

## Effect of Parent's Counseling Sessions on the Modification of Aggressive Behavior among Their School Age Children

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### Abstract

**Background:** Aggressive behaviors in school – age children are very common. Aggression is the most serious inappropriate behavior that has the most serious consequences for both the child and environment. **Aim of the study:** The study aimed to assess the effect of parent's counseling session on modifying the aggressive behavior among their school age children. **Subjects and Methods: Research design:** Quasi-experimental design was used in this study. **Setting:** The study was conducted at two school involved in governmental and private school at Zagazig city. **Subjects:** A purposive sample of 120 children and their parents (60 from each school) divided equally to study group and control group. **Tools of data collection:** Three tools were used for data collection. Tool (I): A questionnaire interview sheet. Tool (II): Aggressive behavior scale and Tool (III): Adult– Adolescent Parenting Inventory. Counseling sessions for parents were developed by the researcher. **Results:** More than half of the studied children of both school had aggressive behavior and problems in their families before intervention compared with the control group. There was a statistically significant difference regarding total aggression and total parents attitudes score throughout session's phases. **Conclusion:** It can be concluded that the counseling sessions had improved the studied parents' knowledge and attitudes about modification of aggressive behavior of their school age children. **Recommendations:** Providing continuous counseling sessions for parents of aggressive children about behavioral modification, appropriate parenting practices and scientifically related books to be available for all parents in order to follow up is essential.

**Key words:** Aggressive behavior, School age children, Behavioral modification

### Introduction

Aggressive behaviors in school – age children are very common. Aggression is the most dangerous inappropriate behavior that has the most severe effects on both the child and his or her environment. <sup>(1)</sup> Aggression in children resulting in a significant risk for persistent behavioral problems and other emotional and social difficulties over their life span. <sup>(2)</sup>

Aggression leads to violence is a growing problems which has received a widespread attention. School violence has an effect on the social, psychological and physical wellbeing of both students and staff and interrupts the teaching - learning process. <sup>(3)</sup> Egypt

was reported to be one of the utmost violent countries in the world. The prevalence of diverse manners of physical violence in the governorate of Cairo was higher in public school (76%) than in private schools (62%). <sup>(4)</sup>

In addition, for non-physical violence in Cairo, the forms of calling by bad names, spitting and stealing were also more prevalent in public school students than in private ones. In comparison, 45% of males and 48.9% of females reported exposure to violence in private school, while 60.9% of males and 60% of females reported exposure to violence in public school. <sup>(5)</sup>

Parents can play the key role in promoting and creating changes in their children's behavior. Parents have the ability to directly inspire their children by applying reinforcement and other behavioral modification strategies and indirectly by offering a safe, helpful and supportive environment.<sup>(6)</sup>

The responsiveness of parents to their children and the method in which parents talk to their children and teach them are main elements of the later development and well-being of children.<sup>(7)</sup> The theory of social learning suggests that children who experience interpersonal violence at home can also learn to use violence in their own lives, and an important issue for parents is how to manage the behavior of a child in an efficient manner without being aggressive or punishing the child.<sup>(8)</sup>

Moreover, Parents encounter several challenges in raising their children to be safe, well-adjusted, happy and able to deal with frustrations and conflict in non-violent and effective ways to help their children deal with violence and how to prevent their children from becoming involved in aggression or violence.<sup>(8)</sup>

There are various theoretical solutions linked to the origin and mechanism of the course of aggressive behavior. Biological factors can be showed among the causes of the incidence of aggression. Most of these comprise the neurological and chemical imbalance of the body. A factor related to the child's temperament can play an essential role. Overactive children are fidgety, more likely to react rapidly, build and maintain aggressive patterns of reaction than children with low reactivity rates. However, it should be recognized that factors associated

with the child's temperament are secondary to the incidence of aggressive behavior patterns.<sup>(9)</sup>

An essential factor for producing aggression in children is the school environment, and the factors related to the school as an institution (the number of students in the classroom, insufficient control of the students, organizational structure of the school, and others), psychological factors (absence of clear guidelines of school life, inability to deal with stress and conflict situations), "bad relationships, teacher student, student –student."<sup>(10)</sup>

Cognitive behavioral therapy is an evidence-based practice designed to address children and families' needs<sup>(11)</sup>. Parents were able to understand how their negative thoughts affect how they respond to the behaviors of their children and how they can change their thinking to help them respond more effectively.<sup>(12)</sup>

In addition, promoting children's participation in supervised activities is important for parents and teachers, given the association between lack of adult supervision and delinquent behavior. Children are less likely to engage in antisocial behaviors, and more likely to form meaningful friendships, if they are engaged in enjoyable activities in environments where resources and amenities may be available.<sup>(8)</sup>

Counseling is described as the service presented to the person who has a problem and needs professional help in solving it.<sup>(13)</sup> In addition, counselors teach and help people with medicare and their families in discussing and resolving issues and helping people

understand their Medicare and other health insurance. They offer precise, unbiased information on health insurance. <sup>(14)</sup>

The efficacy of various non-pharmacological techniques; Special staff training, elimination of negative stimuli, structured activities, and specialized units of treatment demonstrated some efficiency in decreasing aggressive behavior. Although these programs may not succeed in all situations, nurses can try to understand which initiatives are efficient for individual patients. Generally, in the care of older adults, nurses and caregivers need to explore the needs of their patients by open communication between the caregivers, patients, and their family members. Nurses may be especially successful in the implementation of these behavioral strategies as they have frequent contact with patients and are elaborate with care giving through the day of the patient. Nurses are important for risk assessment, because they can expect to see if future aggression is likely based on past behaviors. <sup>(15)</sup>

### **Significance of the study**

Aggression is prevalent among school age children, approximately, one in every 10 children suffer from chronic aggressive behaviors or is harassed by peers. <sup>(16)</sup> In 2018, the UNESCO estimated that approximately 30% of all students annually experienced some type of aggression at school. <sup>(17)</sup>

Aggression is the most dangerous behavior among school age children. Egypt is one of the utmost violent countries in the world, which result in severe effects on both the child, family and his or her environment. So, the nursing profession play potential role in

diminishing this major problem in society through identification, prevention and intervention for parents and their children about how to control aggression. The information obtained from current study might have positive effects for parents, children and school which can help the schools in designing necessary programs for the students to manage aggression more effectively. However, research conducted on aggression among students, little research is done about intervention for parents on how to manage aggressive behavior of their school age children. So, this study is conducted to emphasize on the effectiveness of applying counseling sessions about modifying the aggressive behavior of their school age children.

### **Aim of the study**

#### **The aim of the study was:**

Assess the effect of parent's counseling sessions on modifying the aggressive behavior among their school age children through the following objectives:

- Assess aggressive behavior of school age children.
- Assess parenting and child-rearing attitudes of adults and adolescent parent.
- Develop and implement counseling sessions for parents.
- Evaluate the effectiveness of the counseling sessions for parents.

#### **Research hypothesis:**

- Parents who will receive counseling Sessions will have statistical significance difference in regarding to aggression throughout sessions.
- Parents who will receive counseling Sessions will have statistical significance difference in regarding to

parents attitudes throughout sessions.

### **Subjects and methods:**

#### **Research Design:**

A quasi experimental design was used in this study.

#### **Study Setting:**

The study was conducted at two settings at Zagazig city which was chosen randomly involved in:

1- Bany shable primary school (governmental school). It contained a number of 12 classes, two classes for each grade, the number of students in each class was 60 students and their total number was 720 students.

2- Alfoad primary school (private school). It contained a number of 60 classes, 10 classes for each grade; the number of students in each class was 20 and their total number was 1200 students.

#### **Study Subjects:**

A purposive sample of 120 child and their parents (60 from each school), those who agreed to participate in the study were randomly divided equally into 30 for experimental group and 30 for the control groups at both settings.

In order to select the sample from the governmental school; data was collected during pre-test from a number of 720 children who were presented in 12 classes all children in theses 12 classes were included. The sample of 60 students was selected from them according to the highest scores of aggression. Then a simple random sample was used to assign them in to experimental group who received

counseling sessions and control group who have no sessions.

In order to select the sample from the private school data was collected during pre-assessment from a number of 1200 children who were presented in 60 classes all children in theses 60 classes were included. The sample of 60 students was selected from them according to the highest scores of aggression. Then a simple random sample was used to assign them in to experimental group who received counseling sessions and control group who have no sessions.

The Children were selected based on the following inclusion criteria that were as follows: (a) both genders; (b) age from 6-12 years; (c) have aggressive behavior; (d) free from mental or physical disability. In relation to selection of schools; a list of schools at Sharkia Governorate were written in a small piece of paper individually, and then the paper was folded and put within the container, one container for governmental school and other for private school, then we chose one governmental and private school.

#### **Tools of data collection:**

Three tools were used to collect necessary data:

**Tool I:** Questionnaire interview sheet: It was developed by the researcher to collect data about characteristics of children. It contained questions about child's age, sex, address and educational level as well as aggressive behavior which he had. It also included characteristics of parents as age, occupation, education as well as any marital problems.

**Tool II:** Aggressive behavior scale:

It was developed by Aiash <sup>(18)</sup> and modified by the researcher to measure aggressive behavior among school age children's. The scale comprised 48 statements. The total maximal score was 144 and minimum score was 48. This scale is consisted of three subparts: 1) Aggression towards self (15 items), 2) Aggression towards others (20 items) and 3) Aggression towards school (13 items). The scale presented on a three-point Likert scale was used, where 1= rare, 2= sometimes and 3= often.

**Scoring system for aggression**

- General aggression ≥ 73
- Aggression towards self (total=45). ≥23
- Aggression towards other (total=60). ≥31
- Aggression towards school (total=39). ≥20

**Tool III:** Adult – Adolescent Parenting Inventory (AAPI-2): It was designed by Bavolek and Keene <sup>(19)</sup> and translated into Arabic by the researcher and back translation was performed. A 40-item screening tool used to assess the parenting and child-rearing attitudes of adults and adolescent parent. The AAPI-2 could also assess the strengths and weaknesses of families regarding to child-rearing. And modified by the researcher by rearranges the questions to make the question of each subparts to be together and validity was done by five experts.

The scale was taken about 20 minutes to be administered. It was administered in a small group setting or individually. Individuals circled the response according to the sentences they felt best represented their parenting attitudes and it consist of two parts:

**Part I:** Characteristics of parents and it include data about age, name,

income, and job.

**Part II:** Parenting inventory Likert scale: It was contained five subscales related to: 1) Parental expectation of children, 2) Parental empathic awareness towards children needs, 3) Value alternatives to corporal punishment, 4) Parent-child role responsibilities and 5) Children's power and independence. The scale has 40 diverse items presented in a five-point Likert scale ranging from strongly agree (1) to strongly disagree (5).

**Scoring system of parenting inventory Likert scale:**

**1-Parental expectation of children** (total=35)

- Appropriate ≥21
- Inappropriate <21

**2- Parental empathic awareness towards children needs** (total=50).

- Appropriate ≥30
- Inappropriate <30

**3- Value alternatives to corporal punishment** (total =55).

- Appropriate ≥33
- Inappropriate <33

**4- Parent-child role responsibilities** (total =35).

- Appropriate ≥21
- Inappropriate <21

**5-Children's power and independence** (total =25).

- Appropriate ≥15
- Inappropriate <15

**Content Validity and Reliability:**

The structured interview sheet and the other tools were reviewed by 5 experts in nursing and medical staff including: two professor of pediatrics, three professors of pediatrics and psychiatric nursing who reviewed the instruments, and booklet for clarity, comprehensive, understanding and easiness for administration. Reliability of the tools was assessed by Cronbach's alpha test in statistical package for the

social sciences, version 20 (SPSS Inc., Chicago, Illinois, USA). Cronbach's alpha of scales in the current study are 0.86 for Aggressive behavior scale and 0.82 for parenting inventory Likert scale. This indicates the high internal consistency of the used tool.

#### **Field work:**

After identifying the parents who fulfilled the criteria of the study, they were requested to share in the study. The aim of the study was explained briefly to all parents who were agreeing to participate in the study. They were met by the researcher at their available time.

#### **The Counseling sessions:**

Counseling sessions were developed to educate parents about modification of aggressive behavior of their children.

#### **General objective of the counseling sessions:**

Counseling sessions aimed to modify of aggressive behavior of the studied children.

#### **Specific objectives of the counseling sessions:**

•At the end of these counseling sessions, parents are able to acquire good knowledge about dealing with their aggressive children as parent's concepts about discipline children, appropriate parenting techniques, religion opinions in child rearing practices, problem solving and behavior modification techniques.

#### **A-Planning phase**

Depend on the results obtained from pilot study and assessment phase as well as reviewing the related literature; the counseling sessions were developed by the researcher. Detected needs, requirements and deficiencies were translated into the aim and objectives of the counseling sessions. The contents

of the counseling sessions were selected on the basis of identified needs.

Teaching methods in the form of lectures, group discussion, presentations and re-demonstration were chosen to suit teaching in small groups. Teaching materials were prepared to cover theoretical and practical information as PowerPoint and handouts.

#### **B- Implementation phase**

The counseling sessions of this study was implemented in two primary schools (private and governmental school) at activity classes at both schools after taking agreement of managers of schools. The educational sessions of this study was implemented through ten sessions in which parents were divided into small groups to facilitate the learning process. The length of each session differed according to the content and parents responses and ranged 30-45 minutes.

In the **first session**, the researcher welcomed attending parents, thanking them, asked each parent to introduce his/her self to others in the sessions. A booklet and CD about aggressive behaviors and parenting practices were provided at the beginning of the **second** counseling session and parents had asked to document incidents in which their children misbehaved and how they dealt with. **Third session** was about harms associated with aggressive behavior in children and wrong methods of parenting and causes of its negative effects on children were discussed. **Fourth session** was about explanation of the difference between wrong and right parenting methods. **Fifth session** was about parent's responsibilities and children's responsibilities. **Sixth session** about quranic verses hadith

that talk about injustice and aggression in addition to the use of some stories about aggression including meanings of nobility, tolerance and forgiveness.

In addition, **Seventh** session was about definition of behavior and behavior modification, **Eighth session** was about techniques which were used in behavior modification. **Ninth session** was about various ways of communicating positively with aggressive children and finally **tenth session** was about times of parents' abusive or violence and solutions were discussed.

Parents who suggested appropriate solutions were acknowledged and parents who suggested inappropriate solutions were counseled in order to modify their practices. Each session started with a summary of the previous session and the objectives of the new one. Sessions were explained in Arabic language and simple English terms that suits the level of parent's education. Motivation and reinforcement during a session were used in order to enhance parents learning.

### **C-Evaluation phase**

In this phase every parent of the studied sample were interviewed individually immediately after implementation of the educational sessions to assess their knowledge (post- test). Also after two months later the parents of the studied sample reassessed for their knowledge (follow up). Data collection lasted for 6 months, starting from the beginning of January 2017, to the end of June 2017.

### **Pilot study:**

A pilot study was conducted on 10% of the parents and their children to evaluate the content of the tools, their

clarity as well as to estimate the time needed for filling the sheets with the collected data. Subjects who shared in the pilot study were later included in the main study sample as no radical modifications were needed on the study tools.

### **Administrative and ethical consideration:**

An official permission was obtained from the dean of the faculty of nursing at Zagazig University and from managers of previously mentioned setting to perform the study. The agreement for participation of subjects was obtained after the explanation the aim of the study to parents included in the study. They were given chance to reject to participate. They were informed that they could draw at any stage of the research. Also they were assured that information would be confidential and utilized for research purpose only.

### **Statistical Analysis:**

Data were collected, organized, and statistically analyzed utilizing statistical package for the social sciences, version 20 (SPSS Inc., Chicago, Illinois, SA). According data type, the qualitative data was displayed as number and percentage; however quantitative data was represented as mean and standard deviation. Paired t test was used to compare between two independent groups of normally distributed variables. Wilcoxon's signed rank test was used to compare between two dependent groups of non-normally distributed variables. Percent of categorical variables were compared by applying Chi-square test. When, P-value less than 0.05 was considered statistically significant (S). However, p- value greater than or equal to 0.05 was considered statistically non-significant (NS).

**Results:**

**Table (1):** shows the characteristics of studied children at both schools governmental and private schools. It was found that, 66.7% of studied children were males compared to 53.3% of control group at governmental school compared to the same result 66.7% of studied group at private school were males and 70.0% of control group .It also shows that 60.0% of studied children in the age group 8-10 years with mean age of  $9.27 \pm 1.53$  years at governmental school compared to 46.7% of studied children in the age group 8-10 years with mean age  $9.47 \pm 1.50$  years at private school. This table reported that 50.0% of them have more than five brothers with mean of  $3.30 \pm 1.06$  at governmental school compared to 13.3% with mean of  $2.07 \pm 1.23$  at private school.

Concerning the presence of aggressive behavior, table (1) also reveals that 63.3% of studied children have aggressive behavior while 60.0% of them have problems in their families at governmental school compared to 53.3% of studied children have aggressive behavior while 56.7% of them have problems in their families at private school.

On the other hand, 40.0% of fathers of studied children were in the age group 35-40 years with mean age  $36.17 \pm 4.28$  years at governmental school compared to 36.7% of fathers of studied children in the age group 35-40 years and age group more than 40 years with mean age  $39.07 \pm 3.89$  years at private school.

**Table (2):** explained the characteristics of studied parents at governmental school and private

primary school. It could be observed from the table that, 90.0% & 80.0% of studied parents were married at both schools. Also it was found that 56.7% of studied parents of governmental school had finished their secondary education while 23.3 % of studied parents of private school had finished their secondary education .The difference was statistically significant (p value was 0.002).

**Table (3):** demonstrated the relationships between aggressive children attitudes of both governmental and private school throughout sessions phases as it was found that, there was a statistically significant difference regarding to aggression toward self between both governmental and private school throughout sessions' phases (p value was 0.01 & 0.005 & 0.009). Regarding to aggression towards others, it was found that there was a statistically significant difference between both governmental and private school throughout pre and follow-up phases (p value was 0.001 & 0.005). Also this table revealed that, there was a statistically significant difference regarding to aggression toward school between both governmental and private school throughout sessions' phases (p value was 0.001, 0.005 & 0.009).

**Table (4):** shows the relationships between total parent's attitudes and total aggressive children's attitudes of both governmental and private school, also it was found that, there was a statistically significant difference regarding to total aggression and total parents attitudes of both governmental and private school throughout session's phases ( $P < 0.05$ ).

**Discussion:**

Aggressive behaviors in school age children are growing problems in Egypt,

which has received a widespread attention. School aggression has become an increasing concern to public health professionals, clinicians, policy makers, educators, and the general public. Also, it is a multifaceted problem with biological, psychological, social, and environmental roots.<sup>(3)</sup> Therefore, the aim of the current study was to assess the effect of parent's counseling sessions on modifying the aggressive behavior among their school age children.

Regarding children characteristics, the current study indicated that, less than two thirds of the studied children of both private and governmental school were in the age group 8–10 years. This may be due to children's increased use of verbal skills and a larger number of social relationships and interactions during this timeframe. This finding was close to Ez-Elarab<sup>(5)</sup> who studied "the prevalence of violence, risk factors and different forms of abuse among elementary school children in Cairo at Cairo University" and found that the age of selected students ranged from 6-13 years.

The result of the current study revealed that, second-born children were more aggressive compared with children of other birth orders. This result agreed with Elmasry et al<sup>(20)</sup> who studied "Physical and verbal aggression among adolescent school students in Sharkia, Egypt" and reported that, middle-born children's personality traits are determined by their perception of their placement in the family system and middle-born children are known to be either pleasers or antagonizers. Similarly, Soliman<sup>(21)</sup> found the same result.

As regard to the sex of studied children, it was found that the majority of children were boys in both private and governmental school. This may be due to traditions, such children are given permission to be aggressive by their parents and parents were using strict discipline during raising boys. This result was consistent with Farrington<sup>(22)</sup> who examined the development of antisocial behavior from childhood at Cambridge University and found similar result. In addition, Elmasry et al<sup>(20)</sup> found that, more than half of the study sample was male.

Concerning the presence of aggressive behaviors inside family, the current study result indicated that, more than half of studied children suffered from aggressive behavior in their families. This indicated that children who experience interpersonal violence at home can also learn to use violence in their own lives. This result was consistent with, Vitaro<sup>(23)</sup> who studied "Impact of prevention program on aggressive-disruptive children's friendships and social adjustment" and reported the same result.

This result was supported by Holsen et al<sup>(24)</sup> who reported that, aggression is primarily a learned form of social behavior. Neither innate urges toward violence nor aggressive drives aroused by frustration are the roots of human aggression. Aggression is the learned behavior under voluntary control. The learning of aggressive behavior occurs by observation and modeling.

Concerning to presence of problems inside children's family, the present study revealed that, the majority of children of both schools have problems. This result was

matched with Zirpoli <sup>(1)</sup> who clarified that, Parents play an important role in shaping children even if they get in school education. Parents nowadays utmost concerned about getting jobs or gaining money. Sometimes, children are closer to maids more than their own parents and maids actions cause concern for neglected children. Family problems are often brought to school by children or students. In addition, parents were less religious rearing and ethical giving to children produced students to dare to make mistakes without being reproached and reprimanded by a family member. Most aggressive students often have family problems. The students will release the pressure on schools as damaging school property, fighting, truancy and school classes as well as other violations.

Regarding the parents' characteristics, the current study showed that, the majority of studied parents of both private and governmental schools were married. These findings were in agreement with Ahmed <sup>(25)</sup> who reported that nearly the same result in his study about "Assessment of aggressive behavior of children at school age at Ain Shams University".

For attendants of parents to counseling sessions, the result of the present study revealed that, all of them were one parent (mother) from both schools. This could be due to the truth that the traditional care givers for children were mothers. These results consistent with, Ahya, et al <sup>(26)</sup> who reported that, the majority of participants in the parent education program were one parent (mother).

In relation to the level of education

of the studied parents, it was found that two thirds of parents of private school had finished their university education compared to more than half of parents of governmental school had finished their secondary education school .This may be due to high income level had opportunity to complete their education compared to governmental school. This result goes on line with, Abd-ELaziz<sup>(27)</sup> who studied the quality of education for children at primary school at Benha University and found similar result.

Moreover, regarding the income of parents of governmental school, the present study revealed that the majority of parents had low income. This may be owing to low income families had parenting stresses poor parenting practices lead to more aggressive children. This finding was in agreement with Ismail <sup>(28)</sup> who studied the assessment of violence among primary school children at Cairo governorate.

Concerning the number of parents who experienced abuse during childhood by a person outside or inside their families, the present study result indicated that, the majority of studied parents of both private and governmental schools were abused inside and outside their families during their childhood. This finding was go on line with, Fitzgibbons, <sup>(29)</sup> who studied "the causes of aggression in between children at Alberta University" and found that parent's abuse their children as they were abused during their childhood.

As regard to children aggression toward self, the result of the current study revealed that, there was statistical significance difference throughout

session phases in both schools, which in turn accepts the research hypotheses. These results was matched with Mustafa<sup>(30)</sup> who mentioned that the professional intervention and using the cognitive behavioral approach had a positive impact on reducing aspects of aggressive behaviors among children.

The relationships between children attitudes of both governmental and private school throughout session's phases, the result of the present study demonstrated that, there was statistical significant difference regarding to aggression toward school between both governmental and private school throughout sessions', this result is accept the study hypothesis. This may be due to positive effect of counseling sessions that modify the aggressive behavior of school age children. This result goes in line with, Fitzgibbons<sup>(29)</sup> who reported the same finding.

In the same line, Smith<sup>(31)</sup> listed that modern behavior therapists identify that addressing the thoughts of children as well as their actual problem behaviors is essential, as thoughts can assist a motivating function. When children have a misconception of a situation that is over-generalized or otherwise misunderstood, this can make them more likely to misbehave. Cognitive-behavioral therapy educates both children and parents to recognize and analyze faulty beliefs that increase the likelihood of conflict.

The current study result revealed that, there was statistical significant difference regarding total aggression and total parents attitudes score throughout sessions, which in turn accepts the research hypotheses. This may be due to using cognitive behavior therapy during the sessions that help

parents to understand how their negative thoughts affect how they respond to the behaviors of their children.

This finding was go on line with, Alizadeh et al<sup>(32)</sup> stated that, as part of cognitive behavioral therapy, therapists work with children to assist them develop numerous cognitive skills, including cognitive reframing of stressful events such as helping children to create different, more positive ways of thinking about the nature of stressful situations so that anger is not an automatic result. Anger management training, includes educating people to better manage frustration feelings by learning to identify and defuse anger sensations with reframing and relaxation techniques such as muscle relaxation or deep breathing, may also be taught. This result was in accordance with, Abd-ELaziz,<sup>(27)</sup> who found that there was no statistical difference regarding to total aggression and total parents attitudes among primary school children.

Finally, analysis of data in the current study showed the effectiveness of applying counseling sessions about modification of aggressive behavior among their school age children.

## CONCLUSION

Based on the results of the present study it could be concluded that, the educational sessions among studied parents had a positive effect on improving their knowledge and attitudes about modifying the aggressive behavior of their children at both schools the governmental and the private school as there was a statistical significant difference throughout sessions.

## Recommendations:

Based upon the findings of the

present study, the following recommendations are advised:

- Providing continuous counseling sessions for parents of aggressive children about behavioral modification, appropriate parenting practices and scientifically related books to be available for all parents in order to follow up is essential.
- Parents should be consistent with their expectations and discipline.
- Prevention of aggression in school should be intensified by the implementation of precautionary programs (talks, discussions on violence and aggression, its causes, effects as well as ways to solve problem situations -how to defend oneself against aggression).
- School nurse should assess, document and implement variety of interventions to prevent and manage aggressive behavior.
- School nurse should prepare appropriate parent's and teacher's counseling programs about management of aggression at school.
- There should be further research studies concerning the topic of aggression in Egypt to explore the other risk factors.

**Table (1)** Characteristics of studied children at both schools governmental and private schools

Items Characteristics	Governmental school				Private school			
	Study group		Control group		Study group		Control group	
	No=30	%	No=30	%	No=30	%	No=30	%
<b>Sex</b>								
Male	20	<b>66.7</b>	16	<b>53.3</b>	20	<b>66.7</b>	21	<b>70.0</b>
Female	10	33.3	14	46.7	10	33.3	9	30.0
<b>Child Age</b>								
6-8	3	10.0	6	20.0	2	6.7	8	26.7
8-10	18	<b>60.0</b>	16	53.3	14	<b>46.7</b>	12	40.0
>10	9	30.0	8	26.7	14	46.7	10	33.3
<b>Mean ± SD</b>	<b>9.27 ± 1.53</b>		8.80 ± 1.52		<b>9.47±1.50</b>		8.90±1.70	
<b>Child number of family members</b>								
First	0	0.0	0	0.0	1	3.3	0	0.0
Second	21	70.0	15	50.0	25	83.3	26	86.6
Third	9	30.0	15	50.0	4	13.3	4	15.4
<b>Mean ± SD</b>	3.10± 1.37		3.30±1.06		2.07±1.23		2.67.0.71	

**Cont. Table (1)** characteristics of studied children and their parents at both schools governmental and private schools

Characteristics	Governmental school Study group		Governmental school Control study		Private school Study group		Private school Control study	
	No=30	%	No=30	%	No=30	%	No=30	%
<b>Presence of aggressive behavior</b>								
Yes	19	<b>63.3</b>	21	70.0	16	<b>53.3</b>	13	43.3
No	11	36.7	9	30.0	14	46.7	17	56.7
<b>Presence of problems in family</b>								
Yes	18	<b>60.0</b>	19	63.3	17	<b>56.7</b>	17	56.7
No	12	40.0	11	36.7	13	43.3	13	43.3
<b>Father's Age</b>								
<30	3	10.0	2	6.7	0	0.0	1	3.3
30-	11	36.7	9	30.0	8	26.7	5	16.7
35-	12	<b>40.0</b>	16	53.3	11	<b>36.7</b>	23	76.7
>40	4	13.3	3	10.0	11	36.7	1	3.3
<b>Mean ± SD</b>	<b>36.17 ± 4.28</b>		36.47 ± 3.51		<b>39.07 ± 3.89</b>		37.57 ± 2.73	
	T=0.297		P value=0.768		T=1.731		P value = 0.089	

\*P<0.05 (significant)

**Table (2)** Characteristics of studied parents of children at both governmental and private primary school

Characteristics	Governmental school (study group) (30)		Private (study group) (30)		$\chi^2$	P
	No	%	No	%		
<b>Sex</b>						
• Female	30	100.0	30	100.0		
• Male	0	0.0	0	0.0		
<b>Marital status</b>						
• Married	27	90.0	24	80.0	3.176	0.204
• Divorced	3	10.0	3	10.0		
• Widow	0	0.0	3	10.0		
<b>Qualifications</b>						
• Preparatory	3	10.0	0	0.0	14.452	0.002*
• Secondary	17	56.7	7	23.3		
• University	10	33.3	18	60.0		
• Post graduate or above	0	0.0	5	16.7		
<b>Income level</b>						
• Weak	15	50.0	0	0.0	23.333	<0.001*
• Moderate	12	40.0	15	50.0		
• Good	3	10.0	15	50.0		
<b>Parent. Abused outside family</b>						
• Yes	22	73.3	21	70.0	0.082	0.774
• No	8	26.7	9	30.0		
<b>Parent. Abused inside family</b>						
• Yes	20	66.7	19	63.3	0.073	0.787
• No	10	33.3	11	36.7		

\* P&lt;0.05 significant (S)

**Table (3)** Relation between total parent's attitudes and total aggressive children's attitudes of both governmental and private school throughout session's phases

Children attitudes	Pre Governmental school		Private school		Post Governmental school		Private school		Follow Up Governmental school		Private school		%
	No(30)	%	No(30)	%	No(30)	%	No(30)	%	No(30)	%	No(30)	%	
<b>Aggression toward self:</b>													
- Appropriate	1	3.3	7	23.3	29	70.0	30	100.0	13	43.3	10	33.3	33.3
- Inappropriate	29	96.7	23	76.7	1	30.0	0	0.0	17	56.7	20	66.7	66.7
	X <sup>2</sup> =1.017		P=0.01*		X <sup>2</sup> =0.098		P=0.005*		X <sup>2</sup> =0.635		P=0.009*		
<b>Aggression towards others:</b>													
- Appropriate	1	3.3	8	26.7	30	100.0	30	100.0	14	46.7	11	36.7	36.7
- Inappropriate	29	96.7	22	73.3	0	0	0	0	16	53.3	19	63.3	63.3
	X <sup>2</sup> =1.306		p=0.001*		X <sup>2</sup> =0.033		p=0.09		X <sup>2</sup> =1.364		p=0.005*		
<b>Aggression toward school:</b>													
- Appropriate	7	23.3	6	20.0	30	100.0	29	96.7	12	40.0	13	43.3	43.3
- Inappropriate	23	76.7	24	80.0	0	0.0	1	3.3	18	60.0	17	56.7	56.7
	X <sup>2</sup> =5.192		P=0.001*		X <sup>2</sup> =1.152		P=0.005*		X <sup>2</sup> =2.001		P=0.009*		

P<0.05 (significant)

**Table (4):** Relation between total parent's attitudes and total aggressive children's attitudes of both governmental and private school throughout session's phases

Items	Pre Governmental school		Private school		Post Governmental school		Private school		Follow Up Governmental school		Private school	
	No(30)	%	No(30)	%	No(30)	%	No(30)	%	No(30)	%	No(30)	%
<b>Total parents attitudes</b>												
• Appropriate	0	0.0	1	3.3	25	83.3	26	86.7	12	40.0	13	43.3
• Inappropriate	30	100.0	29	96.7	5	16.7	4	13.3	18	60.0	17	56.7
	X <sup>2</sup> =4.192		P=0.011*		X <sup>2</sup> =2.252		P=0.015*		X <sup>2</sup> =2.101		P=0.04*	
<b>Total aggression</b>												
• Appropriate	3	10.0	5	16.7	30	100.0	30	100.0	10	33.3	10	33.3
• Inappropriate	27	90.0	25	83.3	0	0.0	0	0.0	20	66.7	20	66.7
	X <sup>2</sup> =2.308		P=0.001*		X <sup>2</sup> =0.000		P=0.02*		X <sup>2</sup> =1.364		P=0.005*	

\* P<0.05 significant (S)

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