A Comparative Study on the Quality of the Implementation of Designing-Drawing Therapy on Reducing Intergroup Stress in Preschool Boys and Girls Children

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ABSTRACT

The aim of the current research was to study the impacts of the implementation of controlled and free activities of drawing and designing therapy on the quality, and possible changes of the group stress extent among the preschool children. The research method was experimental, and its format was pretest and posttest with a control group. The statistical population included all the preschool children of district 1 of area 9. As many as 30 people were selected through cluster sampling method, and were randomly placed in two control and experimental groups fully. For measurement the Children Stress Symptoms scale (CSS) was first applied. Then, the free and controlled method of drawing and designing the solid objects was carried out, only on the experimental group [by the instructor] for 12 sessions- 45 to 60 minutes each. After the implementation of the independent variable ended, posttest was administered on two experimental and control groups. To analyze the data, the MANCOVA method with the SPSS software was used. Findings revealed that the difference of the experimental group scores was significant in the posttest in comparison with the control group in reducing the preschool children stress. Results indicated that the designing–drawing therapy method is effective in reducing the preschool children stress [Sig=0.001].

INTRODUCTION

Children characteristics, particularly in the subjective, rational and emotional aspects, as well as constraints in life experiences suggest they lack the rational, and subjective capacity, and growth the adults have, and on the other hand, this refers to the intense emotional and sensational properties of this age group. Rational aspects being overwhelmed by emotions will highly lead the child, specifically in the preschool terms to be easily and rapidly enticed to the training programs through drawing and artistic activities. Hence, his raising will be made easier and more successful. Drawing therapy engenders the children to enjoy more freedom of action, recreation and necessary entertainment and also, such programs are more fascinating and appealing to the children [1]. Aggressive behaviors is common among the children, which needs to be addressed across the world, hence, research concerning effective solutions has brought about big challenges for the experts and theorists [2]. Through drawing and artistic activities, the children, in the preschool stages, deal more with their own emotional discharge [3]. Stress is common among the children too. For most child psychologists and experts, experiencing stress among the children contributes significantly to the increase of physical, mental and social problems [4]. New findings by the researcher indicate that art therapy could lead to an improvement of emotions and some mental diseases among the children [5 - 6]. Therefore, in accordance with the above-mentioned material, the aim of the present research was to investigate training drawing therapy on children stress and aggression. A Comparative study on the quality of the implementation of designing-drawing therapy on reducing intergroup stress in preschool boys and girls children.

Methodology:

Here, in this research the methodology is empirical with two groups and both groups were measured two times each [Pretest and posttest]. Groups were placed under two equal groups randomly. The experimental group was exposed to the independent variable. The statistical population included all the preschool children of district 1 of area 9 who were studying the Tehran kindergartens. As many as 30 people [15 people in the
The children stress symptoms scale [CSS]: The children stress symptoms scale was designed by Sharrer, Ryan and Wenger in 2002. This scale investigates stress related experiences among the children aged 6-12 with 11 symptoms related with emotional-cognitive symptoms [become angry, worry, crying, fear, bad disposition, lacking a decisive thinking, thinking of death, tendency to beat someone, embarrassment and feeling extraordinary] and 13 physical symptoms [headache, stomachache, perspiration increased heartbeat, feeling of patience, trembling, fatigue, cramp, heat and blushing, weakness and flimsiness, itching, feeling of cold and becoming hungry].

A symptom is marked with a digit 1 and lack of a symptom is shown with a digit of 0. Two choices of "vomit and nausea" and "grief" were added to these choices after studying the texts; hence, 26 questions were up for asking in the end. The range of the scores obtained was related with stress symptoms from 0 to 26, reporting an existence of stress symptoms in three levels of low, average, and much. The subjects will specify the answer in consideration on one of the choices of never, sometimes, most often and always. The reliability of the stress symptoms questionnaire in a study by Skybo and Buck with the Cronbach's alpha coefficient was 0/88. Also, in a study by Walizade et al [2010], the reliability of this tool was determined by the retest method where its correlation coefficient was reported as 0/76 [7]. The Cronbach's alpha coefficient in this research was achieved by the researcher at 0/78. The designing-drawing package included educational controlled and free activities in preschool centers that included summer educational activities of the children. This sort of activities was chosen because, it included free activities like drawing and controlled activities like designing, which were appealing to the children.

Findings:

**Table 1.** Average pretest and modified average of the research variables.

<table>
<thead>
<tr>
<th>Stress</th>
<th>Experimental group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretest Posttest</td>
<td>Pretest Posttest</td>
</tr>
<tr>
<td></td>
<td>M SD</td>
<td>M SD</td>
</tr>
<tr>
<td>Stress</td>
<td>15/36 1/56</td>
<td>11/21 2/53</td>
</tr>
<tr>
<td></td>
<td>16/49 1/16</td>
<td>15/33 3/22</td>
</tr>
</tbody>
</table>

Table [1], reports an estimation of the averages in pre and posttest, difference of averages after training and lack of difference before the training.

**Table 2:** Independent t results for investigating the average difference of the boy and girl children stress extent.

<table>
<thead>
<tr>
<th>Stress</th>
<th>F</th>
<th>Sig.</th>
<th>t</th>
<th>Freedom degree</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress</td>
<td>2/42</td>
<td>0/15</td>
<td>3/88</td>
<td>14</td>
<td>0/001</td>
</tr>
</tbody>
</table>

Given the equality of the groups variances investigated by the Levene's test [F=2/42, P≥0/15], the t value observed, assuming the inequality of the variances by as much as [t=3/88] is statistically significant [P<0/001]. Hence, the null hypothesis is rejected and the research hypothesis stating the efficacy of the drawing therapy on the male and female children stress extent is approved and thus, drawing therapy has been more effective on reducing female stress than the latter group.

**Conclusion:**

The effects of drawing therapy have been significant on stress. In other words, drawing therapy affects the children stress. This finding is in line with the findings of the previous researches of which we can refer to Rastle, Alimoradi, and Morris [8 – 9 - 3]. The benefits of drawing therapy could be described like the following: first, drawing as direct expression of dreams, will make possible fantasies and other personal experiences as pictures, second, picture dramas are flown out easier than the unconscious themes than verbal expression; thus, the treatment process will be quicker. Third, the resulting impacts are durable and unchangeable. Their themes cannot be wiped up by forgetfulness and it is difficult for their essence to be denied. Fourth, drawing will make easier decision for communicating the feelings [10]. On the other hand, the process of artistic creation has an
inherent capacity for treatment and healing and emphasizes on the pivotal role the defensive mechanism plays in this game [11].

On the other hand, the process of art creation can inherently heal and cure and, which emphasizes on the pivotal role the defensive mechanism plays in this experience [11]. Results indicated that drawing-designing therapy has more effects on reducing the female children stress than the other group [significance level less than 0.01]. As it was stated, few researches up to now are done to compare the efficacy of drawing therapy with respect to sex. However, what can be inferred from the researches is that drawing is more useful and appropriate in understanding and treating uncompromising and restless children problems than diagnosing mental disorders of the adults. Drawing will prepare for the children a situation, so that they expose their talents and worthiness [12].

The trend of constructing and depicting drawing is a complex one through which the child will make use of various elements of his experiences for creating a totality of a significant work. In this productive process, the child, in the form of a artistic work will represent something more than a product and in fact, part of himself to us; that how he thinks, how he feels and how he sees?. In fact, it can be said because, girls showed more interest in the process of training program of the current research than boys, hence, they were more concentrative and thus, they could contain their own stress more effectively than boys and as a result they experienced less stress. We need to refer to the benefits of drawing therapy because, the big benefits of art therapy is the non-verbal quality of the artistic process and artistic works. The artistic process penetrates to the preverbal level of the self-conscious, which is supported by the senses.

The artistic work will get the therapist and therapy seeker acquainted with a typical sample of problems, where it is possible for the therapy seeker not to have been aware of them and showed no interest for the,. This could appear non-verbally [13]. Disrespect of any child incapacity, the art therapy is regarded as an effective tool in considering a program. In spite of a full absence of the art therapy category at schools and its recency, in accordance with recommended researches and studies performed in the area of curricular subjects, the art therapy could be useful and effective in growth and development of various aspects of the children with extraordinary needs. Today, artistic works for children have increased qualitatively and quantitatively. In other words, the child personal capacities and also, the conformation ways and coping with inabilities are results of such drawing therapies. This research lacks a follow-up stage. Performing this type of treatment on other age groups with more intense degrees of stress and other emotional and behavioral disorders could be appropriate in order to get a more complete treatment protocol. Choosing an intended sample from a city is one of the limitations of the research that should not be neglected. Thus, care should be taken while generalization. This research lacks a follow-up stage and hence, it is not clear to what extent the treatment effects will be maintained in the long run. Implementation of the follow-up tests after the end of the educational sessions will specify positive points of intervention among the preschool children. Therefore, the follow-up stage should be considered and performing this type of treatment on other age groups with more intense degrees of stress and other emotional and behavioral disorders could be appropriate in order to get a more complete treatment protocol.

REFERENCES
