



## The Impact of Educating Mothers in Choice Theory on their Children Student's Aggression in Primary level in the City of Hamadan

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### ABSTRACT

The purpose of this study was to investigate the effect of teaching the choice theory on mothers on the depression of their offspring during the elementary period of the city of Hamedan. The present study was a semi-experimental and design used in the research, pre-test, post-test with control group. The statistical population of the study consisted of all mothers of elementary school students who were enrolled in a boys' primary school in Hamedan District in the academic year of 2017-18. After three months of student behavior observation, examination of their cases, interview with the teacher, a sample of 30 mothers was selected using purposeful sampling. Subjects were randomly assigned into two groups of 15 subjects. The tool was used in the study of the Volger's Formula Aggression Questionnaire. The hypotheses of this research are: 1- Educating mothers in choice theory affects the degree of aggression (verbal-invasive dimension) of children. 2- Educating mothers in choice theory affects the degree of aggression (physical-invasive dimension) of children. 3 - Educating mothers in choice theory affects the degree of aggression (relational dimension) of children. 4 - Educating mothers in choice theory affects the degree of aggression (impulsive dimension) of children. The findings of this study showed that the learning method of choice theory to mothers affects the level of aggression in their children ( $p < 0.01$ ). And the verbal, physical and relational aggression in the sample group reduced significantly following educating mothers in choice theory. Therefore, considering the findings of the effectiveness of teaching the choice theory to mothers of the sample group, on the reduction of children aggression, this intervention is an effective method in the correction of parent-child relationship and it seems to be necessary, if it used in order to improve the child-raising and prevent Children's behavioral issues and their compatibility.

**Key words:** Aggression, Choice Theory Education, Students, Mothers

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### INTRODUCTION

Pre-menstrual syndrome is one of the most Childhood is one of the most important life spans in which a person's personality is established and shaped. The majority of behavioral disorders and incompatibilities of the childhood derives from deficit of attention to childhood sensitive period and lack of appropriate guidance in evolution and

development process. This negligence brings about lack of compatibility and adaptability to / with environment and outbreak of different deviations in miscellaneous dimensions for child [1]. One of the most current problem of primary school children is aggression. Recognizing this problem to children and an early intervention can prevent this behavior continuous. There are some evidences that indicate there is a relationship between childhood anti-social behaviors and / with adulthood disabilities [2]. Aggression implies a negative mental mood along with its cognitive deviations and defects and incompatible

behaviors, and additionally, it connotes overt behaviors consisting physical and verbal ones leading to damages to other systems, things, or persons [3]. Aggression has been divided from different aspects; action aggressions, hostile aggression, verbal and physical aggression, relational and overt aggression, different types of classifications are considered [2].

The psychologists believe that parents' mutual reactions and intimacy forms child's emotional-cognitive development basis, and decreases child's being caught into mental/psychic disorders [4]. Further to this, personality traits, mental health status, parent's depression and anxiety, and the other child-parent relation dimensions are well related to parent's reporting manners regarding children's behavioral problems type and tension. [5]. Doing this, parents tainting is one the caring methods being used to cure and prevent aggressive behaviors in children. Teaching Choice Theory to parents is one of the parental training styles which can take a remarkable role in decreasing their children's behavioral disorders level.

Choice Theory was established by allosser throughout the expansion of his initial work-internal locus of control. In his viewpoint, these are we who choose all of our actions, even our own miseries / misfortunes. The others can make us be neither fortune nor mis fortunate (Glosser, 1998, translated by Feerozbaqt, 2005). In choice theory, five basic requirements are impacted on (survival, love and attachment, power, freedom and recreation) where from human's motivation comes, and the individuals fully intelligent choose some behaviors to satisfy their requirements (Alizadehfard and Tadriz Tabrizi, 2014). In Glosser viewpoint, the sooner the parents get realized of requirements, and demands understanding, behavior choice, internal locus of control ideas, and basic requirements, the more successful they would be in childrearing. The childrearing nuts and bolts in choice theory are of love, affection and lack of punishment [6] Sahebi, (2017). Choice theory is an internal locus of control psychology, and it explicates why and how we choose our path of life [7]. The evident hallmark of choice theory regarding childrearing is as follows: If you want your child to be happy, successful and intimate with to you, you do not let the distance between you and him be widened, sigmrying that you'd better not to punish, threat

and belittle your children, and instead you'd better love them a lot.

The confidence is the basis and foundation of parents-children relationship reliant on choice theory. The parents cannot be encouragers and patrons to their children thorough their (parents) rapid behavior style/pattern alteration and accordingly to win their trust and confidence. Making trust and confidence implies causing your children to understand that there is nothing to say or do leading to their being banished or excommunicated. As the children enter into their youth age, confidence-creation or formation becomes more difficult, meanwhile, not to reject is the best policy in regard to this [6] Sahebi, (2017). In a study implemented by Roostaye Shalmaee and et al (2016), incidentally considering the influence of training based on theory of planned behaviors upon preventive behavior regarding aggression, they concluded that aggression is somewhat handled by changing control structures. In a research, the results indicated the influence of groups experienced on hyperactivity / impulsivity of experimental group comparing with to control group. The parents' behavioral training brings about a decrease in lawless behaviors in experimental group (Amiri, 2015). In general, taking notice of the studies done by nasiri and Arefi (2015), Nurzaee Kootanaee, Hossein Qhanzadeh, Asghari, Shakernia (2015), Amiri and Fathi Ashtiani (2013), Rajabi and et al (2013), Rajabpour and et al (2012), [8], the findings articulate that behavioral training to parents engenders aggression and behavioral problems in their children. Therefore, the present study is applied in order to consider the impact of choice theory training to parents on their student-children aggressiveness in Harnedan city primary school period.

## MATERIALS AND METHODS

The present study is quasi-experimental one in which the implemented dosing is the pre-test, post-test with a control group. The mothers we put under the training process of choice theory, but the control group mothers were not trained at all. As it is apparent, the aggression questionnaire was once filled up before choice theory training sessions and once after therapy sessions by testees' mothers. The statistical society consisted of all primary school male students' mothers, bury with steadying in Boyshahed school of Hamedan First Region, in 95-96 year of education. A sample

of 30 mothers were chosen through purposive sampling method taking advantage of the utilized research design and purposes. In this way, the aggressive students were recognized and the purposive sampling was applied after the students' behavioral observation in the educating year first three months, and the interview with school tutors and parents, and their files consideration. Afterwards, these persons were incidentally put into experimental and control groups.

Making use of aggression questionnaire being applied by Vahedi, FathiAzar and Hosseini Nesbat and Moqadam (2008), the different dimensions of aggression in children were considered. This scale is a 43-time questionnaire with a Likert scale ranking, for analyzing children's physical

aggression, relational aggression and verbal aggression reaction. This questionnaire is to be filled up with / by the instructor or parents; consisting of a overall score and four sub-scales as follows: aggressive-verbal aggression bearing buoys (1-14) and score spectrum between 0 to 56, aggressive physical aggression with buoys (15-27), and scores spectrum between 0 to 21. the grading scale is in a 5-degree Likert scale (never = 0, Seldom (rarely) = 1, once permonth = 2, once per week = 3, quite often = 4), the number of each of any sub-scale is achieved through adding the relevant questions score total, and total score of the adding of all sub-scales (Akbari and Rahmati, 2015). The final multiplier of the questionnaire is achieved through Cronbach Alpha in research as 92%.

**Table 1: Choice Theory Training Protocol**

First Session	Therapy program introduction, its foundational logics	-Training sessions rules explication (The principle of secrecy, sessions duration time), pre-test implementation - Design explanation and its implementation quality. - Aggression definition, violence types and its different reasons. - <b>Ways to reduce aggression and childrearing in choice theory</b>
Second session	Introducing howness and whyness of our issuing behavior; and its fundamental needs and its impact on people's lives	- Expounding what we do, is a behavior and all of our behaviors are assigned to a purpose - The purpose of all of our behaviors is to satisfy our essential needs. - Introducing five major needs of survival, love and affection, power, freedom, recitation and recognition, and drawing up your needs.
Third Session	The members' familiarly with requirements and desires	1- explanation of demands and expression of their difference with requirements 2- Consideration of the encrypted requirements behind the deimans 3- Aggression definition 1) expression of the educative and behavioral principles, and claiming aiming at decreasing aggressive behaviors such as relaxation and positive sayings
Fourth session	Introducing overall behaviors and person's getting to know its four constituents components: thought, action, feeling, and physiology	-emphasizing on direct controlling of thought and action, and indirect handling of feeling and physiology providing examples. - A practice for indicating thought and action impact on feeling and physiology -The definition of depression concept -Explanation of responsible behavior and selection of depressed behaviors regarding behavior choice principle.
Fifth session	familiarity with control theory, seven harmful habits, and seven habits of love	-Familiarity with external locus of control concept and its destructive role in intimate relationships -Familiarity with seven harmful habits and their replacement with seven habits of love -homework for following these behaviors until next session.
Sixth session	introducing the quartet conflicts	-reporting homework by references (through / by responsible officials) -Introducing four /quartet conflicts: a) Coercing the other side to do what he does not want to b) being forced by the other side to do what you do not want to c) coercing two sides to do what they both do not want to d) forcing one to do what you do not want to.
seventh session	Qualitative world education	-introducing qualitative world, and identifying the ideal world of the testees. -Explanation of perceptual system and having the scale of have and desired impaired and the method of redressing scale through non-destructive relationships and responsibility -Consideration of the gap between qualitative world (what I want) and real world (what I have) and the anxiety outcomes, depression, and the anger caused by it. -Expression of testee's experiences
eighth session	introducing WDEP and closing sessions of treatment	Consideration of following questions: W: What do you want? D: What do you do for your demand? E: Does "What you do", bring you to "What you want"? P: Helping the testees with identifying proprietary methods of the failed choices change. -The implementation of the post-test and conclusion.

The experimental group was trained under choice theory discipline during eight / 8, 90-minute sessions, once a week for eight weeks, being brought here in brief as in Table 1.

The data gained from questionnaire in pre-test and post-test was analyzed by making use of descriptive statistical methods such as average, standard deviation, abundance distribution and (also) inferential statistical methods such as independent T-test and covariance as well. Moreover, there the SPSS 23 software's were utilized to analyze the data.

**RESULTS**

In terms of age, gender, and schooling grade, there was no significant correlation between the students of both experiment group and control group with the students' parents of two groups in terms of age and education level. According to Table no.2 results, it obvious that the average of experiment group in verbal-aggressive component in post-test (26.4) in relation to pre-test is decreased (33.4), but in control group, the post-test scores (32) in relaxation to pre-test (33) do not indicate such a big change. The average of the experimental group in aggressive-physical component in post-test (26.8) in relation to pre-test (29.866) does not show such a big change, and according to the Table results, it become clarified that the average of experimental group in relational dimension in post-test (17.733) in relation to pre-test (19.133) has been decreased, but in control group, the post-test scores (18.133) in relation to pre-test (18.266) do not articulate such a big change. In addition, the experiment group average in impacted dimension in post-test (15.133) in relation to pre-test (15.666), and also the post-test scores average of control group (15.2) in relation to pre-test (15.4) do not indicate such a big change.

**Table 2: The Average and standard Deviation of Aggression components scores**

Aggression components	scale	test	experiment group		control group	
			average	standard deviations	average	standard deviations
verbal-aggressive	pre-test		33.400	5.901	33.000	5.477
	post-test		29.400	5.745	32.000	5.976
physical-aggressive	pre-test		30.200	6.002	29.866	5.422
	post-test		26.800	5.906	28.800	5.771
impacted	pre-test		15.666	1.799	15.400	2.164
	post-test		15.133	1.245	15.200	1.971
relational	pre-test		19.133	1.959	18.266	1.751
	post-test		17.733	1.667	18.133	1.995

Due to this fact that the obtained significance level for all of the components is higher than 0.05, the homogeneity assumption of the regression slopes was considered based on which the regression slopes of pre-test and post-test in both experiment and control groups did not have a significant relationship, and homogeneity assumption of regression slopes was confirmed.

**Table 3: One-way variance analysis for considering homogeneity assumption of regression slopes**

Source of changes	Sum of scores	Degree of freedom	Average square	F	P
pre-logical-aggressive group	0.327	1	0.327	0.065	0.800
pre-physical-aggressive group	0.190	1	0.190	0.034	0.855
pre-relational group	2.373	1	2.373	1.435	0.242

Afterwards, according to Table No.4 results, we considered the difference between two experiment group and control group in terms aggression via multivariate covariance analysis test (mankowa), based on which there is a significant relationship between two groups (p = 0.010) in the realm of aggression. In other words, it can be stated that, the difference between the scores of two groups indicates that teaching choice theory to parents (mothers) has had an efficacy on their children's aggressiveness. Considering at a square, it can be said that 45% of these changes is the improvement arising from intervention.

**Table 4: The results of multivariate covariance (makowa), and the difference between experiment and control groups in terms of aggression**

Statistical scales	Lama Wilkes	F	Significance Level	ETA <sup>2</sup>
Group	0.545	4.392	0.010	0.455

Finally, due to the Table No.5 result, it is apparent that the group agent or the intervention done on the experiment group, in regard to aggressive-verbal sub-scales (p = 0.002), aggressive-physical ones (p = 0.013), and relational sub-scale (p = 0.045) are statistically significant. Therefore, it can be said that teaching choice theory to the parents (mothers) brings about making a difference in these components among children of both experiment group and control group and has decreased the level of aggressive-verbal, aggressive physical and relational dimensions in the post-test of the experiment group children in relation to pre-test. Additionally, due to the Table

results it is obvious that the impact of done mtervention on impulsive has not been statistically significant dimension (p = 0.425)

**Table 5: The results of multivariate covariance analysis of aggression sub-scales**

resource	variable	sum of squares	degree of freedom	average of squares	F	level of significance	effect size
group	aggressive-verbal dimension	68.320	1	68.320	12.814	0.002	0.348
	aggressive-physical dimension	42.249	1	42.249	7.260	0.013	0.232
	Impacted dimension (impulsive)	0.451	1	0.451	0.659	0.425	0.027
	relational dimension	7.680	1	7.680	4.489	0.045	0.158

**DISCUSSION AND CONCLUSION**

The present study indicated that teaching mothers choice theory is effective on their children's aggressiveness. This problem shows that educating mothers choice theory impacts their children's aggressiveness positively and it has reduced the children's aggressiveness average in experiment group in post-test in relation to pre-test; therefore, due to the obtained results regarding the efficacy of teaching the experiment mothers choice theory in order for reducing their children's aggressiveness, teaching choice theory seems to be a suitable method concerning child-parents relationship reformation, the usage of which is considered as a necessity in regard to improving childrearing style, prevention of children's behavioral problems, and their adaptability.

The results of widespread studies indicate this fact that the parents, who spend more time on their children, have children who show less willingness towards aggressive behaviors [9]. One of the findings of this research consists of confirming this assumption that educating mothers' choice theory draws on reduction of children's verbal aggressiveness, which follows the same direction of Mehdian's, Kimiaee's and Qanbari Hashem Abadi's research (2015). The next finding of this research, being in the same direction with [10], is confirming this assumption that educating mothers choice theory results in children physical aggressiveness reduction. One of the other findings of this research was to affirm this assumption that teaching the choice theory to

mothers world reduce children's relational aggressiveness. William Glasser in his book Choice Theory for parents and Teenagers writes: "Although there are more than seven harmful habits, but it you deleted these seven habits in your relationship with your teenagers, you would be able to move together in one direction more rapidly, otherwise, the relationship would be so destructed that there would be no possibility for its resuscitation. The destructive behaviors are as follows: 1) criticizing 2) blaming 3) complaining 4) nagging 5) threatening 6) punishing 7) ransoming Sahebi (2017).

One of the gained findings in this research was the non-significance (lack of a significant relationship) of impulsive dimension and lack of impact of educating mothers in reducing this dimension after children's aggressiveness. One of the main reasons of this finding can be the profound formation of schemas in children, which has been shaped and internalized because of the long-term child-parent relationships.

The limitations of this study are students gender and the testees' small number as well and the tip based on which the illiterate persons were deleted from the study for the sake of intervention (choice theory Education), which brought about research results partiality, as a consequence of which the potency of research findings generalizability is reduced. Therefore, it is suggested that a research be done in a larger sample size regarding the tracking period, prolongation of therapy and doing a research on aggressive children's fathers to get abled to make an appropriate comparison in this regard. In addition it is proposed to make another comparison between choice theory affectivity with the other therapies such as CBT, ACT and rational-emotional method. And finally, it is proposed to the kindergartens and schools coaches and managers being trained by choice theory as well.

**The authors Contribution**

Study design: LCH, MIE, AS.  
 Data collection and analysis: MIE  
 Manuscript preparation: LCH, MIE

**Conflict of interest**

No conflict of interest has been expressed by the authors.

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