Evaluation of implementation of a psychoaffective education program to schooled children

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Abstract

Problem Statement: What effects are achieved in the emotional adjustment of children through implementation of a program of psychoaffective education. Research Questions: What is the change in emotional indicators as a result of the application of a psychoaffective education program for children? Purpose of the Study: Assess the effects of the implementation of psycho-affective development program in schooled children on average age of 8 to 10 years. Research Methods: Quasi-experimental method is used to measure before and after with experimental group and control group. Findings: Significant difference in the overall evaluation of emotional factors when comparing the experimental group with the control after program implementation issues found. In the "aggressiveness" significant differences were found in the experimental group, showing a downward trend in the rating. There are also significant changes in the variables "Aggression" and "Anxiety" between experimental and control groups in the post-test. Conclusions: The influence of the program was tested in facilitating psycho-affective development in Experimental Group Improved emotional adjustment as a result of the program. The level of psychological well being and decreased emotional difficulties are increased, while it markedly reduced levels of aggression and anxiety. Likely improvement in interpersonal relationships and the expression and management of emotion.

1. Introduction

This work is based on theory and research developed from the line Clinical Psychology and Health Psychology Group of the Universidad del Norte led by Dr. Sanchez Ana Ríta Russo.

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Keywords: Psycho-affective development, Emotional adjustment, Child
This line has developed studies in the field of psycho-affective development, led by "Stomp" program, which is based on the theory of psycho-affective development from psychodynamic theories of Freud, Erikson E., M. Klein, D. Winnicott and others and applies it in a program of prevention and health promotion and wellness in preschoolers.

From this framework arises nine central themes for the child in the latency period-preadolescence which are:

1) Diligence - inferiority
2) Physical changes and identity
3) Shyness and insecurity
4) Peer acceptance and identity (Men)
5) Peer acceptance and identity (Girls)
6) Introjective identification and identity
7) Autonomy and integration group
8) Adaptation and authority
9) Ideal of Self and Achievements of Self

2. Methodology

The study used a quasi-experimental design with two groups, experimental and control. The program was implemented in a period of one academic year and results were compared using indicators of psycho-affective development in accordance with the proposed tasks, through projective tests and surveys.

Previously it has made an assessment of children in their state of psycho development through the application of a battery of projective tests. At the end of the year again tests were applied and the results were compared both before and after and between control and experimental group.

The use of drawing the human figure model of Koppitz (1982) is the model that is evaluated in this paper.

3. Results

In tests Drawing the Human Figure there are differences in Aggregate Scores for Boys and Girls, where Boys have higher scores than girls. It is observed that the trend that males score higher than girls
in both the Experimental Group and the Control Group, and the trend continues to evaluate the mixed groups.

In the 2nd application is in its overall score a statistically significant difference (0.1) in the Boys of Experimental Group and Control Group. This difference must also be considered in terms of the proposed parameters by Koppitz (1982), who suggests that the existence of two or more emotional indicators relate by to the probability of emotional distress in infants.

Males of the Experimental group, show a change, where before the implementation of the program the average is 3.00 and then decreases to 2.25 to approach to the limit proposed by Koppitz (1982) parameter.

The boys in the control group at the beginning show a mean of 3.09, slightly higher than the experimental group, this average increases to 4.09 indicating a deterioration in the Group's average emotional difficulties.

Significant statistically changes were also found in the boys (at the 0.05 level) in Anxiety and Aggression variables, that showing a clear influence of the implementation of the Programme. In the Experimental Group, Anxiety drops from an average of 0.125 to 0.041667, while the control group rises from 0.136364 to 0.181818. And in the Aggression variable, the Experimental Group low average value of 0.075 to 0.00, while the control.

4. Conclusion

This document describes the results of the evaluation by a Test of drawing the human figure, of a psychoaffective education program as part of the overall evaluation, and showed that significant changes were found in the emotional behaviors indicating the psychoaffective development of a group of children. The Program through different techniques, helps to work the thematic development so that the tasks required for the proper processing of the latent period and preadolescence are completed, and this is done through the option of putting into words the emotional aspects and manage through to symbolization process these tasks.

References