

**ORIGINAL ARTICLE**

## The Effectiveness of Group Training Based on the Nonviolent Communication Model on Aggression among Female Junior High School Students Involved in Parent-Child Conflicts

Yasna Farokhsiri<sup>1</sup> , Mohsen Saeidmanesh<sup>2\*</sup> 

1. PhD Student Psychology, Department Psychology, University of Science and Arts, Yazd, Iran  
2. Associate Professor Clinical Psychology of Children and Adolescents, Faculty of Humanities, University of Science and Art, Yazd, Iran

**Correspondence:**

Mohsen saeidmanesh Email: [m.saeidmanesh@yahoo.com](mailto:m.saeidmanesh@yahoo.com)

Receive Date: 30/Aug/2025  
Revise Date: 05/Oct/2025  
Accept Date: 11/Nov/2025  
Publish Date: 22/Nov/2025

**How to cite:**

Farokhsiri, F., Saeidmanesh, M. (2025) The Effectiveness of Group Training Based on the Nonviolent Communication Model on Aggression among Female Junior High School Students Involved in Parent-Child Conflicts, *New Studies in Educational Sciences*, 1 (2), 1-4. <https://doi.org/10.30473/ns.2026.76915.1032>

### ABSTRACT

The present study purposed to investigate the effectiveness of group training based on the nonviolent communication (NVC) model in reducing aggression among female junior high school students involved in parent-child conflicts. This research was a semi-experimental study with a pre-test-post-test design and a control group. The statistical population consisted of female junior high school students (aged 12 to 15) in Yazd city during the 2023-2024 academic year, who were identified as being involved in conflicts based on parental/counselor reports and scores on the Behavioral Problems Questionnaire-Parent Form (Achenbach, 1991). From the eligible population, 30 students were selected via convenience sampling and randomly assigned to experimental and control groups (15 each) using a random number table. The measurement tool was the Buss and Perry Aggression Questionnaire (1992). The data were analyzed using Multivariate Analysis of Covariance (MANCOVA), followed by univariate Analyses of Covariance (ANCOVA). The findings indicated that after controlling for pre-test scores, there was a significant difference between the two groups on the linear combination of aggression subscales. Subsequent univariate analyses revealed that the intervention significantly reduced all four subscales of aggression: physical aggression, verbal aggression, anger, and hostility ( $p < 0.001$  for all). Based on effect sizes ( $\eta^2$ ), the intervention had the greatest impact on reducing anger (0.65) and the least impact on reducing hostility (0.54). In conclusion, group training based on the NVC model is an effective intervention for reducing various dimensions of aggression among female students involved in Parent-child conflicts.

### KEY WORDS

Non-Violent Communication Model, Aggression, Parent-Child Conflicts, Female Junior High School Students.



## Introduction

The period of schooling, especially middle school, is considered the most critical stage in an individual's life, as it is accompanied by intellectual and physical maturation and significant changes. Consequently, many psychological shifts and behavioral disorders may emerge during this time. Among these, parent-child conflicts are particularly noteworthy. Students living in high-tension family environments are more prone to exhibiting aggressive behaviors, which can manifest as verbal or physical violence towards peers or parents (Zhou, 2024). Aggression, as a multidimensional construct encompassing physical, verbal, anger, and hostility components, can lead to both externalized behaviors and internalized distress among female middle school students involved in parent-child conflicts. Although numerous interventions have been designed and implemented to reduce aggression in adolescents, the effectiveness of group training based on the Nonviolent Communication (NVC) model—which emphasizes identifying feelings and needs, enhancing emotional awareness, and non-aggressive expression, thereby improving emotional regulation and reducing impulsive reactions—has been less extensively investigated among female middle school students engaged in parent-child conflicts. Therefore, there is a growing imperative for research that specifically examines the role of this educational approach in reducing various dimensions of aggression within this particular group. To this end, the present study aims to investigate the effectiveness of group training based on the Nonviolent Communication model on aggression among female middle school students experiencing parent-child conflicts.

## Methodology

This research employed a quasi-experimental design with a pretest-posttest control group. The statistical population for the current study comprised all female middle school students in Yazd city during the academic year 2024–2025 (approximately 12,500 individuals). From this population, students referred to counseling centers due to parent-child conflicts (approximately 180 individuals) were considered as the accessible population. For the execution of this research, 30 eligible students (based on inclusion criteria) were initially selected using convenience sampling and then randomly assigned to an experimental group (15 individuals) and a control group (15 individuals). To implement the study, centers willing to collaborate were identified. Subsequently, the Child Behavior Checklist – Parent Form (Achenbach, 1991), demonstrating a Cronbach's alpha coefficient of 0.63 and satisfactory validity, was administered to parents to identify female students suspected of having behavioral disorders. To confirm aggression in these students, the Buss-Perry Aggression Questionnaire (1992), with a Cronbach's alpha coefficient of 0.85 and satisfactory validity, was administered to them. Ultimately, 30 students were selected for the study; 15 of whom received treatment and intervention in the experimental group, while the other 15 served as the control group. The female students in the experimental group then underwent interventions based on the Nonviolent Communication program, following the treatment protocol, for 10 sessions, twice a week, in 75-minute sessions.

## Results

In this study, data from 30 female middle school students, conveniently sampled and allocated into two groups of 15 (experimental and control), were analyzed. Before conducting the main analysis, MANCOVA assumptions were examined. The Shapiro-Wilk test confirmed the

normality of data distribution within each group ( $p < 0.05$ ). Box's M test indicated that the assumption of homogeneity of variance-covariance matrices was met ( $p = 0.191$ ). Furthermore, to assess multicollinearity, the interaction effect of group  $\times$  pretest was examined for each variable, revealing tolerance coefficients above 0.4 and VIF values below 2.5. Consequently, multivariate analysis of covariance (MANCOVA) was employed, with pretest scores serving as covariates. To specifically determine the intervention's impact on each subscale, univariate analysis of covariance (ANCOVA) was utilized for each variable. The consistent analytical findings indicate that the Nonviolent Communication group training program significantly reduced overall aggression and each of its components in the female students within the experimental group. The large effect sizes obtained underscore the robust effectiveness of this intervention.

**Table 1.** Results of Multivariate Analysis of Covariance (MANCOVA) for Comparing the Combination of Aggression Subscales Between Two Groups

Statistical power	Significance (p) level	F	(df) Error	(df) Hypothesis	Value	test statistic
1.00	<0.001	23.93	24	4	0.22	<b>Wilks' Lambda</b>
1.00	<0.001	23.93	24	4	0.78	<b>Pillai's Trace</b>
1.00	<0.001	23.93	24	4	3.99	<b>Hotelling's Trace</b>

**Table 2.** Results of Univariate Analysis of Covariance (ANCOVA) Tests for Each Subscale

Confidence 95% Interval	Effect Value ( $\eta^2$ )	Significance (p) level	F(1,27)	Standard Error	Adjusted Mean	Group	Dependent Variable
[13.65 , 17.5]	0.60	<0.001	40.25	0.82	15.35	experimental	<b>Physical Aggression</b>
[19.08 , 22.48]				0.82	20.78	control	
[13.20 , 16.40]	0.58	<0.001	36.50	0.78	14.80	experimental	<b>Verbal Aggression</b>
[18.13 , 21.33]				0.78	19.73	control	
[16.70 , 20.40]	0.65	<0.001	49.30	0.90	18.55	experimental	<b>Anger</b>
[23.07 , 26.77]				0.90	24.92	control	
[16.65 , 20.15]	0.54	<0.001	32.15	0.85	18.40	experimental	<b>Hostility</b>
[21.52 , 25.02]				0.85	23.27	control	

## Discussion and conclusion

The hypothesis of the present study posits that group training based on the Nonviolent Communication (NVC) model has a significant effect in reducing aggression among female students engaged in parent-child conflicts. This outcome can be attributed to the program's success in mitigating oppositional and aggressive behaviors in this group of female students through the enhancement of communication skills, increased empathy, and improved emotional self-regulation. Specifically, the program aimed to equip female students with the four core steps of NVC—non-judgmental observation, identification of feelings, understanding needs, and constructive requests—to enable them to express their emotions and needs non-aggressively and effectively. This approach has led to a reduction in aggressive behaviors, which often stem from an inability to express needs (Sobhani et al., 1402). Among the most significant limitations of this study are the relatively small sample size and the use of convenience sampling, which restricts the generalizability of the findings to other age groups,

genders, and non-clinical populations. Furthermore, the reliance on self-report instruments and parent reports may have been influenced by response bias. As a short-term group intervention, Nonviolent Communication training demonstrates its most significant effectiveness on the emotional and behavioral levels of aggression. To penetrate deeper attitudinal levels (hostility), reinforcement and continuity are required. From a practical perspective, the findings of this research can be utilized by therapists, school counselors, and educators in prioritizing treatment goals and designing educational programs aimed at enhancing adolescents' communication skills and emotional regulation. Future researchers are encouraged to conduct longitudinal studies with several-month follow-up periods to examine the long-term sustainability of the effects of Nonviolent Communication (NVC) based training. It is also recommended to investigate the effectiveness of this intervention across different age groups, among male students, and within non-clinical populations. Furthermore, future research should incorporate multiple assessment sources (such as teacher reports and behavioral observation) alongside self-report instruments.

### **Funding**

This research received no specific funding from any public, commercial, or not-for-profit agency.

### **Authors' Contribution**

The sole author was responsible for the study's conceptualization, methodology, data collection, analysis, writing, and final approval of the manuscript.

### **Conflict of Interest**

The author declares no conflict of interest regarding the publication of this article.

### **Acknowledgments**

The author would like to express gratitude to all researchers whose scholarly works contributed to the theoretical and empirical foundations of this study.

### **Reference**

- Achenbach, T. M. (1991). *Manual for the Child Behavior Checklist/4-18 and 1991 profile*. University of Vermont, Department of Psychiatry. <https://www.scirp.org/reference/referencespapers?referenceid=79550>
- Buss, A. H & Perry, M. (1992). The Aggression Questionnaire. *Journal of Personality and Social Psychology*, 63, 452-459 <https://doi.org/10.1037//0022-3514.63.3.452>
- Sobhani Najafabadi, A. Fadavi, A. (1402). Developing a nonviolent communication training package and examining its effectiveness on social anxiety and bullying of aggressive male students. *Quarterly Journal of Applied Psychological Research*. <https://doi.org/10.22059/japr.2024.363338.644704>. [ In Persian ]
- Zhou, H. Han, F. Chen, R. Huang, J. Chen, J & Lin, X. (2024). Estimating the Heterogeneous Causal Effects of Parent-Child Relationships among Chinese Children with Oppositional Defiant Symptoms: A Machine Learning Approach. *Behavioral sciences* (Basel, Switzerland), 14(6), 504. <https://doi.org/10.3390/bs14060504>