

The Effect of Anger Control Skills Training on Personal Adjustment of Iranian Female Students

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Abstract

The purpose of this study is to examine the effect of anger control skills training on personal adjustment of Iranian female students. For performing this research, an experimental and a pretest-posttest control group design method were applied. For this purpose, from the first year of secondary school girls at Mahshahr City of Iran using multistage cluster sampling 50 students selected randomly to experimental and control groups were handled. The measurement instrument was California Test of Personality (CTP). After collecting and analyzing the data with statistical analysis of covariance and using SPSS software, following results were revealed: The difference between the performance of students, in both control group and the experimental group in personal adjustment was significant ($P < 0.001$). Considering the results we can say that training anger control skills interventions plan increase personal adjustment of students.

Keywords: Anger control skills, personal adjustment, female students,

1. Introduction

Excitement is the mental, social, inartificial, targeted, and biological phenomenon occurs in similar conditions among different individuals and calls specific physiologic responses (Sayyedmohamadi, 2004). The anger is one of the excitements that are a satisfying and destroying excitement. This activates our inner system and also prepares us in times of facing with surrounding potential dangers (Taylor and Novaco, 2005). It is indicated in the different studies that the method of responding in anger individuals is maladaptive (Scot, 2005). Generally anger derived from failure. When the peoples fail in achieving their goals and purposes then this anger occurs in terms of physical, criticism, enmity, verbal, speaking, and avoiding behaviors (Nassajizavvare, 2006). Blood pressure, heart rate, and physical stimulation that induced from anger are very dangerous for individuals. Much as anger doesn't appear and remain inner, but leads to increasing enmity and also injures individual's performance in interpersonal and social situations and adaption with others, achieving goals, family life, and occupational situations (Boshkar, 2008).

Anger experienced as transient excitement and its repetitive arousal that leads to some difficulties and problems, activates aggressive behaviors, and also injures their psychological adaptation and individual healthy (Novaco, 1998). Unfavorable effects of anger on interpersonal behaviors and also its displeased effects on inner and mental conditions motivate authors and researchers to study this issue. Also lack of controlling aggressive behaviors can leads to interpersonal problems, then internalized and leads to many physical and mental problems such as depression, ulcers, and migraine headaches (Ellis, 1998).

On the other hand, controlling anger is one of the life skills (Homborg, 1986). Training life skills defined as the formal and formulated necessary skills to survival, living with others, and achievement in complex society (Zohrabiasl, 2006). Skills of controlling anger are the plans which designed by psychologists to helping peoples in terms of effectively manage their anger (Novaco, 1985). Ability to confronting angers enables peoples to identify anger in them and others, and to know how effects of angers on their

behaviors in order to react these angers effectively (Nikparvar, 2004). Fiendler et al (2005), Fiendler et al (1986), and Kolner et al (1999) focused on the effectiveness of educating anger management on many groups such as psychopaths, teenagers, and educational centers. So the anger management plan is an organized interval mental-educational plan that conducted to creating skills of anger management and its controlling. This also utilized to decreasing individual's vulnerability (Taylor et al., 2005). Kairens (1995) indicated that adaptation process formed in terms of beneficial social interactions and also provides socialization and learning assertiveness skills. Based on Lean et al. (2004), training assertiveness improves assertiveness, self-confidence, interpersonal interactions, and communicational skills that all of these lead to decreasing social stress. Issues of anger and excitement have been studied in different studies, either as excitement or as an interventive plan in terms of anger management. For example, Navidi (2008) studied the effects of training anger management on male student's adaptation skills in high schools and then resulted that education of anger management leads to improving adaptation skills. Also Sakhavaski et al. (2000) examined the effectiveness of interventive plans of anger management on 23 students of primary schools during 10 sessions and resulted that these plans are effective on anger-related behaviors. Mac Waft (2004) and Berslin (2005) reported effects of anger management plans on prevention of delinquency teenager's anger. Also Kampel (2005) examined anger management training and short-term plans among high schools students. Lazarus et al. (1984) and Gas and et al. (1972) suggested cognitive mediation about anger in order to controlling anger based on the cognitive perspective and also introduced method of immunization through behavioral-cognitive treatment plans. Seivrd and Sipvak (1980) indicated that many of the problems in terms of behavioral incompatibility that Childs affected with them probably are the result of social-cognitive shortages to resolving interpersonal problems and issues.

Other studies conducted in terms of effectiveness of group training periods on adaptation and control of anger. Attari et al. (2005) examined group training social skills on delinquency teenager's individual-social adaptation. They resulted that this influences their adaptation and also reported significant differences between control and experimental groups. Rahimianbogar (2007), in terms of examining effects of assertiveness methods (including decisively rejection, decisively expression, and decisively request) on male and female student's social adaptation indicated that education of assertiveness methods influences student's social adaptation. Hashemi and et al. (2009) examined the effect of verbal self-training on social adaptation Childs and resulted that the verbal self- training leads to improving child's social adaptation and their interpersonal communications. Vardin and et al. (1990) examined the effects of social skills training in schools and finally resulted that significant improvement occurs in activities and social behaviors of students and also their self-confidence after intervention. Shamnati and et al. (1995) indicated that educational plans of social adaptation influence conflict control in three aspects of social behaviors including self-control, empathy, and cooperation. Also Hargi and et al. (1995) that examined effectiveness of assertiveness methods on social and behavioral performance resulted these methods influence student's decisiveness and problem solving skills and leads to increasing their adaptive behaviors and also influences females more than males. Ronen (2004) examined the effect of self-control educations on reduction of child's anger and indicated that self-control educations leads to decreasing child's anger significantly and also increasing self-control behaviors and their social interactions. Also Laba and et al. (2005) examined treatment effects of cognitive-treatment multidimensional plans (including teacher's consulting, belonging management, and education of self-control) on conducting disorder and resulted that these plans leads to decreasing assertiveness behaviors of Childs and also increase their social-friendly behaviors. Nikvelt (2004) studied anger prevention plans on students in order to help them in terms of social skills. Finally Arefi (1998) examined the relationship between male and female student's aggressiveness, affective and social adaptation in primary schools. Then it is concluded through reviewing different studies and researches that social adaptability is one of the main and basic components of social life in the nowadays advanced and competitive world. Lack of this could leads to many different individual and social injures. Also later studies and researches indicated that iterative and educational plans could leads to better and more favorable adaptability. Therefore this

question should answer that is the training anger control skills interventions plan influences personal adjustment of girl students.

2. Method

With respect to research methodology, the present study was experimental, because the authors want to examine the effects of independent variable (training anger control skills interventions plan) on dependent variable (personal adjustment of girl students). In order to this, the pretest-posttest control group has been selected among other plans. The statistical population of this study was all of girl students of high schools at Mahshahr in academic years of 2012-3.

The pretest- posttest control group

| | | | | |
|--------------------|---|----|---|----|
| Experimental group | R | O1 | X | O2 |
| Control group | R | O3 | | O4 |

Statistical sample and sampling method

The statistical sample of this study was 50 students of mentioned population (25 students were experimental group and then another 25 students were control group). Multi-stage cluster sampling has been used to sampling.

Measuring method: in this study in order to measuring variables, California Test of Personality (CTP)-personal adjustment questionnaire has been used. This questionnaire developed by Clark and et al. in 1953. This provided to measuring different dimensions of individual and personal adjustment that includes 180 questions with two point answer (yes or no) and also includes 12 scales that half of them for personal adjustment and remaining for social adjustment.

In terms of personal adjustment 6 rates was acquired including the Self-Reliance, Sense of Personal Worth, Sense of Personal Freedom, Feeling of Belonging, Withdrawal Tendencies, Nervous Symptoms and finally one rate as personal adjustment. Mosavi and et al. (1998) reported significance of Test of Personality questionnaire's validity through measure questions of social's relations with him/her and with others with 0.001 significance. Also Shafer indicated about this test that the validity of this test for personal adjustment measure was between 89-90%, for social adjustment measure between 87-91%, and overall was between 92-93% in different studies with different sample sizes from 273 to 712 ones. These coefficients were between 60-87% for sub-measures of this test.

Data collecting method: with respect to the type of this plan that is experimental, the following steps have been used to collecting data:

1. Selecting sample from high schools girl students at Mahshahr through sampling methods.
2. Dividing sample group into two groups randomly (control and experimental group)
3. Distributing the (CTP) questionnaires among members of control and experimental groups in order to collecting data about girl student's personal adjustment as pretest.
4. Applying the independent variable (training anger control skills interventions plan). Anger controlling skills in this study refers to the skills which introduced by Klinke (1998) to confronting anger and includes: A) the use of social support systems, b) problem solving skills, c) self-relaxation skills, d) the skills to maintain internal control, e) use of the buoyancy skills, f) the skills of training, speaking and discussion of effective (communication and negotiation), M) listening skills, n) explicitly express of feelings. Each of these skills educated to students in 8 sessions and each session in 90 minutes.
5. Implementing the CTP questionnaires in each of control and experimental groups in order to collecting data about girl student's personal adjustment as pretest as posttest.

Methods of data analysis: in order to analyzing data, descriptive and inferential statistics have been used. With respect to study plan, types of hypotheses and collected data through SPSS and analysis of covariance have been utilized.

3. Findings

The descriptive measures about the first hypothesis have been indicated at the table 1.

Table 1: The descriptive measures about the first hypothesis

| Variable | Stages | Groups | Average | Standard deviation | Minimum | Maximum | Frequency |
|---------------------|----------|--------------|---------|--------------------|---------|---------|-----------|
| Personal adjustment | Pretest | Experimental | 44.66 | 10.42 | 20 | 66 | 25 |
| | | Control | 47.12 | 10.39 | 26 | 70 | 25 |
| | Posttest | Experimental | 69.20 | 7.79 | 47 | 80 | 25 |
| | | Control | 38.92 | 14.20 | 12 | 68 | 25 |

The first hypothesis of this study indicated that training anger control skills interventions plan influences personal adjustment of girl's students. As indicated at the table 2, the differences between two groups (control and experimental) is significant with $p < 0.008$.

Table 2: the results of analysis of covariance about first hypothesis

| Variable | Sum of squares | f | Average of squares | F | Sig (P) |
|------------------|----------------|---|--------------------|--------|---------|
| Group membership | 48.13382 | 1 | 48.13382 | 100.93 | 0.0001 |

Then the second hypothesis indicated that training anger control skills interventions plans leads to increasing dimensions of personal adjustment in terms of Self-Reliance, Sense of Personal Worth, Sense of Personal Freedom, Feeling of Belonging, Withdrawal Tendencies, Nervous Symptoms.

Table 3: the results of analysis of covariance about second hypothesis

| Variable | Sum of squares | df | Average of squares | F | Sig (P) |
|---------------------------|----------------|----|--------------------|-------|---------|
| Self-Reliance | 632.42 | 1 | 632.42 | 61.72 | 0.001 |
| Sense of Personal Worth | 178.37 | 1 | 178.37 | 50.55 | 0.001 |
| Sense of Personal Freedom | 226.23 | 1 | 226.23 | 33.93 | 0.001 |
| Feeling of Belonging | 304.49 | 1 | 304.49 | 42.74 | 0.001 |
| Withdrawal Tendencies | 641.25 | 1 | 641.25 | 79.04 | 0.001 |
| Nervous Symptoms | 266.09 | 1 | 266.09 | 70.02 | 0.001 |

In this section the differences between girl students in two groups (experimental and control) in terms of Self-Reliance, Sense of Personal Worth, Sense of Personal Freedom, Feeling of Belonging, Withdrawal Tendencies, Nervous Symptoms, have been analyzed with $p < 0.001$. Also the results of analysis of variance (MANCOVA) have been indicated at the table 3. Based on this table's results, the differences of experimental and control groups in terms of girl student's performance were accepted with $p < 0.0001$.

4. Discussion and conclusion

As the results indicated, training anger control skills interventions plan influences personal adjustment of girl's students in terms of personal adjustment sub-measures. Also these results indicated that there are significant differences between the group which educated (experimental group) and the group which doesn't educated (control group) ($p = 0.0001$, $F = 110.11$). Therefore the first hypothesis of this study

indicated and it could be remembered that training anger control skills interventions plan influences personal adjustment of girl's students in terms of personal adjustment sub-measures positively. Also the results indicated that training anger control skills interventions plan influences personal adjustment of girl's students in terms of personal adjustment sub-measures in terms of Self-Reliance, Sense of Personal Worth, Sense of Personal Freedom, Feeling of Belonging, Withdrawal Tendencies, Nervous Symptoms have been analyzed with $p < 0.0001$.

As indicated the results of this study supported by conceptual frameworks and other studies that conducted in Iran or other countries. Though the results indicated some differences among these studies in terms of content or research methodologies, but all of them claimed that training anger control skills interventions plan influences personal adjustment of girl's students. Some of these studies include Fiendler and et al. (2005); Fiendler and et al. (1986); Kliner et al. (1999); Kayrnz et al. (1995), Lin and colleagues (2004); Navidi (1387); Sakhvvlsky and colleagues (2000), Frieden (2005); Mac Vaf (2004), Breslin (2005), Campbell (2004), Lazarus and Folkman (1984), Glass and Singer (1972); Sivrd and Sypvak (1980); Attar and colleagues (1384); Rahimian et Bvgr (1386); Hashemi and others (1388); Vrdyn and others (1990); Shmnty Livas and Terry (1995); Hargy and others (1995); Rvnn (2004); Laba and Dvdv (2005) and Nikvlt (2004).

As this plan leads to increasing social capabilities, Fiendler et al. (2005), Fiendler et al. (1986), Kliner et al. (199) indicated that training anger control skills influences decreasing individual's vulnerability. With respect to that training anger control skills influence improvement of communicational skills (family, school, and social), this study supported by Kairense et al. (1995) and Lean et al. (2004). In order to this, Kairense et al. (1995) indicated that adjustment process formed in terms of beneficial social interactions. Also Lean et al. (2004) suggested that education of aggressiveness influences self-confidence, interpersonal relationships, and communicational skills. Wardin et al. (1990) concluded that significant improvements resulted in student's social activities and behaviors and also their self-confidence.

This study indicated that training anger control skills influence improvement of social skills. Navidi (2008) reported that education of anger management skills influences among high schools male students. Hagry et al. (1995) concluded similar results and reported that these methods influence increasing decisiveness and resolving student's social problems and issues and also leads to increasing their adaptive behaviors. Shamanti and et al. (1995) suggested that the plans of social skills educations influences conflict management in terms of three areas including self-control, empathy, and effective cooperation.

Also our results indicated that training anger control skills influence improvement of anti-social interests. The results of Sakholoski and et al (2000) studies indicated that raining anger control skills influences anger-related behaviors. Mac Waf (2004) and Breslin (2005) suggested that raining anger control skills influences prevention of teenager's anger. Severed et al. (1980) reported that many of the problems in terms of behavioral incompatibility that children faced it probably resulted from shortages of cognitive-social skills in resolving interpersonal problems and issues. Ronen (2004) indicated that training self-control skills leads to significantly reduction of inappropriate behaviors and also increasing child's self-control and social interactions. Also Laba and et al. (2005) indicated that the educational and treatment behaviors lead to decreasing teenager's aggressive behaviors and also increase their social-friendly behaviors. The results of other studies support our findings and their findings approve the effect of training anger control skills interventions plan on personal adjustment of girl's students and its dimensions. For example Attari et al., (2005) indicated that group training of social skills is effective in delinquency teenager's individual-personal adjustment. Rahimianbogar et al. (2007) reported the effect of aggressiveness methods on student's personal adjustment. Hashemi et al. (2009) that examined the effect of verbal self-education on the improvement of personal adjustment of children and resulted that this leads to improvement of personal adjustment and interpersonal relationships. All in all, with respect to reviewing later studies and considering results and limitations of this study, it is concluded that training

anger control skills interventions plan influences personal adjustment of girl's students and considered as one of the most important treatment and interventive policies.

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