

Characteristics of rebellious adolescent student drawings

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The current research studied the characteristics of rebellious adolescent student drawings. The research is in four chapters. The first chapter contained the problem of research and its importance and need, then the objective of the research which is to identify the characteristics of rebellious adolescent student drawings, the limits of research and define its terms. The second chapter included two subjects, the concepts of adolescence and rebellion. The third chapter included the methodology of research and its procedures. The researcher reviewed the research community and the sample and the tools used in it. To achieve the objective, the researcher adopted the rebellion scale and applied the validity and consistency of this tool. The scale was applied to the sample of research consisting of (150) students in Saad bin Abi Waqas and Al-Adl schools for boys in Babylon province. The fourth chapter contains the results of the research and its discussion, as well as conclusions, recommendations and proposals. The results showed that neglect of the family and violent treatment by society and the environment surrounding adolescences, were the cause of adolescent rebellion. Adolescents, through their wide imagination at that stage, represent insurgency in both subjective and objective painting.

Key words: Painting, Drawings, Violence, Babylon province.

The first chapter Research problem

There has been a rapid technological and intellectual development over the past century. Its aftermath has resulted in a real revolution encompassing all areas of life, one that seriously seeks methods that are more interested in the human being, to raise him properly as to his psychological, mental and sensory being, as well as to prepare him for creativity and innovation through education. Art, including the art of painting, is the closest place to the human soul on the different stages of its development, an event through which the results of its outputs can be

revealed by tendencies, motivations and emotions. So educational psychologists have taken the drawings of adolescents' sensors to determine their behavioural and cognitive patterns. For adolescents, drawing is a mock attempt to embody the relationship between their inner world and their external environment. It helps psychologists understand the personality of the adolescent and determine his behavioural patterns, positive and negative. That is especially clear if we remember that adolescence is one of the most dangerous stages of an individual's life, and needs extraordinary attention when manifestations of rebellion begin to emerge. Therefore, the researcher finds it necessary to study these characteristics in a psychological technical study, as in the current research, by asking the following question: What are the characteristics of rebellious adolescent student drawings?

The importance of research and the need for it

- 1- Tackling a controversial psychological issue, namely the rebellion, and trying to study it scientifically and technically, to identify the motives and reasons behind this behaviour in adolescence students.
- 2- The current research is useful for art education teachers, to identify the characteristics of a rebellious teenager through his artistic characteristics, which are represented in his drawings.

The objective of the research: The current research aims to identify the characteristics of rebellious adolescent student drawings.

Research limits: Study the characteristics of the drawings of the rebellious adolescents shown in their artistic results implemented with the material (pastel, paper) and those aged (13-15) years for intermediate school, in public schools for the academic year (2018-2019) Babylon Governorate / Iraq.

Defining terms:

Characteristics: It is the plural of characteristic (Lafta, 2016), Terminology: the characteristic distinguishes and defines the object (Shaabat, 2002). These are the features or qualities that characterize the thing that distinguishes it from others and is a function mark of it (Abu Hayah, 2011). Procedurally, characteristics are the artistic features that appear in the drawings of rebellious adolescents, in the province of Babylon, which are represented by the structural elements (line, shape, colour, etc.).

Adolescence: A transitional stage of physical and psychological development that generally occurs from puberty to legal adulthood (age of majority) (Bahi, 1997). It is a transition between childhood and adulthood. It is going into labour and a preparation for a new birth (Bakkar, 2010). It is the sum of physiological changes that bring an individual closer to biological and physical maturity (Al-Bahi, 1978). Drawings of adolescents are carried out by students of the



first, second and third intermediate stage, between the ages of (13-15) years. They are on a white drawing paper using pastel colours to self-express realistic vocabulary or ideas, and environmental or societal issues, based on the performance ability of each student.

The rebellion: Action against those in authority, against the rules, or against normal and accepted ways of behaving (Ibn Manzoor). Terminology: It is the rejection of all the actions or words directed at the individual, as these words and actions do not conform to his own values and principles (Hamdani, 2009).

- Behaviour that occurs in adolescence and when delinquency and deviancy in young and old (Shidhan et al., 2011).

Procedurally: it is all manifestations of rejection, disobedience, non-compliance and similar behaviour, by which the researcher can confirm his presence, through the score obtained by adolescent students when they answer questions in the scale of rebellion in the current research.

The second subject

- The concept of adolescence: -

Adolescence is the period after childhood, between sexual maturity and adulthood. In it, the individual experiences fundamental changes and severe disorders in all aspects of his physical, mental, social and emotional development. These changes result in many disorders and many problems that need direction and guidance from adults surrounding the adolescent, whether parents, teachers or others, to overcome these problems (Mahmoud, 1980). Adolescence is a biological process accompanied by several other processes outside the framework of the soul, including emotional, intellectual, social and educational processes, which develop with the development of the psychological and biological aspect of the adolescent (Al Josmany, 1994). The health of the individual depends to some extent on passing that stage, to peace and stability, past problems that may hinder the life of the adolescent, limit his social roles and activities, or even to have some aggressive and rebellious qualities or an impact on his academic achievement (Al-Bustani, 2004).

Different trends in the interpretation of adolescence

a) Biological trend

The biological trend appeared in work by Stanley Hall (1904), which considered adolescence a stage of storms and pressures in which the human personality is reborn, and the behavioural changes that occur during adolescence are subject to a series of physiological factors that occur as a result of gland secretions, considered as adolescence (Hall). A rebirth occurs in the individual's personality, and the rapid changes that occur at

this stage transform the child's personality into a completely different new personality from what it was. Hall attributes these changes to sexual maturity (Al-Bustani, 2004).

b) Social trend of anthropology

This trend focuses on external determinants of behaviour: "Social and cultural determinants, patterns of behaviour vary according to social environments and cultures, where the importance of the environment and culture in diversifying the biologically defined behavioural impulses in the field of anthropological studies". Margaret Meade's studies on Samoan society have shown that the problems facing adolescents vary from culture to culture, so it is necessary to think about the problems of adolescents in the light of their social and cultural environment which causes them more disorders and anxiety than sexual and physical maturity (Al-Hamdaoui and Fatima, 2018).

c) Interaction between biological and social factors:

This trend focuses on the interaction between internal and external determinants of behaviour. It has been led by Levine, who attributed the adolescent's problems to the lack of a teenage period that constitutes a change in the social affiliation of the adolescent as it moves from a known world to a new world unknown to him in terms of psychology. It became linked to the values and customs of a new community that represented a higher level of childishness to which he belonged (Al-Bustani, 2004).

The adolescent has several types, including: adaptive adolescence, introspective withdrawal, aggressive, rebellious adolescence, deviant adolescence, each with its own causes and behavioural patterns.

Adolescent drawings: Langer believes that art is the language of the previous sense of logic language and as an inference symbolism, language cannot express conscience and esoteric life, so art is the only way to express what cannot be expressed by language (Zahwan, 1983). Art works to refine mental growth and physical emotion and morals. It helps the adolescent to form a healthy personality in the future. On the other hand, art is an area to vent the suffering of the human being under pressure from society. The failures and lack of attention to the adolescent affects himself and his feeling of self-confidence. Perhaps the artistic side has a role in one of the factors affecting the same adolescent, and the growth of a person is the art of painting, and adolescence represents a stage of a sense of self or self-fulfilment through art (Al-Bustani, 2004).

Psychologists have divided the patterns of artistic expression into nine patterns as follows:

1. **Descriptive pattern:** - This pattern tends to record the manifestations of nature, taking into account the relationships and ratios between things and the distinction between elements, colour, and others, and then focuses on describing things.
2. **Symbolic pattern:** - In this pattern, the adolescent tends to delete unimportant things and exaggerate other things he wants to highlight clearly.
3. **Semi-abstract style:** - The owners of this pattern tend to realism, but they do not prefer the general organization of the elements in the work of art. The details disappear between the elements and then tend to abstraction.
4. **Naive pattern:** - This pattern is characterized by innate simplicity. The descriptive drawing is highlighted. In this pattern the elements stand out in a direction not determined by a particular dimension and characterized by the interconnection and infiltration of events.
5. **The impact pattern:** - The owners of this pattern tend to decorate and pay attention to details and colours, to accentuate the elements in harmony and coordination of compact colour units.
6. **Architectural pattern:** - This style is characterized by stillness. The movement is almost non-existent. Shapes and elements are transformed into geometric units.
7. **Expressive and emotional pattern:** - The topics of the owners of this pattern are not familiar in this pattern, being psychological expressions of human and emotional meanings (such as sadness, anger, joy and suffering) experienced by man.
8. **Abstract and subjective pattern:** - The owners of this pattern tend to abstraction, and they mess with shapes, spaces, lines and colours. This pattern is different from previous patterns.
9. **Pluralistic pattern:** - This method is characterized by repetition and treatment of a certain aspect of the work alone; indifferently to the connection of units and change of their natural status. This pattern relates to the needs and desires of the child, and his interest in aspects associated with him and confirmed in himself (Al Josmany, 1994).

The second subject: the concept of rebellion

Rebellion is a situation known to human societies since ancient times. But its study by psychologists has only recently begun, compared to their interest in other psychological variables. The phenomenon of rebellion has received little attention from researchers and modern theorists. Also, they did not put forward specialized theories directly about rebellion, but there are indirect references that speak (implicitly) to the subject, except for the theory of the social psychologist (Jack Prem) in the 1960s specializing in psychological rebellion. He promised that the subject was approached by other perspectives (Al-Bustani, 2004).

- Interpreted trends of rebellion



1. The theory of George Stanley Hall (1844-1924): - He presented a theory known as the theory of distress and tribulations. It looks at adolescence as a new birth accompanied by many difficulties of adaptation, in which the sex confirms its control and domination over many areas in which feelings of rejection towards the authority of the house and school appear. It is a stage severity and suffering. This theory has a biological basis, on the inheritance of biological characteristics of the human race that lie in the synthesis of inheritance (Abdul, 2014).
2. The Theory of Psychosocial Development (Eric Eriksson, 1902-1994): Ericsson gave the adolescence a great importance, which he sees as the basis for forming thinking patterns in all the next stages (Bassiouni, 1975). He believes the social context in which the son develops a clear influence in the formation of his personality. Therefore we see it confirm the role of both upbringing and the social problems the adolescent faces during the process of growth, which may reflect positively or negatively on the formation of his personality, such that the best adapted individuals suffer from some feelings of identity disorder. Especially in males, these manifestations of disorder are often expressed in the form of disobedience, rebellion, shyness and self-doubt, and the experiences of unhappy childhood or the social circumstances surrounding the individual affect the so-called "identity crisis", a crisis that leads to the vibration of all his previous concepts of self-perception (Naji, 2012).

Social Theory (Jake Prem)

The social psychologist Prem has presented his theory of rebellion and considered it a phenomenon. This is what led him to attend to the threats to freedom of choice which restrict the individual. Everyone believes that they have some cognitive and behavioural freedom, and if that is threatened, they will act in insurrectional and resistant behaviour to regain their lost freedom. (Abu Hadros, 2010) One of the most fundamental assumptions of this theory is: The individual's freedom is restricted, which stimulates the motivation to practice that behaviour.

Theory of relative deprivation: - The theory of relative deprivation is one of the most important theories that explain the behaviour of rebellion. Its founder (Ted Jar) believes that as long as the level of available possibilities for individuals and groups allow them to achieve aspirations that seem appropriate, deprivation is so low that no rebellions are expected. But the likelihood of rebellion increases when the crater between expectations and possibilities widens. Ted Jar has emphasized that relative deprivation is the cause of rebellion and violence. This is evident in adolescence because of its sharp emotions and the emergence of tendencies of independence and rebellion against the source of power (Bashir).

The theory of psychoanalysis Sigmund Freud (1856-1939): - A son who is unable to form a meaningful relationship with his parents remains constantly at the stage of his search for



pleasure or satisfaction of his sexual desires, without regard to the consequences, and without being able to postpone them. In the future that turns into revolution and rebellion against the standards of society and symbols of authority in adolescence, carrying with him, according to Freud renewal of the Oedipus complex, which symbolizes the bitter primitive competition between the son and father for the mother (the subject of their love), and this is the basis of the dissatisfaction and rebellion among the children (Hall, 1969).

Eric Fromm (1900-1980): - Society imposes demands on the individual which are contrary to his nature, because they restrict him, estrange him from his humanitarian position, and push him to anti-social actions (Hall). Thus, the conflict and rebellion of children over adults is the result of a society which subjects children to adults or fathers, especially when the father makes the son of the property of his father, and is obliged to serve the interest of the father as if he were merely belongings. Frome believes the path that the individual takes to find meaning and belonging to life, must be investigated and included in the individual's attempt to unite with other people without compromising at the same time his freedom, dignity and demands. He believes that if this freedom and demands are hindered by other adults, his behaviour becomes more inclined to subversion and rebellion (Bashir).

The reasons for rebellion: The reasons that lead to the behaviour of adolescent rebellion can be summarized as follows:

- 1- Compromising dignity.
- 2- Revealing his secrets and disclosing them to others.
3. Assault on his personal property.
- 4- Jealousy of others. (Al-Qiq, 2017)

Features of rebellious adolescent: -

- 1- The behaviour of the rebellious adolescent is characterized by resistance to power and revolution against the family and school, stubbornness and revenge against the parents.
- 2- Searching for a negative identity against the identity that the parents have planned for him.
- 3- The rebel is characterized by sexual deviations, aggression against brothers and colleagues, and stubbornness with the intention of revenge, especially from the parents.
- 4- Extreme overspending and excessive clinging to novels and adventures.
- 5- Feeling of lack of appreciation, and educational retardation.
- 6- Poor ability to establish new relationships with others and the tendency to accompany those who do not observe social controls in their behaviour (Al-Qiq, 2017).

Chapter 3

Research Procedures

First: The research community: In total (1509) students of middle and high school, for boys only in public schools, in the Province of Babylon and for the academic year (2018-2019).

Second: - Research sample: The current research sample reached (150) students between the ages of (13-15) years and for the academic stage (first, second and third) average. This sample was (10) percent of the original study community. The researcher also chose the research sample in the multi-stage method.

Third: - Research methodology: The researcher used the descriptive method (method of content analysis) to reveal the characteristics of the drawings of adolescent student rebels.

Fourth: - Research tools:

- A. **(Rebellion Scale)** The researcher used (Rebellion Scale) to measure the level of rebellion behaviour in adolescents, as whether the behaviour is characterized by rebellion. The Likert Rebellion Scale was used. It is an approved scale in the study of rebellious behaviour. It consists of (28) clauses, placed in a gradual scale of four degrees in front of each clause of the test according to the style of Likert, as follows: (1= I don't strongly agree, 2= I don't agree, 3 = I agree, 4 = I strongly agree). The total score of this scale ranges from (28-112) degrees.
- B. **The validity of the scale:** The researcher presented the measure of rebellion to a group of experts in the field of technical education and psychology, for them to indicate their opinions and observations regarding the validity of the scale, and the extent of its suitability for the goal for which it was set. After collecting the views of experts about the clauses of the scale, no clause of the scale has been deleted or modified.
- C. **Exploratory application of the scale:** The researcher carried out the first exploratory application of the rebellion scale on (5) of the adolescent students in Saad bin Abi Waqas school and (5) of the Al-Adl school for boys. This was to see the clarity of the clauses of the scale, its instructions, its alternatives and the clarity of its language. In addition to calculating the time taken to answer, the researcher found the instructions were clear and the clauses were understandable. The time to answer ranged between (5-10) minutes.
- D. **Applying the scale to the sample of the study:** The researcher applied the scale of rebellion to the sample of the study which reached (150 students). Before distributing the scale forms to the students, the researcher explained what is required from this study, by reading the instructions and clarifying what is not clear until the students were assured that the answer was only for scientific study. The researcher asked the students to answer freely and honestly, and assured them that no one can see or inform their answers except the researcher. She stressed that students could not write their name on the scale form, to ensure the honesty of the answer by the students. The researcher then

asked the students to answer by marking the alternatives scale in proportion to them. After they answered, the researcher, with the help of the technical education teacher, distributed pastel pens to them and asked them to draw in the paper attached to the form. After they drew, the researcher collected the scale form and thus completed the process of answering the scale, with a drawing from all students (the research sample).

E. Correction of the forms of the scale: After the researcher collected the forms of the scale, and then calculated the clauses that were answered, she excluded (20) forms because students had not answered all clauses. She then corrected the rest of the forms and gave grades for alternatives in the scale form.

F. The Tool of Adolescents Drawings Analysis: -

- a) Building the tool: When formulating the clauses of the tool the researcher adopted the literature of competence, and some of the tools of previous studies that dealt with drawings by adolescents and children. The researcher found that the characteristics of fees grouped in (7) main axes.
- b) The validity of the tool: The researcher presented the tool in its initial form to a group of experts and specialists in the field of technical education and plastic arts, for them to opine on its initial construction. The researcher then used the Copper equation to calculate the validity of the tools, and the tool obtained a percentage of the validity (92 percent). Thus, the tool became composed of (7) main axes and branched into (23) secondary characteristics, which included (63) characteristics representing the characteristics of adolescent drawings.
- c) The stability of the tool: The researcher resorted to extracting the stability of the analysis tool in ways of consistency among analysts: it means that the analysts reach the same results, when analyzing individually the same content and the same classification, based on following the same steps and the rules of analysis.

Analysis stability ratios

N	Types of stability	
1	Researcher through time	0.94
2	Researcher with the first analyst	0.90
3	Researcher with second analyst	0.92
4	The first analyst with the second analyst.	0.88

The statistical means used: -

1. Percentage.
2. Arithmetical mean.

Chapter 4

View and discuss research results

1- **The axis of shapes:** Clauses of shapes (geometric, realistic and varied). There are differences in geometric shapes between the upper and lower rebel adolescents class and it is recorded in (21) repetitions of the upper class. Since the calculated Kai value is equal to (4.8) which is therefore higher than the value of Kai tabular and it is a statistical function, while the lower class has obtained (10) repeatedly, and the calculated Kai value is equal to (3.33) which is less than the tabular Kai, the value of Kai is equal to (3.84) and it is not a statistical function. The researcher explains this according to the cognitive and technical development reached by the students of this stage. They have passed the stage of simulation of the formal perception, which is usually a vital or mostly organic form, and moved to the stage of mastering skills, taking the geometric forms as a distinctive feature in their drawings at this stage age in particular, while disappearing relatively in the lower class.

Realistic forms are not statistically functioning in both cases where (zero) is recorded repeatedly in the upper class and (4) repeatedly in the lower class, and according to the equation, the calculated value of Kai is equal to (16, -13); in both cases less than the tabular Kai is not a statistical function. The researcher explains this by the unwillingness of adolescents to disclose the people or matters that lead him to rebellion and disobedience. So he did not diagnose them in his drawings. Also, the realistic tendency in drawing prevented freedom of expression in what is going on in the same adolescent in psychological crises, and suppression of institutions or society, so he did not see adolescents in their drawings to embody the forms realistically.

In various forms, the upper class received (9) repeatedly, and the calculated value of Kai is equal to (-1.6) while the value of Kai's tabular is equal to (3.84) which is not statistically functioning because it is less than the scheduled Kai, while the lower class got (16) repeatedly and is not statistically functioning, it was less than the tabular Kai. The researcher explains this based on the adolescent's desire to strip the subjects and forms in their usual life context, and subject them to his own vision. The adolescent then embodies them with a performance that depends on the simulation of their essence and reality, so the work was based on the forces of psychological expression subject to mental control of the embodiment (Dawood); (Bashir, 2012); (Al-Maamouri and Ali); (Bashir); (Abu Hadros, 2010). Therefore most of the forms appeared to be drawn according to the mostly abstract geometric tendency.

Clause of details of the forms. There were no clear differences between the upper and lower classes. Both classes received a value lower than the value of Kai's tabular, which was not a statistical function. The researcher explains that the adolescent has the kind of emotions that lead him to stay away and isolate from his environment. This in turn affected his attitude of suppressing his feelings and sense, which were evident through drawing. He has moved away from the details.

The lack of details was recorded in the upper class (6) repeatedly and was not a statistical function. The lower class recorded (20) repeatedly and the calculated value of Kai (3.33) is also not a function, being less than the tabular Kai which was equal to (3.84). As for the balance of detail, the upper class (6) has been recorded repeatedly and is not statistically functioning. The calculated value of Kai is equal to (-4.2). It is less than the tabular Kai (3.84). The lower class recorded (4) repetitions. The calculated value of Kai is equal to (-13.16) which is not statistically functioning, which is lower than the tabular Kai, which indicates the adolescent was moody and psychologically unbalanced.

The subject axis: Subjective: Happy: The higher category recorded (11) repetition, which is not statistically significant. The lower category has recorded (22) repetition. The value of Chi was calculated to equal (6.53) which is higher than the value of Chi calculated. It is statistically significant. Sad: The higher category got (19) iterations, and the Chi calculated value is equal to (2.13), which is less than the value of Chi tabular value. Objective: Social: recorded the highest category (5) repetition, and the lower category (15) repetition, in both categories less than the value of Chi tabular is not statistically significant. Teacher: The higher category received (2) repetitions, and the lower category (6) repetitions, in both categories; not statistically significant. Miscellaneous: The higher category recorded (23) iterations, the value of Chi is equal to (8,53). It is statistically significant, being on a higher value than the value of Chi tabular. The lower category has (9) iterations. The value of Chi is equal to (-1,6), which is lower than the Chi tabular and is not statistically significant.

1. The axis of the embodiment in the drawing: the use of perspective: used: recorded the higher category (3) iteration, and the lower category (5) iteration, in both categories is not statistically significant. Not used: The higher category got (27) iterations, the value of Chi calculated that equals (19.2) is statistically significant, the lower category got (25) iterations, and the value of Chi calculated that is (13.33) is statistically significant. The upper (2) is repeated, and the lower (4) is repeated, in both categories it is not statistically significant. The researcher attributes this to the simplicity of the level of artistic expression owned by these adolescents, which resulted mainly from the neglect of artistic education in schools. Artistic skills were neglected, specifically the teaching of the rules of painting and artistic composition, and the use of perspective, shadow and light. On the other hand we find the tendency of self-expression imposed on structural composition its power. That weakened artistic structures and colour to an emotional embodiment, one that depends on flattening and moves away from the embodiment due to its difficulty in drawing.
2. Distortion axis: the distortion of the place: The higher category (3) is recorded as the calculated Chi value is equal to (-19.2) and the lower category (5) is repeated as the calculated Chi value is (-13.33). It is thus not statistically significant being less than the Chi tabular equal to (3.84). The researcher explains this because the rebellious

adolescent is unable to get rid of objective reality, or analyze it and so transform it into an alternative artistic reality. So his drawings came to preserve the vocabulary of spatial reality according to the nature of the subject of the drawing. In doing so, he does not have the penetrating ability to remove the barriers between spatial vocabulary, to live a freer life than his life in reality, especially since this vocabulary has basically carried an underlying emotional energy that has found no way to vent or express daily behaviour. But in the artistic, he still ensures that his paintings have emotional characteristics that appear more intense than their mere disclosure.

The distortion of time: The higher category (2) and the lower category (5) have been repeated in both categories; not statistically significantly. The researcher explains this in that the rebellious adolescent is not able to escape the barriers of time and make it wide open, to embody a free life in which he enjoys a self, conscious of all its data; a life that has no restriction for a time or an era with all values. Moreover, we find that this characteristic is linked in structural composition to the rules of the use of shadow and light. Because the adolescents basically did not master it in terms of performance, and did not rely on it in terms of expression, this property seemed absent in their drawings in favour of the purity of expression and significance. The researcher believes that the adolescent with all his psychological energy and artistic methods in drawing sought to find an artistic language that goes beyond the limits of arbitrary boundaries in the semantic dialogue, so his drawings were loaded with rebellious psychological characteristics linked to each other.

Shape distortion: The higher category (8) was recorded, as repeated with the Chi calculated value equal to (-6.53), which is less than the value of the Chi tabular. It is not statistically significant. The lower category obtained (4) repetition Chi calculated value (-16.13), less than the Chi tabular value, and is not statistically significant.

Conclusions

1. The results showed that family neglect, violent terms of address from society and the environment surrounding adolescents, are the cause of adolescent rebellion.
2. Adolescents, through their wide imagination at that stage, are based on the representation of rebellion, in the two- trends drawing.
 - The first trend: - objective: It is to write down all the psychological pressures surrounding the adolescent and its source is its environment.
 - The second trend: - self- Which is to write down his own perception of all his psychological problems, according to its impact on him and his own vision of it.
3. The rebellious adolescent found artistic characteristics intentionally in his drawings. He used artistic elements and their properties to get rid of the limitations of reality and rebelled against them. In other words, he sought to translate his emotions into an



expressive form, and, with an unusual sense of emotion, to appear with a powerful and effective semantic power that is synonymous with his emotional sense.

4. Rebellious adolescents characteristically tend to draw geometric shapes, and the shapes are unstable with straight and sharp lines, and a variety and complexity of subjects.

Recommendations

1. Seek to reduce the manifestations of rebellion among students, by the competent educational departments in schools, to overcome their causes in an educational and scientific way. This is through an interest in adolescence psychology, including the state of rebellion.
2. There should be continuous direction and guidance in the media, on how to both reduce rebellion and keep the adolescent away from the means of communication that fuel exaggerated feelings of independence.

Proposals

First: Conduct a study to address the behaviour of the rebellious adolescent with art.

Secondly: Conduct a study of the manifestations of aggression in the drawings of adolescents.

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