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Website : www.termedia.pl, E-Mail : Healthpsychologyreport@Hotmail.com

ACCEPTANCE LETTER

To

Razieh Nazari , Mohammad Narimani

We are happy to inform you that your manuscript entitled **"The impact of narrative therapy on reducing aggressiveness and increasing self –confidence of aggressive children"** has completed its peer review process and has been accepted for publication in January 2018 issue.

We thank you for choosing our journal for your research publication and hope in future you would keep on sending high quality manuscripts to our journal.

Regards



Mariola Bidzan

Editor-in-chief

**Institute of Psychology, University of
Gdansk, Gdansk, Poland**

The impact of narrative therapy on reducing aggressiveness and increasing self –confidence of aggressive children

1.Razieh Nazari .Mohammad Narimani

1.Department of Psychology ,Ardabil Branch ,Islamic Azad University ,Ardabil ,Iran

2. Department of Psychology ,Ardabil Branch ,Islamic Azad University ,Ardabil ,Iran

Abstract

The aim of the present study was to investigate the impact of narrative therapy on reducing aggressiveness and increasing self- confidence among aggressive children. Method of the present study was experimental with experimental and control groups. Statistical population were included all elementary school aggressive students of Ardabil province that were studying in 95-96 academic year that 60 students (experimental group = 30 and control group = 30) were selected using multi stage cluster sampling method and filled out Kooper Smith self-confidence inventories. t test for independent groups and covariance analysis were used in order to data analysis .result showed that narrative therapy led to reducing aggressiveness and increasing self-confidence of aggressive elementary students . covariance analysis also showed that there is a significant difference between aggressiveness ($p < 0.000$) and self – confidence (0.000) among two groups. According to the results conclusion is that narrative therapy is an effective factor on reducing aggressiveness and increasing self – confidence .so it is better that psychologist and counsellors should pay more attention to that.

Keywords: narrative therapy , aggressiveness , self-confidence

Introduction

Aggression is one of the most common problems of children and one of the important reasons for referring them to therapists (Sokhodolsks, Kasinov and Germen, 2004). Findings from previous studies indicate that aggressive children continue to be aggressive in adulthood (Kazden, 1997, Led and Bergs, 1999, Carrick, Casas and Masher, 1997). These behaviors have long-term effects And irreparable effects on early school children such as poor self-concept and depression (Matsuria, Hashemimoto, Toki, 2009), impulsivity and hyperactivity (Strou and Goodocki, 2009) and rejection from peers (Craig and Peter Grace, 1995).), Which can cause many problems, such as expulsion from school and delinquency (Park & Usher, 1993), aggravation of problems such as aggression (Green Man, 2005) Low socioeconomic adaptation (Craig and Peter Grace, 1995), poor academic performance (such as absence from school), and school aversion (Vojenlviks, 2004) (Shahid, 2007). Boys at preschool age more than Girls use physical aggression (Michelle, Greatin, Onga and Copens, 2008). Self-esteem, assessment, and continuous judgment that a person owns (Crocker, 2002). Self-confidence is a delicate and precise feeling that usually begins from childhood and is enhanced by the influence of education, culture and society, and after years of years it becomes a strong and strong feeling that change will be very difficult (Heyz et al. , 2004). The results of some studies carried out in Iran suggest that self-esteem is associated with aggression in children, with increasing self-esteem, aggressive behavior in children decreases (Ghashlaghi, 1392). In addition, this study shows that the lack of independence of the child in the family causes her self-esteem to decrease and this is the reason for the behaviors Aggression and delinquency in children, increasing the likelihood that they would violate community norms and show aggressive behaviors (Chen & Dosenbach, 2015).

Over the past three decades, efforts and therapists have led to the introduction of various effective therapies such as social skills training (Vahedi et al., 2008), the use of literature, storytelling and storytelling (Bright, 2006, Sept. 1999, Cook, Taylor and Silverman, 2004, Peru, 2008). Schushtman (1999) believes that children and teenagers generally do not have the privilege of attending a therapeutic meeting, but love the story and enjoy it, especially the boys who They seem to trust the story. Sixman (2005) showed a decrease in aggression in the experimental group during 10 45-minute sessions with two groups of five of the eight-year-old aggressive boys and victims of aggression. Abbas Zadeh et al. (1394) conducted a series of fiction sessions in 6 weeks each week that showed that storytelling leads to increased self-esteem in children. Given the reliability of the storytelling, the need for improvement and reduction The children's maladaptive behaviors, including aggression and self-esteem, as well as the gap between previous researches, are the main questions in this research, is it to reduce the aggression storytelling in aggressive children and increase self-esteem?

Goals and research hypotheses

Research objectives

- 1- The Effectiveness of Story Therapy on Reducing the Aggression Symptoms of Aggressive Children in Primary Schools
- 2- Evaluation of the effectiveness of storytelling in increasing self-esteem of aggressive school children

Research hypotheses

- 1- Stage therapy is effective in reducing the aggression symptoms of aggressive primary school children.
- 2- Stage therapy is effective in increasing the self-esteem of aggressive school children.

literature

Hejazi and Salavian (1395) in a research entitled The Effectiveness of Story Therapy on Self-efficacy and Aggression in Elementary School Children in Shiraz showed that storytelling can increase self-efficacy and reduce aggression among children.

Nasir Zadeh and Roshan (2010) in a study entitled Storytelling to reduce the aggression of six to eight year old boys showed that teachers and parents reported that storytelling reduced the symptoms of aggression in children. This decline remains stable over the next three months.

Shabib Asl et al. (1393) in a research entitled The Effect of Storytelling on Behavioral Disorders (Aggression and Corruption) of preschool children showed that storytelling had an effect on the behavioral problems (aggression, detention) of the experimental group in comparison with the control group, and this The impact was sustained after a month's follow-up.

Corendak and Sizzilid (2017) in a research entitled The Effectiveness of Story Therapy on Aggressive Behaviors, School Anxiety, and Cognitive Control, showed that storytelling reduces aggressive behavior and undergraduates undergoing history therapy have low school anxiety and control Had a high cognition.

Abbas Zadeh et al. (1394) in a research entitled The Effectiveness of Story Therapy on Self-esteem of Primary and Third-Grade Students showed that the difference between the mean scores of self-confidence post-test in self-confidence, self-esteem, family and education dimensions in two groups was significant is not. The difference between the mean post-test self-esteem scores in terms of general and social self-esteem is significant in the control and experimental groups.

Soltani et al. (1394) in a research entitled The Effectiveness of Storytelling Method in group building on increasing the self esteem of primary school-age children revealed that there was a significant difference between the mean difference of pre-test and post-test of Cooper Smith in the experimental group and the control group And with 99% confidence, it can be argued that storytelling collectively increases the self-esteem of children.

Alonso and Mogherini (2015) in a study entitled The Effectiveness of Group Bass Therapy on Self-Earned and Self-Esteem of Spanish Children, showed that storytelling has led to a significant increase in self-esteem and self-esteem in children.

In the study of self-worth, self-esteem, and self-examination: The effect of storytelling on children, Daggnitz and Huckock (2016) showed that storytelling has a significant effect on self-esteem and self-esteem self-esteem enhancement.

materials and methods

The method of this study was experimental with pretest-posttest design with control group. The statistical population of this study is all students of elementary school in Ardabil who are studying in the academic year of 1996-96. Among them, 100 students were selected as prototype and 30 students selected as sample. The sampling method was a multi-stage cluster sampling method. The research instrument was a questionnaire for aggression in primary school children and Cooper Smith self-esteem questionnaire. In the present study, after obtaining permission from the education organization and its schools, four schools were randomly selected and in the first stage, 100 students were selected and filled with aggression and self-confidence questionnaires. In the second phase, They were selected as the sample of 30 subjects who had criteria for entering the research. They were randomly divided into two groups (low and low self-esteem aggressive and control group). The experimental group received 13 sessions of 45 minutes in the form of a learning intervention in the life skills, and the control group did not receive any intervention during this period. To analyze the data, the data were first described (mean, variance, etc.) and then to test the research hypotheses with covariance analysis and independent t-test. All data analysis was done using SPSS software.

Table 1-1

Distribution of respondents by agesults

percent	percent	age
%16/77	0	9-8
%27/77	11	10-9
%47/77	14	11-10
%100	30	Total

According to the results of table 1-4 , (16.16%), the percentage of people aged 8-9 years, 36.66% were 10-9 years old and 46.66% of them were 10-11 years old.

Table 1-2- Distribution of respondents by education

Percent	frequency	Academic level
%26/16	8	First and second level
%43/33	13	Third and fourth level
%30	9	Fourth and fifth level
%100	30	total

According to the results of Table (1-2), the participation of the participants in the study was 26.66% for the second and third elementary students, 43.33% for the third and fourth elementary students and 30% for the fourth and fifth grade elementary students.

Table (1-3) The results of single variable variance (ANCOVA) analysis of covariance (ANCOVA) on post-test scores of aggression variables of experimental and control groups, with the control of the pre-test effect

P Significance level	F	Mean of squares	Freedom degree	Sum of squares	Source
.0001	23/581	6/510	1	6/510	group

As shown in Table 1-3, there was a significant difference between the control and experimental group ($F = 23.581$, $P < 0.000$). Therefore, the first hypothesis is confirmed. Therefore, storytelling has reduced aggression among aggressive school children.

Table 1-4. Results of univariate covariance analysis on the mean of post-test scores of aggression and self-confidence of experimental and control groups with pre-test control

Significance level	F	Mean of squares	Freedom degree	Sum of squares	variables
•/•••	۵۷۸/۲۱۳	۱۱/۳۵۰/۷۳۹	۱	۱۱/۳۵۰/۷۳۹	Self -esteem
•/•••	۲۳/۵۸۱	۶/۵۱۰	۱	۶/۵۱۰	agressivenes

According to Table 1-4, there is a significant difference between the control and experimental groups regarding the aggression variable because $F = 23.581$ and $P < 0.000$; Table 1 indicates that the mean aggression is small for the experimental group. Therefore, the first hypothesis is confirmed. Also, in relation to the self - esteem, given that $F = 578.213$ and $P < 0.000$, there is a significant difference between the control and experimental groups and the mean of the mean of the experimental group for the confidence variable It is breathless, so the second hypothesis is also confirmed.

Discussion

The purpose of this study was to investigate the effectiveness of storytelling on reducing aggression and increasing the self esteem of aggressive school children.

The first hypothesis of the present study was that storytelling is effective in reducing the aggression of high school aggressive children. The results of the data analysis showed that this hypothesis was confirmed ($p < 0.10$), and the hypotheses related to the sub-components of aggression in the research were that the storytelling was based on physical aggression, verbal reaction and An overactive and relational relationship between aggressive children and the results of the data analysis showed that this hypothesis was confirmed ($p < 0.10$) and these results were compared with the researches of Nasir Zadeh and Roshan (2010) (2014), Ghavami et al. (1393), Abbas Zadeh et al. (1394), Soltani and Hamaran (1394), Shestman and Nsiladini (2014), Johansson and Kretz (2015), Alonso and Mogharni (2015) and DragennitsHvkak (2016) are in line. In explaining these results, it can be stated that childhood is a good time to diagnose children's problems, to intervene in time and to prevent their future emotional, social and educational problems. In fact, intervening at the time and correcting the child's maladaptive behaviors during this sensitive period has increased social skills and It is popular among peers and adults and prepares the child to accept future responsibilities (Shahm, 2007). Based on previous research, life skills training has reduced children's aggression storytelling (Nasir Zadeh and Roshan, 2010), and it has been shown that

children can be adapted and their emotions controlled so that with increasing adaptability, both behavior and control. Their emotions have a good control (Hoday, Kajbaf and Sayyadat, 2010). In other words, the stories could improve and strengthen children's behaviors in respect for others, in group work, effective social communication, control of anger, respect for others' rights, and express their affection and kindness and prepare them for an adaptive life.

The second hypothesis of the study was that storytelling has an impact on increasing the self-esteem of aggressive school children. The results of the data analysis showed that this result was confirmed ($p < 0/00$) and hypotheses related to the following self-esteem variables included: storytelling has an impact on increasing social self-esteem (peers), increasing family self-esteem (parents), and increasing school-based self-esteem of aggressive school children. Results from data analysis showed that these hypotheses were also confirmed ($p < 0.10$). These findings are consistent with the results of researches. Siirzadeh and Roshan (2010), Shabib Asl et al. (1393), Ghavami et al. (1393), Abbaszadeh et al. (1394), Soltani et al. (1394), Shestman and Nsiladini (2014), Johansson and Kreatz), Alonso and Mogherini (2015), and Daggney and Huckak (2016).

Human being is a social being and needs communication with others, and the prosperity of his talents is possible through interpersonal interaction and social communication, on the one hand those who have no tendency to communicate with others and with a feeling of unusual and persistent fear of any situation which may be subject to arbitration by others (Moradi and Gholami, 2006). In the same vein, Karatash and Kuchchan's research has shown that storytelling improves self-efficacy (Karatash, 2009). Comparing the outcomes of supportive and therapeutic group therapy and 81 supportive group therapy, asthmatic children found that after a one-year follow-up period, the group undergoing therapy was less likely to have aggressive behaviors, self-esteem, depression, anxiety and conflict. Family therapy has been shown to significantly increase the level of self-esteem and happiness in children (Fung, 2007). Very low self-esteem and poor self-concept may discourage children from objectively evaluating their talents and skills, because they have a negative view of themselves, turning into glasses that see all the information behind it. Low self-esteem is also a major component of a poorly-functioning run. One explanation here is that the effect of self-esteem is greater than that of the overall reproductive ability of children on their response to restoration efforts (Kirchner, 1990). In particular, there is a high probability that mediation may be beneficial for children with auditory learning-language that has a positive self-image (Kirchner, 1990). In addition, having high self-esteem in non-educational areas may be problematic for educational problems even among children with learning disabilities, while having poor general self-esteem or infertility in both academic and non-academic fields can be an obstacle to progress. According to the above, it can be said that dyslexic students have low self-esteem and lower social skills.

Limitation

- 1- From the limitations of this research, the limited statistical community to the city of Ardabil, it can be pointed out that more generalization of its results into other places should be carried out and treated with caution.
2. The limited statistical sample of primary school children can be mentioned that makes it impossible to generalize the results of this research to male groups.

Research suggestions

- 1- To researchers interested in research in this field it is recommended to study the impact of storytelling in other components.
2. It is suggested that in the next research, the results of the training be followed up with multiple post-tests, in order to assess its long-term effects.

Functional suggestions

- 1- Due to the effectiveness of storytelling in reducing some psychological problems such as aggression, depression and low self-esteem among children and other people referred to in previous studies, it is suggested that in the environment Educational and educational sessions of storytelling will be conducted by experienced psychologists on children.
- 2- Regarding the significant effect of storytelling on reducing aggression and increasing children's self-esteem, it is suggested that this type of treatment be used in the children and adolescent treatment program in counseling centers and psychiatric clinics.

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