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FORMS OF AGGRESSION EXHIBITED IN
THE NURSERY SCHOOL OF BEIRUT
COLLEGE FOR WOMEN

A Thesis

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Women In partial fulfillment of the Requirements
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By
Manal Shuaibi
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Dedicated
to
My Family

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BIOGRAPHICAL SKETCH

The writer was born in Basra, Iraq. She entered the American School for Girls in Beirut in 1947 and continued there until she received her High School Diploma.

In October 1956 she entered the Beirut College for Women as a Freshman. She expects to complete the fourth year in June and receive the Bachelor of Arts Degree.

INTRODUCTION

We cannot escape the fact that the child of today is the adult of tomorrow; that is why children should be studied carefully and their different forms of behavior should be understood better in order to help them develop healthy personalities.

The writer, in the short study, has attempted to study aggressive behavior in children. Her interest revolves around the forms of aggression exhibited by children and the frequency of it among preschool children, in particular.

The first part of the study deals with the meaning of aggression, its general causes, general forms, and the different methods used in handling it. The second part deals with practical observations done in the Beirut College for Women Nursery School and specific results obtained from these observations.

The subjects studied were 18 children whose ages ranged between 3 to 4 years and 3 months, who represent different nationalities, 12 were Americans, 3 Lebanese, 1 Yugoslavian, 1 Indian and 1 British.

The observation was done to detect direct forms of aggression only and not indirect. This is due to classes in the morning and inability to observe children during the free activity hour from 9:00 to 10:00.

The other limitation was the absence of some children for long stretches of time due to illness or other reasons which interfered with observations.

CHAPTER I

Review of the Literature

Definition of Aggression and Theories Explaining its Occurance

Human behavior has always puzzled those who were interested in interpreting it. Why do people behave in such different ways? What lies behind it all? What can we do about it? These and many other questions were raised in this connection.

Some interpreted it by blaming it on heredity. Others said it was environment, and others said it is both. Because of this curiosity and interest many have attempted to study human behavior. The best subjects for this study were children because of their lack of experience and socialization, simplicity of reaction, lack of inhibition and sincerity.

The child has been studied in many different situations, in school, at home, in institutions under many different conditions and by different methods.

A number of studies of child's social behavior center around observations of children's aggressiveness. When the child fights or teases or disobeys or is jealous, he is troublesome. Troublesome behavior naturally gets more attention, even among research workers, than does cooperative behavior or just ordinary routine behavior. (1)

(1) Marion E. Breckenridge and Elee Vincent, Child Development, p. 452

Aggression is not only practiced by children, but we can see it practiced by many adults too. But before we go in search for causes of this common behavior of child and adult, let us stop and examine the meaning of aggression.

What does aggression mean? What kind of behavior can be considered as aggressive behavior.

Sears, Maccoby, and Levin define aggression as " a behavior that is intended to hurt or injure someone." Some of these are bold and innocent, others are accompanied by rage or annoyance, and some are done coldly. (2)

Watson defines aggression as behavior having the intent of irritating, hurting, injuring, frustrating or destroying.(3)

Murphy and associates define aggressiveness as "all forms of insistent response to obstacles socially imposed between children and their goals." Imposition is done by people, adults and children, or objects which keep the child from achieving his goal, and this causes aggressive behavior.(4)

Aggressive behavior as defined by Maier represents some of the attacks such as striking another person, using abusive language. Generally speaking

(2) Robert R. Sears, E.E. Maccoby, Harry Levin, Patterns of Child Rearing, pp.218-22
(3) Robert Watson, Psychology of the Child, p. 428
(4) Breckenridge & Vincent, op.cit., p. 452

it is the kind of behavior displayed in anger, (5)

Almy's definition goes like this "aggression is motivated by drives which are probably acquired rather than innate". Aggression appears to develop out of experience. The individual learns to want to assert himself, his needs and his demands.(6)

Among the many who have tried to study aggression are Dollard and Miller who describe the development of these responses in this manner, "Reinforcement is the selective agent in learning which produces habits of aggression"(7).

As the child grows older, he begins to know that he can hurt others and get his own way and secure his own wishes. Some of his actions will be aggressive and will be reinforced through experience. This learned instrumental aggression that Sears and his Associates refer to becomes a drive and this drive will be reinforced, if the action is accompanied by success. This learned drive will be effective with time and will be used for more than a means of getting out. In their own words, it is expressed in this manner,

... Aggression "... develops because the child discovers that he can secure compliance with his wishes, i.e. remarks from the social environment by hurting. As his knowledge of others' motivation increases, he becomes more and more skilled at utilizing this method of control. The devices he

(5) Norman R. F. Maier, Frustration, p. 103

(6) Millie Almy, Child Development, p. 119

(7) Paul H. Mussen and John J. Conger, p. 202

learns are a function of what the parents and others respond to, and the extent is a function of their rewarding responsiveness when he behaves injuriously, i.e. aggressively." (8)

We can conclude then that when the child is met with a frustrating situation he resorts to previously learned rewarding behavior to get what he wants or to release his tension.

The psychoanalysts, however, accept aggression as one of the basic instincts and the child must express it rather than repress it, because repression, they presume, is dangerous.(9)

Aggression in the adult is directed against others. The child does not always direct his aggressiveness against others, but in some cases it is an explosion of energies. The child attacking another person is not interested in the reaction of that person, but rather in the experience of explosion.(10)

Stone and Church state that a great deal of the child's behavior which seems to the adult as aggressive behavior, was interpreted by skillful observers as "simply part of the preschool child's constant role playing".(11) Sometimes the aggressive language used by the preschool child, and mainly by the four year old, may be a form of play with language for language's sake. Sometimes their conversation takes the form of cooperative competition where

(8) Ibid., p. 203

(9) Breckenridge and Vincent, op.cit., p. 453

(10) Werner Wolf, The Personality of the Preschool Child, p. 40

(11) L. Joseph Stone & J. Church, Childhood and Adolescence, p.149

each child tries to outdo the other in using more fantastic and more shocking words. (12)

From this we can conclude that there is not just one way of explaining aggression, but that it can be a result of several causes. "hat are some of these causes that might elicit aggressive behavior in children?

The younger the child the less complicated are the reasons that elicit his behavior. The older he grows, the more complex those reasons become. Nevertheless, it would be hard to state one single cause for a certain behavior. Sometimes it is simple to see an immediate cause and sometimes it is not. But those who have studied behavior and especially aggression in children, reported to us certain findings which might be significant in understanding aggressive behavior in children and its development.

Goodenough and Gesell are among those who have done significant work in this field along with many others. In one of their studies they have reported to us some of the causes that might elicit anger and aggression in children. A brief summary of their work follows.

Minor physical, discomforts which include child's general physical conditions such as hunger, fatigue, restlessness, lack of sleep and slight illness might cause irritability and lead to anger.

(12) Ibid, p. 149

Gesell found at twenty one months failure to make the right language and to be understood by others led to anger too.

Another cause of the child's anger is the interference with activity. An increase of outburst is due to the increase irritability of the child himself, or to external factors causing an increase in the irritability conditions to which the child is subjected. (13)

Strang mentions that anger in the preschool child results from having an activity interfered with, or failing in his attempts to do the things he wants.(14)

Interference with physical possession leads to aggression too. Gesell found at age 18 months that tantrums caused by resistant objects were prevalent. If the child attempts to take others' belongings and possessions hostility may rise between the two resulting in an outburst of anger leading to aggression. (15) Dawe's study revealed the same results. (16)

Competition is another cause of anger burst. It is common in children aged two and the cause of it is the existence of an unsharable goal object. If the two quarrel for a toy the situation might lead to frustration and hostility. This in turn leads to aggressive action which might harm the compe-

(13) Breckenridge and Vincent, op.cit., p. 125

(14) Ruth Strang, Introduction to Child Study, p. 210

(15) Breckenridge and Vincent, op.cit., p. 125

(16) Stone and Church, op.cit., p. 148

titive partner. (17)

Jealousy is another cause of aggression. The child does not care for the presence of the new baby brother or baby sister as long as it does not interfere with his mother's love for him. But of course, when mother gives more care to the needs of the new comer, there will be moments of love and hate toward the new sister or the new brother. This hate might increase and lead to aggressive behavior toward the new baby. (18)

Another cause of anger may be attributed to conflict in situations which arise in connection with routine care such as dressing, bathing and feeding.

Sometimes there is conflict in tempos between adult and the child which might lead to aggression in certain situations. (19)

Goodenough reports that she found a "large percentage of anger responses which arise in connection with the establishment of physical habits, with conflicts over authority". (20)

Strang supports this finding by stating that child's anger is aroused when he is harshly submitted to physical routine. (21)

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- (17) Alfred D. Baldwin, Behavior & Development in Childhood, pp. 162-163
(18) Dorothy Baruch, Understanding Young Children, pp. 42-44
(19) Breckenridge and Vincent, op.cit., p. 125
(20) Strang, op.cit., p. 21
(21) Baldwin, op.cit., pp. 189-190

Baldwin states that imposition causes aggression. The child does not like any one to impose on him. Sometimes the child cannot get his own way, because he cannot resist the power of an older person.

Relation Between Child Rearing Practices And Aggressive Behavior

Parents are usually the first socializing agents of the child. As the child interacts with his parents he begins to understand that certain forms of behavior are acceptable and others are not. (22) Adults impose their standards on him and expect him to adhere to them. To introduce these standards parents have different approaches depending on their different family pattern. Each approach has its own effect on the development of the child's personality. It is our interest here to review some of these findings concerned with the relationship between child rearing practices, parents attitudes and its effects on the aggressive behavior of the child.

Levy's study shows the effect of the home on the child's aggressive behavior. He studied two patterns of maternal overprotection. (23)

Indulgent.. the mother yields to the desires of the child and submits to extraordinary demands. The children of these mothers were disobedient, disrespectful, impudent, excessively demanding, rebellious, aggressive, and tyrannical in their relationships with their mothers. The techniques which

(22) William E. Martin and C.B. Stendler, Child Development, p. 378

(23) Ibid, pp. 391-396

had been successful in manipulating their parents, aggression, bossiness, showing off, were generalized to their relations with peers.

Dominating: The child of the dominating family was submissive, dependent, clean, neat, obedient, polite and did not fight.

Mussen and Conger report Baldwin's study done on 67 four year old nursery school children with the purpose of finding the effect of the democratic and authoritarian home on the child's behavior in nursery school.(24)

The democratic home is the one in which a general atmosphere of permissiveness prevailed along with some control. The authoritarian home on the other hand was the one that emphasized clear cut restrictions on behavior. Friction over disciplinary procedure was low. The result of the study showed that children from democratic homes were generally active, competitive and outgoing in school. They ranked high in aggressiveness, leadership, planfulness, cruelty and competition. They tended to be more curious, disobedient and non conforming. Children from authoritarian control produced quiet, balanced, non resistant children who were socially unaggressive.

From the different results of this study the author, Baldwin, concluded that "... hereditary factors probably play a role too, but an unresponsive environment can certainly stultify expressiveness and aggressiveness toward

(24) Mussen & Conger, op.cit., p. 252

the world. The child requires not only freedom but response and encouragement if his wishes and emotions are to be expressed actively, particularly in his relations to people." (25)

Baldwin has done another study in which he described the consequent effect of three types of family patterns and attitudes on child's behavior in nursery school, democracy, warmth, and indulgence.

Subjects were 56 nursery school children. The results showed that the children from the democratic homes, which were associated with warmth, were provided strong emotional support. They were socially outgoing in both hostile and friendly way. They were active, aggressive, intelligent, curious and constructive. The indulgent parent, babying and protecting, produced children that were inactive, unaggressive, lacking in originality, lacking skill in muscle activity and inferior in social status. (26)

Radke also studied the relationships between parental attitudes and child rearing practices and the behavior of preschool children. The subjects were 19 boys and 24 girls from nursery school and kindergarten whose ages ranged between three years and ten months to five years and ten months. The data were obtained through teachers ratings, interviews, doll play session, pictorial projective tests. Parents were interviewed and asked to fill questionnaires on parent child relations.

(25) Mussen and Conger, op.cit., p. 252

(26) Ibid., p. 253

The parents were from authoritarian and democratic homes. Children from democratic homes were found to be more competitive, more stable emotionally, more successful in interpersonal relationships, quarrelsome, less passive, more popular, allowed to be on their own and do what they like. Children from authoritarian homes were found to rank high in rivalry and unpopularity.(27)

Sears and associates report evidence to support the hypothesis that there is a positive correlation between severe toilet training and aggression. A more recent study by Whitenborn, as reported by Mussen and Conger, indicates that children who were severely toilet trained tended to become highly compulsive, aggressive and fearful in later childhood. (28)

Also feelings and attitudes of the parent toward the child effect the future personality of the child. "Hattwick found that there is a high correlation between aggressiveness and feelings of insecurity, being specially acute in children who came from homes where they felt rejected by their parents. " (29)

Martin and Stendler in reporting studies about the rejected child state that there is a relationship between rejection and aggression. Maternal rejection might be manifested in many different ways. Excessive punishment, physical

(27) Ibid., op.cit., p. 254

(28) Ibid., p.202

(29) Breckenridge and Vincent, op.cit., p. 454

or verbal, continually expecting of the child more than he is developmentally or intellectually capable of doing, or holding up high standards that he cannot reach, are some of the evidences of rejection on the parts of parents.

The rejected child in some cases might refuse to grow up. In other cases he might show signs of hostility and aggression. He might be rebellious, jealous, attention seeking, overactive, annoying in school, and aggressive.(30)

"Whiting has hypothesized that while a mild degree of punishment for aggression may actually strengthen the aggressive drive, severe punishment may lead to general inhibition of aggressive responses." (31)

Sears presents some data that support this hypothesis. He observed the aggressive responses in free play situations of three groups of nursery school children. The first group had non punitive mothers, the second group had mildly punitive mothers, and the third group had severe punitive mothers. The second group, mildly punished children, showed aggressive responses in a great number. The first group had few aggressive responses. They did not have strong aggressive drives, presuming that they were seldom frustrated at home. The third group highly punished, showed few aggressive responses. The results of severe punishment led to inhibition of aggressive responses, but this did not indicate that the aggressive drives had been reduced. In permissive doll play children of high punitive mothers exhibited more aggression.(32)

(30) Martin and Stendler, op.cit., pp. 395-396

(31) Mussen and Conger, op.cit., p. 248

(32) Ibid., pp. 248-249

From the previous discussion we conclude that there is a positive relationship between child rearing practices, parents attitudes in general and the aggressive behavior of children.

Forms of Aggression

In the previous discussions we have attempted to define aggression and discuss some of the causes of aggressive behavior in children, we have also given a brief summary of the effect of certain child rearing practices and parents attitudes on aggressive behavior.

Aggression is exhibited in different forms in different situations, but for our purposes here we are going to divide it into two main groups mainly physical aggression and verbal aggression. These two forms are exhibited directly or indirectly.

The first form of aggression which is common in childhood is physical aggression. Goodnough reports from her observations that the reactions of infant and young children to anger are direct and primitive. (33) During infancy, we see that the child reacts to anger by kicking, thrashing and striking. (34)

In toddlerhood in a state of frustration or discomfort, the child might go into a kind of blind rage resulting in beating himself against the floor,

(33) Breckenridge and Cinvent, op.cit., p. 125

(34) Mussen & Conger, op.cit., p. 202

kicking, screaming and hitting. This kind of behavior is known as a tantrum. (35)

Gesell reports that children of fifteen months express anger by throwing objects. (36) Maccoby, Sears and Levin mention too the noncooperative child's action of throwing, smashing, dropping and spilling (37) which might be a direct or an indirect expression of aggression.

According to Gesell too children at eighteen months throw themselves down, hit, kick, struggle, pull, push and poke. They are rough in treating other children and animals. At two the child might bite other children. At $2\frac{1}{2}$ he attacks other children aggressively with conscious intent to hurt. (38)

Dawe reports that the two year old used physical attacks to protect possessions. It might take a wordless tug of war to recapture wagon. (39) The result of Dawe's study about quarreling which was based on nursery school observations revealed that there was no difference in the frequency of quarreling between boys and girls at age three. Later girls show a decline in the frequency of quarreling while boys increase the frequency of quarreling up to age five. (40)

(35) Almy, op.cit., p. 170

(36) Breckenridge and Vincent, op.cit., p. 125

(37) Sears, Maccoby & Levin, op.cit., p. 223

(38) Brackenridge, op.cit., p. 126

(39) Stone and Church, op.cit., p. 149

(40) Ibid., p. 148

Mussen and Conger mention that boys at age four use hitting. They are the aggressors and make overt attacks while girls use verbal attacks instead. This reveals that children at this age react to aggression with culturally accepted forms of their sex. (41)

Gesell found that aggressive expression of anger is less at five, but at age six there is a renewal of violent methods of expression of anger with hitting and kicking as typical behavior. (42) Losing control, banging doors and screaming were also mentioned by Baldwin as well as other forms of violent reaction exhibited. (43)

By eight and nine the physical aggressiveness is almost completely replaced by verbal aggression. Anger reactions are focused on one individual and the aggressor attempts to hurt feelings instead. (44)

At age seven less anger aggressiveness seems characteristic although kicking and throwing stones were observed. (45)

As children develop Goodenough reports that "Their responses become less violent and more symbolic." (46)

(41) Mussen and Conger, Op.cit., p. 280

(42) Breckenridge and Vincent, op.cit., p. 126

(43) Baldwin, op.cit., pp. 105-106

(44) Breckenridge and Vincent, op.cit., p. 126

(45) *Ibid.*, op.cit., p. 126

Ibid. (46) Breckenridge and Vincent, op.cit., p. 125

A skilled observer can explain the meaning of these symbols. Studies of children's behavior and play patterns reveal that children express certain aggressiveness and hostilities through their play. A lot of it is exhibited in physical aggression which is expressed indirectly or in symbols through their play, since play is the natural medium for the child's self expression. The child's thoughts, attitudes and feelings are shown through it.

Here are some examples taken from play therapy situations reported by Axline which illustrate how the child plays the problems or things that disturb him.

Clay is one of the media through which the child expresses his feelings while playing. Dickie is seven years old. He makes a rabbit out of clay and asks the therapist to make a cat. His rabbit smashes the cat. Again Dickie's rabbit knocks the cat's head off and he pinches the rest of it out of the therapist's finger.

Dick and the therapist makes snakes. Dick drops a big ball of clay down on top of it and then pushes his hand down on top of the clay and smashes the therapist's snake and laughs highly (47). The child in this manner is getting rid of his tension.

The second case is about a seven year old girl called Sheila who expressed her feelings of hostility by drawing that the therapist could interpret as jealousy.

(47) Virginia Mac Axline, Play Therapy, pp. 173-175

Here's another example of Joan, a six year old, who was referred for play therapy because she seemed tense and withdrawn. Joan always made the same figure while playing in clay. She made a man carrying a cane. She always punched the man and filled him with holes, and sometimes tore his head and buried him in a jar.

Analyzing her behavior the therapist found out that Joan's mother was going to marry a cripple who carried a cane. The man's intrusion led Joan to such reaction. (48)

Finger painting, easel painting, drawing, music are other perfect media for expressing feelings of hostility, aggression or fear. (49)

Doll play as well as other forms of dramatic play are other areas where children, identifying themselves with adults, can play their roles thus expressing feelings of aggression they might have toward parents or other adults.

So we find out that "In play therapy room the child is free to express his feelings. He gives vent to his most aggressive and destructive impulses. He screams, yells, throws the sand all over the place. He gets rid of his tensions. He becomes emotionally relaxed. Then, it seems, the ground work for more constructive behavior has been laid. He has got rid of the old feelings,

(48) *Ibid.*, op.cit., pp. 181-182

(49) *Ibid.*, pp. 188-190

he is ready for new ones. He knows by experience that he can work things out for himself." (50)

These media used by the disturbed child in expressing feelings of hostility can also be used successfully by normal children in meeting frustrating situations in their every day experiences.

The second form of aggression exhibited by children of preschool age is verbal aggression which develops as the child grows older. The child learns techniques of causing pain without using his body. His maturity helps him to control his own movements. He learns ways of reacting by which he can get rid of the frustrating situations.

The verbal aggression in infancy is exhibited in such behavior as crying and screaming. He can get the attention of his mother by these things and mother can find out what is troubling him. Such reaction brings relief from tension for that reason the action is repeated. (51)

At age three or four language begins to take the place of physical aggression as an anger response. The children begin to call each other names they begin to use sarcastic words in order to hurt others feelings. They will use irony in order to make others angry. They begin the stage of nagging, tattling and swearing, as an outlet for their frustration. At this age, they also boast and brag more because they are aware of their abilities and powers.

(50) Ibid., p. 261

(51) Mussen and Conger, op.cit., p. 202

"... As children grow older in the early school years, anger reactions become more directed toward a single person and take the form of attempts to hurt the feelings rather than to injure the body of the offender." (52) Children also use threats by word. They oppose the desires and activities of others. They tease each other in order to express their hostility too. (53)

Children use also tongue-lashings and insults with the intention of hurting others as well. (54)

Negativisms may be considered as an expression of indirect verbal aggression, in certain children (55)

Sulking and resentment which are evidences of anger (56) may be considered as forms of indirect aggression too. Lack of cooperation is another kind of indirect aggression. Here the child does not show his aggressiveness by physical action, but by his unwilling reaction. Other forms of indirect aggression may include willful disobedience where the child does not want to obey, but wants to oppose others on purpose for satisfaction. (57)

We can conclude that forms of aggression are exhibited directly and indirectly. Children exhibit their direct aggression towards adults, other children or objects. These forms are very obvious to most of the parents and teachers. The

(52) Breckenridge and Vincent, op.cit., p. 126

(53) Mussen and Conger, op.cit., p. 280

(54) Sears, Maccoby and Levin, op.cit., p. 220

(55) Almy, op.cit., p. 170

(56) Breckenridge and Vincent, op.cit., p. 126

(57) Sears, Maccoby & Levin, op.cit., p.220

indirect aggression is exhibited in children's handling of objects and animals or creative media. This type of aggressiveness is not easy to be observed by parents and teachers. The child may resort to the use of this form of aggression if he cannot express his anger on the real cause of his frustration.

Handling Aggression

Handling aggressive behavior has worried many parents. They have always wondered what would be the best way to handle the different behavior of the child. They find that discipline is important in taking the long voyage with the children from infancy to adolescence. In each disciplinary problem there is special account for the parent as well as the child, because there are many different kinds of parents and children. For example, a mother might spank her child very hard and he does not cry, but if she raises her voice at the other he cries. This shows that there is no specific disciplinary answer to apply in specific situations, to be used by every specific parent and for every specific child.(58)

The types of punishments used by 37⁹mothers studied by Sears, Maccoby and Levin include positive and negative methods. Some parents used punishment which is considered a negative approach. It creates an unpleasant situation for the child who does things which he is not supposed to do.

(58) Dorothy Baruch, How to Discipline Your Children, pp.1-2

Forms of physical punishment used include slapping, spanking done in different degrees of severity. There was a difference among parents in frequency and severity in which physical punishment was used. (59)

Another form of negative approach was deprivation of privileges. This method was widely used by the mothers studied. Deprivation included some of these areas. Depriving the child of his allowance or of watching his favorite television show, or of going out with his parents, or of getting desserts or playing with his peers.(60)

Withdrawal of love was another negative form of handling the behavior of the aggressive child. It is an intangible kind of punishment. The mother may look coldly at the child. She may turn her back at him. She may refuse to listen to him and she may tell him that he is making her unhappy.(61)

Isolation was another form of negative approach in handling aggressive behavior. This was commonly used when the child was guilty of interpersonal aggression. It helped to remove the child from the cause of aggression and to give him privacy in his room. If the child kicked, or muttered angry words, the mother was not there to deal with his action and it was one way for the child to drain out his aggression. (62)

Goodenough reported that parents tried different ways of handling child-

(59) Sears, Maccoby and Levin, op.cit., p. 325

(60) Ibid., pp. 337-341

(61) Ibid., pp. 341-342

(62) Ibid., pp. 344-347

ren's outbursts. Ignoring attitudes, slapping, spanking, threatening, scolding and isolation were some techniques used. (63) Baldwin also reports that scolding was an effective disciplinary technique used with the sensitive child. (64)

A second approach to handle aggression in children is the positive method. The methods used as reported by Sears, Maccoby and Levin include praise, implying approval of parent. Reward, like offering money, candy or other material gifts, was the second type of positive approach. Mothers differed in the use of these two methods. Some mothers did not approve of the use of reward claiming that it interfered in the teaching of the child good behavior. (65)

Positive modeling in which the mother points to an example of behavior she wants the child to acquire. The model may be an older brother, sister or a child in the neighborhood or his parents. (66)

Reasoning was also a positive method used by which the mother explained to the child what it is she wants him to do. (67)

Goodenough reports removal of the source of trouble as a successful technique in handling aggressive behavior. Other methods used by mothers that

(63) Mussen and Conger, op.cit., p. 205

(64) Baldwin, op.cit., pp. 105-106

(65) Sears, Maccoby and Levin, op.cit., p. 319-322

(66) Ibid., pp. 319-322

(67) Ibid., p. 347

she studied and appeared to be useful in handling aggressive behavior included diverting child's attention, providing a substitute activity and sometimes granting the child what he asks for. She concluded that self control, serenity and tolerance on the part of the parent is important. The standards set for the child should be within his ability and met with consistency and flexibility. (68)

Almy also recommends the use of reward for the child's acceptable behavior. Reward is more effective than punishment. Punishment may lead to hate and fear toward the parents. (69)

Strang mentions that the child's aggressive impulses may be handled in four main ways. (70) The first is by reducing frustration and the conditions which bring frustration, for example do not allow intensive feeling to arouse since the child is still immature to handle or control them. The second point is to give him satisfaction which is appropriate to his stage of development. The child needs tenderness in giving up a socially disapproved behavior and he needs to replace it by some acceptable form of behavior through which he finds satisfaction. The third is to recognize the differences between the children in reacting to situations because some are quick in reaction, excitable and sensitive. The fourth is to let the child know his feelings and to let him bring it out into constructive work.

(68) Mussen and Conger, op.cit., pp. 205-206

(69) Almy, op.cit., p.176

(70) Strang, op.cit., pp. 209-210

Temper tantrums are another form of aggressive behavior that need the adult's understanding in handling. In handling this kind of behavior, Strang mentions that it is important to find an outlet that is effective and not destructive by which the child can get rid of those negative feelings that might be at the root of his behavior. Another important aspect in handling it is to make it clear to the child that the adult is disapproving of the behavior but not of the child as an individual. A third thing to remember is to be calm when the child is excited and angry thus setting him an adult example of self control. The fourth point to keep in mind is to avoid unnecessary restraints on his activities. Do not give him a lot of commands, but be reasonable and flexible. The fifth point in handling it is to help him acquire the knowledge and skills which help him to meet difficult situations that involve frustration. The sixth point is to help him to turn his attention to things he can get and not to things that are hard to get. (71)

In conclusion we can say that there is no specific method to be used in handling aggressive behavior in children. Each mother behaves differently toward the aggressive act of her child depending on her attitudes, expectations, sensitivity of the child, the aggressive act itself and other factors that might come into the picture. From the studies reported we can conclude that there is a variety of methods used, variety in the frequency as well as the severity of its use. " Aggressive behavior must be kept under control if life is not to become too painful for the victim." (72)

(71) Strang, op.cit., pp. 210-211

(72) Sears, Maccoby and Levin, op.cit., p. 226

We cannot conclude this paper without mentioning that aggression in some situations is approved. Certain kinds of aggression are tolerated and approved and even required, for example fighting in self defense and protecting one's rights.

Sears, Maccoby and Levin in their study of 379 mothers found that mothers in general felt that children must be encouraged to fight and protect their interests in certain instances. There is still necessary restrictions on severe aggression, no matter at whom it is directed. As an explanation for the tolerance of this behavior they said that the world is a dangerous place that is why aggression plays a survivorship role. Since the aim of child rearing is to prepare the child for living in the real world, many mothers found that aggression against peers is not only useful but essential. The majority of them seemed not only to permit it, but to require it.⁽⁷³⁾

(73) *Ibid.*, pp. 227-246

CHAPTER II

The Research

The purpose of this study was to see the different forms of aggression that the nursery school children exhibit in the nursery school situation.

The subjects for the study were the nursery school children of Beirut College for Women. The number of subjects was eighteen, whose ages ranged from 3 to 4 and 3 months. Their nationalities differed for there were 12 Americans, 3 Lebanese, 1 Yugoslavian, 1 Indian and 1 British.

To record the children's behavior a criteria was developed by the writer and the check list method was used. The items that were used were taken from the reading that she had done. She picked up the forms she thought were common among children. She divided it into two general groups physical and verbal. These forms which were used to hurt the body were listed under the physical, and those which were used to hurt the feelings rather than the body were listed under the verbal. After few observations in the Nursery School to establish the final criteria to be used she added few items that she had missed.

Most of her observations were done at 10 or 11 a.m. Very few observations were done at 9:30 a.m. The activities that the children were engaged in during those hours included outdoor play, morning snack, rest time, music and story time and toileting. Very few observations were done during the free selected indoor activities. This limited in a way her observation of indirect forms of aggression that might have been exhibited during that time.

Records

The writer was allowed to sit near the children to observe. She avoided talking to the children as much as possible.

Because of the size of the play ground, it was difficult to be close to all children at the same time. She tried her best to observe children in general and record their behavior on the list devised for that purpose (a copy of the check list used is attached to this paper). The recording was done by the writer alone so it is likely that she has missed some of the aggressive behavior exhibited.

Results

The forms of verbal aggression that were exhibited include insults, disobedience, shouting, negativism, threats by words, giving orders, sarcastic remarks and bragging. The results of this study reveal that there is a significant difference between the frequency in which girls and boys use verbal aggression. We found that girls exhibited seventy three instances of aggression while boys exhibited one hundred and sixteen instances.

The forms of physical aggression that were exhibited include pushing, hitting, throwing, force to possess, kicking, fighting, pulling, dropping, breaking, spilling and tearing. The results reveal that there is not so much difference between girls and boys in the frequency in which physical aggression was used, but there is still some difference. The girls exhibited one hundred and ¹²⁰

twenty six instances while the boys exhibited one hundred and forty seven instances.

FORMS OF VERBAL AGGRESSIONS EXHIBITED BY
B.C.W.N.S. CHILDREN.

TABLE NO. I

Forms of Aggression	No. of Children		No. of Instances		Total
	Girls	Boys	shown by:		
			Girls	Boys	
Insults	4	7	5	31	36
Desobedience	5	6	15	14	29
Shouting	7	6	13	15	28
Negativism	7	7	15	14	29
Threats by Word	4	6	6	16	22
Giving Order	3	3	6	12	18
Sarcastic	4	4	7	12	19
Bragging	2	2	6	2	8

FORMS OF PHYSICAL AGGRESSION EXHIBITED
BY B.C.W.N.S. CHILDREN

TABLE NO. II

Forms of Aggression:	No. of children		No. of Instances shown by:		Total
	Girls	Boys	Girls	Boys	
Pushing	7	9	30	50	80
Hitting	7	9	19	25	44
Throwing	5	7	13	17	30
Force to possess	6	8	18	16	29
Kicking	6	7	9	13	22
Fighting	5	4	11	10	19
Pulling	6	5	16	8	18
Dropping	3	4	6	5	11
Breaking	2	2	2	2	4
Spilling	1	1	2	1	3

TOTAL VERBAL AGGRESSION IN B.C.W.N.S.

TABLE NO. III

No. of Girls	Total Aggression
9	73
No. of Boys	Total Aggression
9	116

TOTAL PHYSICAL AGGRESSION IN B.C.W.N.S.

TABLE NO. IV

No. of Girls	Total Aggression
9	126
No. of Boys	Total Aggression
9	147

VERBAL AGGRESSION

TABLE NO. V

	<u>Girls</u>	<u>Time</u>		<u>Boys</u>	
A	-	2	K		13
B	-	5	L		12
C	-	7	M		5
H	-	1	B		39
I	-	26	D		18
N	-	5	E		17
O	-	22	F		9
Q	-	3	G		1
J	-	<u>2</u>	P		<u>2</u>
		<u>73</u>			<u>116</u>
		=====			=====

PHYSICAL AGGRESSION

TABLE NO. VI

<u>Girls</u>			<u>Boys</u>		
H	-	2	D	-	32
J	-	13	B	-	23
I	-	24	E	-	18
N	-	9	G	-	17
O	-	38	F	-	14
Q	-	8	L	-	15
A	-	6	K	-	12
R	-	8	P	-	11
C	-	<u>18</u>	M	-	<u>5</u>
		126			147
		=====			=====

CHECK LIST USED IN THE STUDY

I. VERBAL

- a. Sarcastic Insults
- b. Giving Order
- c. Negativism
- d. Threats by Word
- e. Willfull disobedience
- f. Bragging
- g. Shouting
- h. Mine Sarcastic

II. PHYSICAL

- a. Fighting
- b. Hitting
- c. Kicking
- d. Pulling
- e. Force to possess
- f. Tearing
- g. Breaking
- h. Pushing
- i. Dropping
- j. Spilling
- k. Throwing
- l. Interfering in Activity

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