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## PARECER A

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## **EDITOR SUMMARY**

This article analyzes the relationship between aggressive impulses in children aged 7 to 9 and their family perceptions through the application of projective tests (the Cactus Drawing Test and the Family Drawing Test). Adopting a mixed-methods approach, the research combines quantitative and qualitative data to explore how emotional and familial factors influence aggressive behavior.

The manuscript is well structured, theoretically grounded, and offers relevant contributions to developmental psychology and educational practice. Its originality and the practical applicability of the findings are notable strengths. It is recommended, however, that future studies provide a more detailed description of participant profiles and expand the triangulation of data sources. This is a timely and pertinent study, with the potential to influence child well-being and the improvement of school-based practices.

## **ARTICLE ANALYSIS**

### **INTRODUCTION**

This study aims to examine the relationship between levels of aggressive impulses in children aged 7 to 9 and their perceptions of family dynamics, as revealed through projective tests. The introduction is clear, cohesive, and well supported by literature, addressing the issue of childhood aggression and its correlation with family perception in a direct and concise manner.

- The text highlights the complexity and multidimensional nature of aggressive behavior;
- The justification for the study is well constructed and underlines its potential contributions to developmental psychology.

### **CRITICAL ANALYSIS**

The article demonstrates methodological rigor, theoretical depth, and practical relevance. The use of projective techniques is well justified and appropriately applied, and the findings yield meaningful contributions to both developmental psychology and the educational field. The text strikes a balance between scientific analysis and interpretative sensitivity. The structure is coherent, with fluid transitions between sections.

### **STRENGTH OF ARGUMENT**

The article presents a strong argument supported by a robust theoretical framework, methodological consistency, and a careful analysis of the data. The implications for educational

and psychological practice are significant. Identified limitations do not compromise the validity of the findings but rather suggest opportunities for further exploration and refinement in future research.

## LIMITATIONS AND OPPORTUNITIES

This is a well-executed and relevant study with significant potential to inform the promotion of children's emotional well-being and the development of inclusive, emotionally responsive educational practices.

However, the article presents some areas for improvement:

- It does not specify the gender composition and socioeconomic background of the participating children—information that is crucial for interpreting the findings;
- The justification for selecting the two projective tests could be strengthened by briefly comparing them with alternative projective techniques or observational methods;
- Certain sections could be more concise, as terms such as “emotional atmosphere” and “emotional closeness” are unnecessarily repeated;
- The article could suggest possible methods for including parental or teacher perspectives in future studies.

## ENGAGEMENT WITH OTHER AUTHORS

Özata Ersöz and Arcagök (2024) explain aggression from two theoretical standpoints: the psychoanalytic perspective, which sees it as an externalization of destructive instincts, and the social learning theory, which frames it as a learned behavior.

Lin et al. (2023) emphasize that both family dynamics and individual factors are critical to the emergence of aggression, noting that the family—being the child's primary social environment—shapes emotional security and self-perception. As Girard et al. (2019) point out, a child's perception of the family is strongly influenced by interactions within the household, and exposure to family conflict may lead to negative perceptions and more aggressive behavior.

Halmatov (2016) discusses the Cactus Drawing Test, developed by Panfilova, which identifies aggressive tendencies through symbolic elements in drawings, such as the direction and density of thorns and the presence of a pot. Yavuzer (2009) argues that drawings reflecting balanced and positive family relationships are indicative of a safe, peaceful, and emotionally secure atmosphere.

In their projective analyses, Biasi, Bonaiuto, and Levin (2014) observed that the use of dark colors in children's drawings is associated with conflictual family relationships. Finally,

Fury et al. (1997) interpret the absence of certain family members in drawings as a projective indicator of intra-family relational issues.

## **CONTEMPORARY RELEVANCE**

The article addresses a highly relevant topic by examining childhood aggression through the lens of family relationships and the child's emotional perceptions. In an increasingly complex school environment, early identification of aggressive tendencies through projective testing can assist teachers and educational teams in implementing more effective interventions.

The study contributes to a broader understanding of childhood behavior and reinforces the importance of fostering emotional support within the school context.

## **FINAL EVALUATION**

This article investigates the relationship between aggressive impulses in children aged 7 to 9 and their family perceptions, using projective techniques. The introduction is clear and well substantiated, highlighting the significance of the topic within developmental psychology. The methodology is appropriate and integrates both quantitative and qualitative data effectively.

The argument is coherent, supported by relevant literature and a sensitive analytical approach. The study contributes to the early identification of emotional issues and to the development of school-based interventions.

Notable limitations include the absence of demographic information regarding gender and socioeconomic background, and the opportunity to integrate perspectives from parents and teachers in future research.

In the context of current educational challenges, the article proves to be highly relevant and offers valuable insights for pedagogical practices and socioemotional support policies in schools.

## **REQUIRED REVISIONS**

Please highlight the following revisions in yellow within the manuscript:

- Specify the gender composition and socioeconomic background of the participating children, as these are relevant to result interpretation;
- Strengthen the justification for the selected projective tests by briefly comparing them with other possible techniques or observational methods;

- Improve conciseness in certain passages, avoiding redundant use of terms such as “emotional atmosphere” or “emotional closeness”;
- Suggest possible approaches for incorporating the perspectives of parents or teachers in future research.

**Processing and editing: Editora Ibero-Americana de Educação**  
Proofreading, formatting, normalization and translation

