

Study on Rearing Styles based on Painting of Koch Tree among Children at Pre-Primary Schools

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Abstract:

The aim present research is to study the rearing styles among the children of pre-primary schools in age range: 5-6 years old, based on painting of Koch Tree in the county of Torbat-e-Jam in 2009. Statistical Society was the number of 488 children in pre-primary school that the same numbers of children were selected as samples of the research and tested by Koch Tree Painting. Then the children's paintings were evaluated with consideration to the test standards of Koch Tree. And data were analyzed using descriptive tools (frequency and percentage). The results showed children in painting of Koch Tree, had indicated lack of life force, disappointment and hopeless status, mutiny and ambition, being far away from truth, internal conflicts, doubt in selection of method and procedure of behavior against emotional status, pain and conflict, problem in making decision, important and great problems with parents that produce anxiety, angry and rage, vindictiveness, hiding of angry, dependence, vulnerability, lack of self-confidence, tendency to showing off, and conforming themselves against others, intense dependence to others,

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and at the same time, protesting with them through combative actions and being sensitive, feeling of default and guilty that more or maybe we can say all of these specifications indicate authoritative training style of the parents.

Key words: Parent's training style, Koch Tree, Child.

Introduction

Family is one of the effective and fundamental factors of individuals' behaviors. A child after birth interstates some specifications from his (her) parents and his (her) growth fields are provided. Influence of the parents on children has not only inheritable and genetic aspect but also in making familiar of the child with social life and accepting culture by him (her), family and parents have effective role.

Structure and form of the families, manner of having relationship with each other and the society that the family live therein, are not uniform in most cases, therefore, behavior and effect of the families are different among the individuals. Child learns manner of behavior and friendly relationship with others in the family and totally, family has so basic and important effects in revolution and formation of the child's personality. Importance of introduction of family's role as a foundation that meaning of being father or mother originates from there and provides the essentialities of the effect of father and mother on children, is important and basically (Shafieabadi and Naseri, 2001).

Relationship between children and parents and other members of family may be considered as a system or network that is in bilateral action with each other. This system affects directly or indirectly on children through different styles and methods of rearing.

Diana Bamrind (1973) has mentioned three methods in

rearing methods; authoritarian, permissive and authoritative that each one of them affects on cognitive and social abilities of the children in different manner. In the method of authoritarian rearing style, power of the parents is extra-emphasized. Parents want fulfillment of their orders without any question and reason. Because of emphasis of power, angrily behaviors are used. Therefore, the children are not flexible in moral, emotional and mental problems and do not respect for other' rights and have less emotional stability (Biria and et al, 2005). In this method, parents are kind and acceptor, in any age but they are not expected and avoid to any type of control. Children in any age, make decision, themselves. They are not obliged to learn good behavior and they are so assuming and dependent to adults (Barak, translated by Seyed Mohammadi, 2004). In the authoritative rearing style, the parents have the most suitable behavior and have reasonable requests from the children. The parents fulfill these requests through determining the limitations and insisting to obey these limitations. Parents and children rights are respected, relationship between parents and children are warm and friendly (Masen and et al, translated by Yasaei, 2005).

Rearing styles of the children in different societies and different times have had so much variety. Viewpoint of each culture almost guides the training of children in that culture. Dependence of parents and children to each other may be considered as basically fundamentals and social training of the child. Parents may be the best pattern. Child learns their moral, believes, personal specifications and other majors and views from their parents and follows them in this field.

Mayzopetit (1997) has defined rearing styles as follows: a set of behaviors that determines bilateral relationships of parent and child in different and spread situations and it is assumed that cause to provide a space of bilateral actions.

Bamrind (1991) named the rearing styles as: authoritarian, authoritative and permissive.

On the basis of viewpoint of Bamrind, rearing styles act as a mediator between their normal variables and acceptance of society by their children.

Rearing styles have supporting role and non-supporting role that of course the results of applying of each one of them are different on revolution of the child.

Bamrind (1971) states that dictator parents enforce cool relationship along with high control on their children. Authoritative parents have had their controls along with warm relationship with children and do not have any type of control and response against them.

Many of the psychologists believe that personality of human is formed from the early birth. Much interest to learn and deep flexibility against effects of the behavior and the parents and others reactions are some specifications of the early birth and the years before primary school.

For example, Boloum (1972) found of the other psychologists' researches that about 50% of cognitive and emotional growth of human is formed from early birth up to 4 years old and the remainder, about 30% is formed between 8 to 17 years old. Therefore, all knowledge, habits and reactions that are gained during this period and remain rooted and deep in spirit of the child and conclude main fundamental of his (her) personality and organization and based on it, his (her) personality is formed. For this reason, psychologists have special emphasis on recognition of children in educational different periods. The child is a collection of requests, tendencies and personality specifications such as combative, conflict, disobedience, kindness, morality and others and painting is one of those methods that provide possibility for children to overview or evolve all these requests and tendencies in a manner without damage and far away from danger. The child through painting balance his (her) motivations, fertilize mental and bodily energies and give a suitable form to them and aid them to present themselves.

Painting of the children is a play that children try to develop their own horizons and take an action to break those limitations and hard and dry boundaries that the environmental status and situations enforce on them and make a chance for them to show their internal personality. Hereby, he (she) can say many things that may not be likely said in words for adults and in this manner; he (she) makes free himself (herself). In fact, painting of children is a field for showing creativity power and the child can make his (her) thought pigeon to fly to distant. And through his (her) own force, he (she) may present his (her) interested things and entities to make some changes in them to act according his (her) own tendency. Painting of the child must be considered as a complete free and simple tool that the child can take them on the paper without paying attention to all visual realities of the world, freely and shows the entities in the simplest shape of them while he (she) thinks her work is completely logical and accurate and when the adults laugh on their paintings, they are surprised.

Trusting on free creativity in art and artistic works has another important use: more attraction of children to associations and artistic classes and avoiding to any type of competition or comparison of their works and learns the adults not to stop on the children's works and do not judge them, in this case, anxiety would disappear from their hearts and the children present their own in their simple works, more clear. Exactly in the same point, art and mental health cooperate with each other. Nowadays, psychologists believe that painting is a personal activity that the child brings many of his (her) requests, tendencies and thoughts, freely on paper and through studying them, we can gain some introductory hypothesis about the children's personality.

They believe that painting has important role on making nice the children's emotions and provision of mental health and treatment of their problems and providing calmness for them,

therefore we can say that painting of children is result of emotional, mental and social cognitive specifications of them that provides a possibility to catch on complicated ball of the children's emotions and gain new clues of this ball in order to better recognition of them.

In the viewpoint of psychoanalysis theory, the children state all things that they have in their unconscious mind through painting, and likely cause discomfort and anxiety for them. They believe that children state unconsciously a part of their emotional status in the time of painting or coloring of a picture and their painting is an opening to the world of their thoughts and indicates their sadness, happiness and wishes. For the same reason, analyzing the children's painting is one of the most important and reliable ways for recognition of the children's mental and helps parents and trainers to recognize the personal problems and nodes. Generally, painting of children has root in their creativity and growth of this creativity may cause that this child will be a great artistic, author, painter, inventor or explorer in adulthood duration. Commencement point of this creativity is fingers of the child, a small stream that flows from the child's fingers and irrigates their thoughts' creativity that as much as more confidence and renovation would be in movement of the child's hands, element of their mental creativity would be more alive. For this reason, it is recommended to parents and trainers to provide mind immunity for their children and help them and make him (her) confidence that they are the best assistant of the children.

The following notes must be considered about painting of children and flowering of this art in parents and trainers:

- 1- Painting of the children is not only for filling the leisure times but also it is a suitable bed for finding their internal world and flowering and creativity.
- 2- Painting of children is an art to grant a special beauty to their life that these contents are in direction of the words of Shoupenhaver: Art is a kind of success that

- makes us free from pains and distress and grants attraction to pictures of our life.
- 3- Children's painting has been extracted from their imaginations, if their imaginations and dreams would not be considered or would be ridiculed and would be considered useless by the parents and trainers, and would make them to be realistic, origin of their creativity would be disappeared.
 - 4- In training of a child, we must pay special attention to strengthen their motivations and small motivations of the children must be considered as a small spring that we can change it to a boiling spring through digging that point and opening the water way and painting of children is one of the ways to find these motivations.
 - 5- In the timed program of the children, pay attention to their free times and give permission to them to pay their own creative and interested activities and others must guide them so carefully and kindly.
 - 6- Being kind and familiar is so important for the children because the first thing that a child pays attention to it during a face-to-face relationship is face of the trainer. The trainer must show with his (her) face that is eager for the child and loves him (her) and though this manner, face of the trainer will be calm and in love and child will be attracted by it.
 - 7- Whenever the children are coddled by their trainers or parents, enjoy a lot, touching and embracing the child by the parents help to interchange energy and provide a chance that the child feel calmness and comfort in their embraces and make a chance for them to indicate all their feelings and emotions and give movement to their mental life.
 - 8- We must avoid to compare children and their works with each other and also enforcing our believes on them and must consider that only in freedom, making a

relationship to the nature of children and respect to special style of their life, make their creativity and innovation to be useful.

- 9- There is no doubt that major and basic responsibility of training of a child are by the parents that objective of this training is making flowering the talents of children and making them calm, and when the parents can accurately and correctly fulfill this important responsibility that they themselves would have a mental calmness and mind safe to draw a happiness direction for their child, without any anxiety and through profiting of nearness, coordination and motivating support (Mohammad Hossein Ghasemi, 2011).

Analysis of the child's projection style in painting of the family, give us a valuable information about the personality of child, probable conflict and also about his (her) relationships with parents, sisters or brothers. However, such as any other projection tests, what we gain from family test, are probable aspect and we cannot accept it certainly.

Filled line of full-colored force indicates attractive power of bravery and angry or natural making free while a light-colored line indicates weak attractive of softness of shame or stopping of natures.

Down part of the page are domain of fundamental natures, self-defense and selected part of tired persons, mentally problematic persons, disabled persons and depress persons. Upper part is the part of extension of dreams and domain of idealistic persons and dream-growers, left part is last part and domain for testable things that have returned to their childish.

Right district is future district. Direction of painting from left to right indicates a progressive natural movement while painting from right to left indicates a kicking back (Dadsetan, 1991).

Importance and Necessity of the Problem

Nowadays you cannot pay attention to a child as white board that some experiments are painted on it, whereas moral specifications and fields of the child go to the field with all interactions with his (her) parents and such interactions have bilateral aspect, clearly. Therefore, ability of the parents in response to needs of their child are affected by a part of parents' and also children's specifications and are in direct relationship through fulfillment of the parents' role.

Numerous researches have been fulfilled with the objective of evaluation of those children who are exposed to danger from the viewpoint of evolution-recognition while domain of emotional revolution has not been considered a lot and important efforts that have been fulfilled for prediction of emotional evolution of the behavior of children, have paid to determine the children's specifications and have concluded that stress providing specifications in children are major factors of revolution of behavior disorders. While other different researches outstands this point that behavioral emotional revolution of child and also relationship of the parents during the life have widely affected by the parents' stress. Therefore, fulfillment of some researches that provides possibility of one of different aspects of the system of parent-child conflict and do not concentrate only on one factor, are considered essential, from this viewpoint, study on parents' specifications are family framework in stress providing happens of life that must be considered.

Family foundation consists of a fairly small society that each one of its members affects on others in a way. In such a bilateral effect, a collection of believes, customs, moral, emotional and social values are formed. Growth of the children in this foundation is more affected by valuation and moral, emotional and social majors. Therefore, family is considered as one of the factors effective on growth as the same as other

factors.

Hashemian (2005) says about role and importance of family that: one of the most important duties of father and mother, as main organizers of family, is not shown to provide a suitable field and submission of accurate and consistent pattern or provision of children's needs and interests and it was expected that they must obey the requests and orders of the parents. But nowadays, child and his (her) social position are considered a lot and it is paid attention to him (her) with all feelings, understandings and human emotions and they emphasize on fertilizing and flowering of potential talents and abilities of the child and provision of his (her) basic needs. Some needs such as: mental, emotional, social, moral and religious needs. Study on effects of rearing styles of the parents on different aspects of children's growth, has been one of the research fields of many activities in recent years. In current century, interest of the psychologists on studying the effects of rearing methods on moral growth of children has been increased. It seems that any bed is not equal to family in the viewpoints of power and spread of the effects.

Family establishes some connections between the members that are unique. Children in family, language and skills, study on effects of rearing styles of parents on moral growth of students (Ahmadi,2006).

Communication System of Family

AhadValand (2005) says that in family, two relations systems may be discussed:

- 1- Open communication system: all members of family have the right of discussion about any subjects that they would like, without fear of revenge or punishment and in this system, family members support each other.
- 2- Closed communication system: the members do not feel that they have right of speaking about all things that

they think, they afraid about criticism, they would not be considered or if they would say something, it is not considered.

They afraid to have an independent think and action and they are not encouraged, at all. Generally, in the closed communication system, family members may not say something about some subjects such as sexual problems, angry of family, narcotic materials, disputes of family and in fact there are not any effective ways to communication.

Baldvin (1996) indicated in a research on pre-primary school and their family that those children that grow up in free families (democratic), were active, extrovert, sociable and at the same time they showed more curiosity. On the other hand, those children who had been trained in a disciplinary environment with supervision had more aggressiveness and pessimism.

Hechtman (1996) has concluded in his studies in relation to families of extra-active children that fathers of such children were strict and limiter and their mothers used more physical punishment (Kalantari and et al, 2005).

Bronfen (1996) says that behaviors of family members on behaviors of other members have two-way effects. These effects are direct or indirect. In direct effects, parents' requests are along with warmness and kindness and children are more ready to have cooperation but when parents make a communication with disciplinary hostility, they usually have children that avoid to obey and whereas bad temper of children causes stress for parents, they increase punishment and in indirect effects, reaction between two members in family are affected by effect of other persons, too.

Authoritative rearing style has three dimensions or connection elements (supporter and acceptor), regulation (control) and autonomy (free cooperation). Authoritarian parents style has three elements, physical coercion, verbal

hostility, punishment and without explanation. Finally permissive rearing style has one element of neglect (Jorge, 204). Communication specification (supporting and acceptor) that consists of exciting support, bilateral communication, flexible environment, along with parents response, specification of discipline (control) is in authoritative style, logical response for fulfillment of affairs, environmental providing for making clear the results of behavior in children and specification of self-government, environmental provision for state the children's feelings and believes and using of their viewpoints for organizing the family regulation.

(Hartoup and Larsen, 1993) after physical coercion means applying undetermined and angry punishments along with high control and low acceptability for children. Then verbal hostility are determined through applying destructive criticism for providing of discipline in children and then non-punishment and explanation – punishment through applying punishments and depreciation the children through little explanation or without explanation (Labiell and Tomponeh, 2002).

Finally, carelessness consists submission of low requests along with very low limitations of children (Lamborn et al, 1991).

Pourabdi (2002) says that there is a significant relation between understanding of student of rearing styles (logical authoritative, authoritarian and permissive) with possibility of controlling him (her). But Rezaei (1996) indicated in his research that there is not any relation between authoritarian rearing style of mothers and social puberty of students in all grades. Havasi(2001) states that authoritarian rearing style of families has positive relation with addicted adolescences. Some researches indicate withdrawal and understanding of students from communication with parents is considered a better predictor for their satisfaction from life (Long & Long, Aghamohammadian and Hosseini, 2005).

Dictator parents often downgrade their children and do not explain about the used punishment, at all and fulfillment of strong punishment causes to make disorder in children processing about the messages and speaking of the parents and others and they live in perpetual fear (Hartoup and Larman, 1993, Barber, 2000, Velaimbel and Topone, 2002).

Authoritative parents while enforce control methods for their children, explain about them and also apply strengthening methods for changing the children behaviors. In this style, a collection of social support, bilateral communication, acceptance, response, toleration and pleasant about children can be seen (Pamrind, 1971, Petit and Mayz, 1995, GrolNikVrayan, 1989, Korido Warner and Eyberg, 2002), Hill (1995), indicated that authoritative rearing style has positive relation with organizing, educational progress and mental orientation in children. Their children are in higher level of self-government and less hostility (Dizlandz, 2002, Demetrovich and Yarman, 2001, Dorltski, 1997, translated by Askari, 1999). Students with authoritative parents more than students with authoritarian and permissive parents use the method of problem resolving in stress conditions and there is significant communication between satisfaction from parents communication with loneliness feeling (Morphy and Newlon, 1987, said by Heybati, 2002).

Permissive parents do not any control of their children and these children show the less self-confidence, curiosity and auto-control in each group and have problem in controlling of shocks and distinguish of values and anti-values (Pamrins 1971, Lamborn et al 1991, Bornstein, 2002, Koridor Warner and Iberg, 2002 and Masen and et al, 1995).

In previous decays, numerous considerations have been on disorders of childish period and much studies have been fulfilled in this field.

There are some methods or ways that parents train their children such as acceptance and rejecting, making free or

making limited and so on. The viewpoint that parents enforce in contact with children have numerous and deep effect on formation, growth and evolution of child in early ages of life and next specifications of personality and behavior has much and deep effect, for example, rejecting the child or lack of emotional relation between mother and child, have important role in producing of moral disorders of child (Soarinezhad, 1999).

Effective Factors on Rearing Styles

- Personality of parents, arrangement of birth, economical and social basis of family (Tosili, 2000).
- Gender of child, size of family (Hetrington, 1994).
- Relationship between spouses, parents' educations, parents' ages, natural specification of child, environment and stress resources and support, cultural values (Eshghizad, 2000).

Dimensions of Rearing Styles

Bernt (1997) says, dimensions of rearing styles are as follows:

- Dimension of being warm of parents who are kind and acceptor with their children.
- Being responsible, parents are responsible for the children's needs.
- Then admiration, parents admire good behavior of children.
- A symbol of positive emotions, often parents state their love and kindness physically and verbally.
- Then, control, parents try to avoid children from damages through controlling on them.
- Thereafter, intercourse, the amount of struggle and time that parents pay for growing and training of children.

Venourzenden states that parents training styles and methods

have so much variety. These styles are more abstractive to permit us to understand all bilateral actions of parents-child. In daily life, parents show all types of behaviors that depend on following factors:

- 1- Situation, 2- Gender and age of child, 3- understanding of parents of creation of motivations and objective of child, 4- understanding of child from the situation, 5- resources of available social support for parents, 6- pressures on parents caused by others.

Effective factors on Rearing Styles

Parents' styles in training of children are affected by some factors that these factors affect on each other.

- 1- Cultural field: Japanese parents use more from feeling shame of children to produce discipline for children, in comparison with American parents.
- 2- Level of Child's Growth (when children grow up, they would be punished less by parents) or through growing of verbal skills, parents use more verbal and explanation guidance. Mask Koubi (1984) states that when the child speaks better, parents pay attention to response him (her) more.
- 3- Forces that are enforced by parents (personality of parents, their expectations, believes about socializing objectives of children's nature and effective factors on socializing).
- 4- Specifications of children (personality specifications and recognition abilities).
- 5- Belexy (1984) says that more spread social field that parents-child communication may be placed therein (Masen, translated by Yasaei, 2005).

Factors for Determining Rearing

Vanderzenden said by JeyBeleski about factors for determining the parents training roles that there are three key-determiner factors and related to parents' competency:

- 1- Personal mental abilities of parents.
- 2- Child's specifications
- 3- Resources of stress and support, with a simpler phrase, we can say three determiner factors for parents' competency conclude: the same parents, child and environment.
- 4-

Important factors in Rearing

Herbert (1996) presented four basic factors on rearing styles of parents:

- 1- Acceptance, 2- Warmness, 3- Finality, 4- Control

Parents mix these four factors to send different messages for their children that in many times they will be internal, some adjectives such as self-confidence, social adaptability, ability for response and establishing of communication.

Parents with high acceptance and in warm communication and finalist in fulfillment of regulations support their children's childish and are more supporter and train more healthy children.

Gelz (1997) says parents that mix specifications of acceptance, warmness and finality about regulations and self-confidence aspects of children, send so important messages to their children. High self-confidence, auto-control, social adaptability, high response, rejecting, being extra-permissive or extra-control of children by parents, these adjectives are changed in children. Those parents who are in extra-control situations, cause many damages specially for providing discipline for their children. Those parents who value timing and being obedience, more than normal value, decrease

independence, competency and entirety of children and parents must try to make balance in their training methods.

Bamrind (1971): Children of finalist parents have more ability to be more-independent, more-dominant and successful girls and boys lover of behavior and social responsibility (Henry Masen, translated by Pasaei, 2004).

Rearing Styles in the Viewpoint of Diana Mirind:

- 1- Authoritative Rearing Style: the most suitable rearing style that parents have reasonable requests from the children and these requests with determination of limitations and persist on obeying them by children, are fulfilled. At the same time, they show kindness and friendship, hear patiently to viewpoints of the children and motivate them in partnership in family making decision. In this logical and democratic method, rights of parents and children are respected. Bamrind found from his researches that authoritative children are trained very well and they are happy (Break, translated by Seyed Mohammadi, 2002).
- 2- Authoritarian Rearing Style: children are isolated, anxious, and unpleasant. When they have relation with other children in the same age, in the case of unsuccessfulness, they show a reaction with hostility, especially boys show anger and disobedient and girls are dependent and without interest to research and go back in challenging works (Break, translated by Seyed Mohammadi, 2002).
- 3- Permissive Rearing Style: the parents are kind and acceptance but they are not expected and avoid from any type of control, children make decision, themselves while they are not able to do that. These parents think that they are not able to have a plan for family. Bamrind found that children are so inexperienced and had

problem in controlling of shocks. They were so expected and dependent to adults (Break, translated by Seyed Mohammadi, 2002).

Techniques for Controlling by Parents in the Framework of five Rearing Styles

Disshion (1990) has stated the first style as "So Satisfactory System Style" that is along with physical punishment, threat, bodily punishment that are in relation with hostility in children.

Kouchanska (1992) has stated the second style with the name of "Commanding Dictatorial System Style" that the parents do not use logical punishments (or using words for punishment or threat to punishment). Success of this style depends on acceptance of the children from the viewpoint of authoritarian parents and if the children would not obey the parents, then parents use some logical punishments.

Hart (1992) has stated the third style in the name of "Oriented and Mild System Style". In this style, reasoning has value for children, because they may experience as a behavioral result and this technique provides positive effects on children. Many other people around the children are friend with them and their friends like them more and are more resistance against anti-social behaviors.

Lazelere (1998) has stated the forth style in the name of "Other Oriented System Style" that making communication of the parents' logic with children have value. Parents emphasize more on religious or moral principles or humanism or personal obligation and change of children's behaviors. Being effective of logic, merely as a responsible style depends on this matter that in some situations will be combined with punishment and researches have indicated that use of punishment as a feedback along with reasoning is often a definite method.

And the fifth style in the name of "consulting system

style" is to suggest that maybe children will be accepted by those things that parents want and success in this technique depends on recognition of children of power of skill and expertise of parents (Ris, 2001).

Type of Methods on Training of Rearing Skills

* Continuous Treatment Encountering: this treatment is fulfilled whenever that parents would forget their children or neglect them. Contracting with these parents must not be negatively and with sharp contract, because engaging and contracting in sharp and negative manner would not help at all. Therapist must be search for a matter that parents would like it and organize parents" behavior with positive value. For example, instead of too criticism behavior we can say that: we want the best for your children and like that he (she) will be the best sample that you want). Even in a very supporter behavior we say: "I love your daughter" (Aponte 1995, Nancy and et al, 2002).

* Training of parents, Munger (1993, Nancy and et al, 2002) submits three methods to therapists in order to help parents in having positive behavior and rearing skill:

- A) Parents must determine described regulations for behavior of child.
- B) Parents must determine results related to fulfill or disobedience from these regulations. For example, when a child will observe a rule, he encourages him (her) and when she (he) would disobey, parents must present him (her) with negative results (such as punishment).
- C) Parents must completely control behavior of children consisting of fulfillment or disobedience of regulations, even when the child is not beside the parents.

* Structural and Systematic Interferences: Minouchin (1974, Nancy and et al, 2002) emphasizes on importance of child to parents in rearing. Sometimes a problem would happen

through a mediator. This leads to an instable rearing method. For example a father and mother who have problem in their own communication, send a message to child that would cause incompatibility. Sometimes mothers are in such a communication with children that father would have partial role.

In such cases, at first, role of those parents who do not have any role on training of child, must be reminded, then problems of father and mother must be resolved and revised to make them as uniform parents. Sometimes, some persons who have role of parents are one of the higher member of family, a mother and grandmother has had duty on training of child. In this time, therapist tries to provide more coordination between them to work better and more effective with each other and submit a determined objective for children.

* Many parents, especially young parents, do not have complete introduction to this method and participation in treatment sessions or giving these matters to young parents are so important while communication of children with parents must be established simpler. For young parents, especially those parents who do not supported by others, manner of these cares may be along with anxiety. But participation at one family treatment session may make simpler this work (or through model or instruction) such as manner of taking bath of child, keeping, nutrition and so on. Knowing of these works, make simpler the communication with children, because when parents feel they domain on all these affairs, they will be able to have more communication with children and enjoy. One of the enjoyable exercises for parents is massaging the child and speaking with a calm loud with him (her) and the children enjoy these friendly communication with all members of family (Nancy and et al, 2002).

* Parents Control Methods: (Scotte and et al, 1990) believe that in this method, parents are helped to change their disciplinary methods and styles from too permissive to a mild

authoritarian method. As the first step for gaining this objective, it is better to state some defaults and weaknesses of those parents who follow this method. For example, we can say them that result of this method is non-respectful behavior of children against adults, anti-social behaviors and similarly, those parents who are authoritarian must be explained how these hard punishment to children may cause to angeriness of him(her) about you and to those parents who use physical-punishment we can say that such punishments would intense the feeling of exceeding of child. As the second step in progress of new methods of control by parents, therapist must introduce some models to parents that how they must resolve the children's problems. Many documents have indicated that those parents that have been trained in these instructions have been able to control child's behavior, easily.

These instructions consist of following contents, totally:

- A) Training on the manner of control by parents on observance of regulations by children.
- B) Training of parents for establishment of determined regulations for controlling of children's behaviors.
- C) Some cases that the child must observe a rule and disobey them.
- D) Writing the encouragement and punishment cases, orderly and classified.

The third step is the type of discipline and regulations that they have governed on their children, as a general rule we want parents that because of low recognition abilities of children, small and fast punishments that are considered for them are those things that we recommend for parents: without consideration to age of child, punishments may be disgusting for them but in adolescences, punishments must be disgusting and maker.

* Viewpoint on amendment of behavior (change of behavior), training of parents, with consideration to Adlri procedure (Toderz, Rabin, Tery, Esmaeili, 1997).

Behpazhouh (2005): having a human and accurate communication with child and adolescence is considered the most critical process of work and the most effective factors in success in instruction and training. A child that a human communication of friendship has been established with him (her) feel mental safety, self-confidence and acceptance, on the other hand, a child who has inaccurate communication with parents, feel insecurity and lack of self-confidence and rejecting by others.

Behpazhouh (Navabinezhad, 1993) says that every father or mother in evolving and complicated current society, it is necessary that will gain sufficient skills that these skills and information are about principles of establishing of human communication with others because researches have indicated that they are effective in stating of different factors in training of accurate personality in children and adolescences, bilateral effects of child and parents and manner of contact and the relation of children and parents are from the most important factors. The base of trainability and being educated is on the belief that human is a person who can learn and a child behaves as he was trained and treated.

Method of Research

Statistical society and sample are all new-learners at pre-primary schools of two kindergartens in the county of Torbat-e-Jam(one of cities in Iran) in 2009 that they were 488 children and Koch Tree Test was fulfilled for them.

Analysis of Data

In Tables 1 to 11 the results gained from studying on the Children's paintings are presented.

Table 1. Standards related to status of plot which has been observed

in painting of tree among the children

N=488

	Standards	Meaning of Standards	Training Style that may be gained from the meanings of Standards	Frequency	Percentage
Status of the Plot	Plot line toward down	Lack of life force and status of despair and hopelessness	Autocratically	8	1.63%
	Plot line toward up	Insurrection and ambition, being far away from realities	Autocratically	2	4%

From the Table1, we can conclude that about 1.67% of children have shown despair and hopelessness, being far away from realities and ambition in painting of tree that indicates autocratically training style of their parents.

Table 2. Standards related to ability of freedom on action that has been observed in painting of tree among children, N=488

	Standards	Meaning of Standards	Training Style that may be concluded from the meanings of Standards	Frequency	Percentage
Ability of Freedom on action	Painting of a view	Being emotional, ambitious and good-tempered	Authoritative	18	3.68%

From the Table 2 we can conclude that about 3.68% of the children in painting of tree, have shown being good-tempered, pleasant and ambitious and emotional that indicates authoritative and permissive training styles of their parents.

Table 3. Person Standards related to Standard of Status of root that has been observed in painting of tree by children, N=488

	Standards	Meaning of Standards	Training Style that may be concluded from the meanings of Standards	Frequency	Percentage
Status of Root	Root opposite to trunk	Extra-curiosity that may cause problem	Permissive	1	2%

From the Table 3 we can conclude that only 2% of the children have shown extra-curiosity in painting of tree that may cause problem and indicates permissive training style of the parents.

Table4. Micro-standards related to meaning of symmetry

	Standards	Meaning of Standards	Training Style that may be concluded from the meanings of Standards	Frequency	Percentage
Presence of Symmetry	Primary open symmetry, directly in sharp	Child puts himself under pressure in order to adaptation with environment, presence of internal conflicts, doubt in selection of behavioral methods against emotional status	Autocratically and Permissive	107	22%
	Angular	High efforts	Autocratically	72	15%

symmetry in sharp	for ...	and Permissive
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From Table 4, we can conclude that about 37% of children in painting of tree, see themselves under pressure in order to adaptation with environment and have internal conflicts and doubt in selection of behavioral method and procedure against emotional status. Also they have high efforts for sharp status of aggression indicates autocratically and permissive training style of the parents.

Table 5. Standards related to standard for presence of interference and any type of conflict that have been observed in painting of tree among the children N=488

	Standards	Meaning of Standards	Training Style that may be concluded from the meanings of Standards	Frequency	Percentage
Presence of Interference and or any type of conflict	Goodness in roots and branches	Goodness means introjected emotions and pain and conflict	Autocratically and permissive	26	5.32%

From Table 5 may be concluded that about 5.32% of children in painting of tree, have indicated interjected emotions and pain and conflict that indicates autocratically and permissive training style of the parents.

Table6. Person standards related to standard of tree's status in page that has been observed in painting of tree among children, N=488

	Standards	Meaning of Standards	Training Style that may be concluded from the meanings of Standards	Frequency	Percentage
	Left status	Double	Authoritative	205	42%

Status of tree in Page	toward center	tendency to be independent and at the same time being under coverage			
	Center status toward right	Tendency to external world, future and parents and child is extroverted	Authoritative	59	12.09%
	Right status	Need to reliance on power and a not-assuring mother	Autocratically, Permissive	52	10.65%
	Tree's status and top of the page	Presence of depression that with a motivation status tries to indemnify it, lack of stability, research for self-control, ambition and tendency to depending on others	Autocratically, Permissive	54	10.65%
	Tree's status in shining	Feeling of being free along with depression and charging themselves, feeling of being incompetent	Autocratically, Permissive	87	17.82%

From Table 6, we can conclude that 54% of children in painting of tree, have shown double tendency to be independent and on the other hand being under coverage of parents, tendency to have communication with external world and future,

extroverted and happy that indicates Authoritative training style of the parents.

And on the other hand, about 39% of children in the paintings of tree, have shown a depression status that are trying to indemnify with an exciting status, lack of stability and searching for self-control, ambition, tendency to depending to others, need to power, having a non-assuring mother, feeling to be free along with depression, feeling of ineptness that indicates autocratically and permissive training style of their parents.

Table 7. Standards related to Standard to Presence of Different Shapes in Branch and Leaf that have been observed in Painting of Tree among the Children, N=488

	Standards	Meaning of Standards	Training Style that may be concluded from the meanings of Standards	Frequency	Percentage
Different Shapes in Branches and Leaves	Branches toward Down	Despair and hopelessness and making free of efforts	Autocratically, permissive	28	5.73%
	Branch and Leaf toward up	Active, exciting, dynamic, tendency to show off	Authoritative	35	7.17%
	Branch and leaf in an open circle	Acceptance and Cheerfulness against others	Authoritative	6	1.12%
	Broken or Cut Branch	Emotional damage, emotional stress in family	Autocratically	3	61%
	Branch and leaf with gradual	Searching for giving confidence in	Autocratically, permissive	63	12.90%

spread	order to making various contacts, high activity and being in hurry	Obsessive	Autocratically	57	11.68%
Disorganized and turned branches and leaf	thoughts producing anxiety				
Dark branch and leaf	Tendency to hide and amend mistakes in order to avoid probable reproach		Autocratically	64	13.11%
Branch and leaf along with shapes	Nicety and Acceptance feelings and flexibility		Autocratically	118	24.8%
Branch and leaf without determined direction	Problem in making decision		Autocratically, permissive	34	6.96%

From Table7, we can conclude that 32.47% of children in painting of tree have shown being active, dynamic, tendency to show off, acceptance and cheerfulness against others, nicety and acceptance feelings in flexibility that indicate authoritative training style of the parents and 51% of the children in painting of tree, have shown despair and hopelessness and making free, try to emotional damage, emotional stress in family, searching of safe for establish in relationship and much activity and being in hurry, having obsessive thoughts producing anxiety, tendency to hide mistakes in order to avoid to be blamed and problem in making decision that indicate autocratically and permissive training style of parents.

Table8. Micro Standards related to Standard of blackness and shading that have been observed in painting of tree by children N=488

	Standards	Meaning of Standards	Training Style that may be concluded from the meanings of Standards	Frequency	Percentage
Blackness and Shading	Repeated and Compressed Disorganized Blackness in Sharp Margin	Important and Great Problems with Parents that produce anxiety and indicates anger and Vengefulness	Autocratically	34	6.96%
	Making Black and Shading	Anxiety, hidden Anger and Protestation	Autocratically	116	23.77%
	Making Black of Destructive Wood	Disability in hiding protestation along with anxiety and fear	Authoritative	4	8.19%

From Table 8, we can conclude that 39% of the children in painting of tree have shown important and great problems with parents that produce anxiety. Anger, vengefulness status, hidden anger, is protestation in disability in hiding of protestation along with anxiety that indicate authoritative training style of parents.

Table9. Standards related to trunk that has been observed in painting of tree among children:

	Standards	Meaning of Standards	Training Style that may be concluded from	Frequency	Percentage
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		the meanings of Standards			
Trunk	Single branch on trunk in left side	Tendency to be similar to mother and acting in her method, satisfaction from relationship with Mother	Authoritative	17	3.47%
	Single ranch on trunk in right side	Tendency to be similar to father and equality with his abilities, satisfaction from relationship with father	Authoritative	23	4.71%
	Separated trunk from branch and leaf with a line	Feeling and understanding the training compulsory problems and rejecting or accepting them	Autocratically	209	42.82%
	Open trunk and connected to branch and leaf	Clever and nice person, normal growth and active	Authoritative	72	14.75%
	Hanging trunk on land	Lack of contact with world and others, being alone	Autocratically	83	17%
	Trunk separated from land by a line	Feeling of being alone and misfortune	Autocratically, Permissive	89	18.23%
	Trunk toward up	Having Spirit to be happy, tendency to growth	Authoritative	11	2.25%
	Trunk toward down	Isolation and trying to strengthen	Autocratically	151	30.94%

himself
 against a
 behavior that
 seems to
 produce
 anxiety

From Table9, we can conclude that 25% of children in painting of tree, have shown tendency to be similar to mother and acting like her and satisfaction from relationship with mother and tendency to be similar to father and satisfaction from relationship with father and being clever and having a normal growth and balance and spirits to be happy and tendency to growth that indicate authoritative training style of parents. And 92% of children with painting tree, have shown feeling and understanding the training compulsory problems, reject or accept, lack of contact with others viewpoint, being isolate, feeling of alone and misfortune, isolation and trying in strengthening himself (herself) against a behavior that produces anxiety for children that indicate autocratically and permissive training style of parents.

Table10. Micro standards related to standard of height of tree that have been observed in painting of tree among children

	Micro Standards	Meaning of Standards	Training Style that may be concluded from the meanings of Standards	Frequency	Percentage
Height of Tree	Height 1	Dependence of assailability, lack of self-confidence, dreams having indemnifier powers	Autocratically	97	19.87%
	Height 3	Tendency to show off and	Autocratically	45	9.22%

confirming
 himself
 (herself)
 against
 others

From Table 10, we can conclude that about 30% of the children in painting of tree, have shown dependence to assimilability, lack of self-confidence, dreams having indemnifier powers, tendency to show off and confirming themselves against others that indicate autocratically training style of the parents.

Table11. Micro standards related to standard of height of branch and leaf that have been observed in painting of tree among children

	Micro Standards	Meaning of Standards	Training Style that may be concluded from the meanings of Standards	Frequency	Percentage
Height of branch and leaf	Branch and leaf in height 3	Having the power of control and reaction	Authoritative	10	2.04
	Trunk higher than branch and leaf	Living at present time, need to activity and tendency to show complete things	Authoritative	96	19.67
	Trunk considerably bigger than branch and leaf	Intense dependence to others at the same time opposition with them through combative, hide and motion-accepting	Autocratically	69	9.42

From Table11, we can conclude that about 12% of children in painting of tree, have shown opposition critical status, default and guilty feeling and labeling that indicate autocratically and authoritative training style of parents.

Discussion and Conclusion

These results exposed many realities while many parents in discussion of training of their children try to have an accurate method and even think that their training style is a suitable style. But the children in painting of Koch Tree, indicate their parents' training style something else. And many of them suffer from anxiety and worry. And this matter may be a warning for parents and planner executives of the society that our parents do not pay attention to training styles and also the serious effects and damages raised from these training styles and our parents' information must be increased to be able to make serious amends in their training styles and enjoy from relationships with their children and liberate their children from anxiety.

With consideration to calculated percentage of frequency of children about considered micro standards in the part of painting of Koch Tree, the following results were gained:

- 1- In micro standards of the status of plot, only 1.67% of children showed autocratically training style through painting of tree.
- 2- In micro standard of ability on freedom of action, 3.68% of children showed authoritative training style through painting of tree.
- 3- In micro standard of the status of root, only 2% of children showed permissive training style through painting of tree.
- 4- In micro standard of presence of symmetry, only 37% of

- children showed permissive and autocratically training style through painting of tree.
- 5- In micro standard of presence of interference or any type of conflict, only 5.32% of children showed permissive and autocratically training style through painting of tree.
 - 6- In micro standard of status of tree in page, 54.09% of children showed authoritative training style through painting of tree and 40% of children showed autocratically and permissive training style through painting of tree.
 - 7- In micro standard of presence of different shapes in branch and leaf, 32.47% of children showed authoritative training style through painting of tree and 51% of children showed autocratically and permissive training style through painting of tree.
 - 8- In micro standard of blackness and shading, 39% of children showed autocratically training style through painting of tree.
 - 9- In micro standard of trunk, 35% of children show authoritative training style through painting of tree and 92.16% of children show autocratically and permissive training style through painting of tree.
 - 10- In micro standard of height of tree, 30% of children have autocratically training style through painting of tree.
 - 11- In micro standard of height of branch and leaf, 22% of children showed authoritative training style and 9.42% of children showed autocratically training style through painting of tree.
 - 12- In Micro standard of width of branch and leaf, 12% of children showed autocratically training style in painting of tree.

With consideration to 14 main standards that have been divided to 149 micro standards, the present research, out of 14 standards, only 12 main standards in addition to some of micro standards of 149 micro standards of the test were gained in

painting of Koch Tree on 488 pre-primary school children that with consideration to the aforesaid analysis, after drawing of tables and distribution of frequencies and frequency percentages of children in any standard and micro standards, the following general results may be gained:

- 1- Out of 12 main standards, children in 8 main standards and micro standards thereof have predicted their parents' training style, autocratically.
- 2- Out of 12 main standards, in 4 main standards and micro standards thereof, in some micro standards, authoritative training style and in some other of micro standards, autocratically and permissive training styles have been shown.

With consideration to percentage of children in painting, each standard and micro standard, more percentage of children in painting of tree, have shown their parents' training style, autocratically and permissive, on the other hand, less percentage of children have shown authoritative training style in painting of tree.

Children in painting of Koch Tree, showed lack of life force, despair and hopelessness status, rebellion and ambition, being far away data, presence of internal conflicts, doubt in selection of method and manner of behavior against emotional status, pain and conflict, problem in making decision, important and great problems with parents that produce anxiety, anger and temper status, vengefulness, disability in hiding of protestation, dependence, assimilability, lack of self-confidence, tendency to show off and confirming themselves against others, intense dependence to others and at the same time opposition with them by combative actions and exciting, feeling of default and guilty that much and or maybe we can say all of these meanings indicate autocratically training style of parents.

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