means that increasing counsel to primary students causes their grouch and malice decreases. So this hypothesis that meaningful relation is between republican counseling and their grouch and malice decline is confirmed.

Hypothesis number 4: There is a meaningful relationship between group counseling and the effect on student's aggression.

Table 4: the relation of correlation between effects on counsel on aggression in girls and boys

Mean level	F	Correlation value	Variants
0/0001	15/94	235/20	Effect of counsel and aggression in girls and boys

As we see in table 4, Pierson correlation coefficient shows a weak relation between effects of counsel on primary students at  $P=0/0001$ . This means that effects of counsel on students sexuality differs. So this hypothesis that there is a meaningful relation between effect of counsel on girls and boys is confirmed.

### Conclusion

One of the most important reasons of aggression in children is learning. It means the children who have aggressive behavior patterns to deport themselves like their patterns. Aggressive parents raise aggressive children. This behavior is learned by children. Children do anything as the same of their parents so they learn many of parent's behaviors undesirable. Make sameness is got officiously completely. Another point this is that it is not necessary for parents that bicker presently to children. They learn this behavior soon by observation among others. We can underline to this point that children learn by their eyes and they learn anything after observation. Even that behavior doesn't have rightly about them. Aggression has outer agent more and it just related to inner agent at special time. At first parents should identify the environmental motivation that causes aggression in their children and then refer to psychologists for elimination it. In total we can say: group counseling leads to

decrease in aggressively behaviors because of: increasing social adaptation and spread of experiment between individuals. It seems that charging in recognizable eyesight; caution levels, education of social gripes and spread of individual experiment deeply, identification weak points and creating integration feelings and emotions are the reasons of changing marks. With attention to yield results of research it offers that:

1. Behavior is the best teacher for children so you should have good behavior and without aggression with them.
2. Make available suitable behavior patterns to children.
3. Obtain a situation until children see the reflex of their behaviors and evaluate it.
4. Try to obtain a dear place for children in class.
5. Let them do loving things.
6. Do the works in the form of groups in class.

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