

An Analysis of the Trait Anger and Anger Expression Styles of Preschool Teacher Candidates in Terms of Some Variables

By

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Abstract

The purpose of this research is to determine trait anger and anger control levels of trainee teachers who are studying preschool teaching and expression of their anger styles and to analyze their trait anger, their anger control levels and expression of their anger styles according to several variables. The research has been conducted with 356 students who are studying at preschool teaching department of Ereğli Teaching Faculty of Bülent Ecevit University and Atatürk Teaching Faculty of Marmara University. As the data collection tool, The State Trait Anger Scale (STAS) which was developed by Spielberger and translated into Turkish language by Özer and demographic data form were administered. Obtained data analyzed by SPSS 18.0 Analysis Program. Significant differences were found according to variable; gender, department preference, being happy with their department, high school graduation and number of siblings. It is seemed that the level of trait anger and anger styles don't change much when age, class, where a graduate wants to work, the education of the parents, the parents' being dead or alive / divorced or together, order of the birth, where he is now, where he was in the childhood, the geographical region and the parents' economy are considered. The received results have been discussed.

Keywords: *Preschool Education, Teaching, Anger, Anger Control, Anger Expression.*

1. Introduction

Human beings can know themselves and others and who can control his feelings, thoughts and behaviors. Anger is a feeling of human beings like fear, anxiety or hate. The reasons beyond anger are so complicated. According to Jersild (2005), anger and hostility affect all of us and these feelings are unavoidable.

Stress and anger exist as part of our daily world (Shirey, 2007). Anger can occur in combination with various different patterns of appraisals, meaningfully varying across persons and situations. Although the experience of anger was always accompanied by the appraisal of frustration, there exist individual differences in whether the pattern of appraisals that co-occurred with anger included other accountability, unfairness or threat to self-esteem, or not. The appraisals of other accountability and unfairness were not necessary for anger for all individuals: Although some individuals did need a frustrating event to be caused by someone else and unfair in order to experience anger, others did not (Kuppens, Van Mechelen, Smits, De Boeck and Ceulemans, 2007).

When anger is expressed in true way, it is extremely healthy and natural. However, if it cannot be controlled, it may cause problems in school-working life, interpersonal relations and general life quality (Kökdemir, 2004). Anger is in a relation with feelings like guilt, shame, depression, anxiety and symptoms like somatization, negative self esteem and hostility (Balkaya and Şahin, 2003). When anger is taken seriously as a communication, rather than being identified with an inner, 'psychological disorder' or 'inappropriate' and 'uncivil behavior', then becoming witnesses to those who feel they have lost their right to have a voice has the potential to enrich dialogue and enhance the ability of educational institutions to address injustice. Undoubtedly, anger (and violence) can be highly destructive inside and outside educational institutions (Zembylas, 2007).

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Characteristics allow people with positive perfectionism to experience satisfaction and pleasure rather than dissatisfaction, frustration, and anger. Conversely, negative perfectionism makes individuals vulnerable to emotional distress such as predisposition to experience anger through setting high standards for performance, critical evaluation of one's behavior (negative self-evaluation), and measuring self-worth in terms of unachievable goals of accomplishment and productivity. Ongoing dissatisfaction and frustration may explain high levels of anger in individuals with negative perfectionism (Besharat and Shahidi, 2010).

Anger has become a serious problem in today's schools. As children and youth carry their anger into the classrooms and onto the playing fields, educators experience increasing levels of stress, tension, helplessness, frustration and, at times, fear (Leseho and Hartick, 1999). Unexpressed anger can both harm human relations and cause mental and physical problems. Anger that is not expressed accurately can cause physical problems such as, headache, stomach upset, breathing problems, skin diseases, problems in genital and kidney functions, arthritis, nervous system diseases, vascular disorder, getting worse of existing physical diseases, emotional diseases and suicide (Kökdemir, 2004). However, when teacher fails to hide his/her anger the situation is getting worse in the classroom. In a study a participant is talking about the usages of words without shouting at children as much as possible. Although the teacher should occasionally scold children, the excessive anger only instills fear in them. They only fear the anger of the teacher (Yuu, 2010).

The teachers dealing with the younger children are facing also serious problems. More specifically, the findings in a study suggest that primary school teachers experienced restricted and elaborated anger depending on whether they were relating to children or other adults. Restricted anger towards pupils seemed to emerge when persistent goal blockage resulted in a build up of frustration that then turned into anger when blame was assigned. Most often teachers became angry when the persistent tension between the needs of the class and the demands of individual pupils became too much to bear (Farouk, 2010). Apart from the teachers', the anger students may result in to very tough problems in the classroom. In one other study is situation is also expressed as: Anger is a relational experience with each person in the interaction adding fuel to the fire and creating unseen distortions. Educators often feel powerless to alter the course of the child's rage (Leseho and Hartick, 1999). Furthermore, When emotional self-regulation of the children is delayed, problem behaviors emerge that are precursors to later academic and mental-health difficulties (Pickens, 2009).

Anger is actually a sign of unsatisfied needs which can be understood and controlled like many other emotions no matter how it has occurred and it is also an emotion that should be paid attention and analyzed (Albayrak and Kutlu, 2009). Anger, when the limits of ordinary rage exceeds, can really harm angry person (Adler, 1997). When it is not controlled, it can be harmful for himself and his environment. Unresolved anger disrupts the relationship between students and teachers, results in impaired learning, and may lead to the dissatisfaction of both students and faculty (Shirey, 2007). According to Şahin, Batıgün and Koç (2011) as long as behaviors related to increase in anger (especially aggressive and worried behaviors) that mode of communications among people become negative (especially dominant, avoider, furious, insensitive and manipulative styles) and as long as mode of communications among people become negative that the anger among people increase and therefore it can be said that dissatisfaction and life dissatisfaction felt from relationships among people increase, as well. According to Adler, it can be said that people who get angry quickly, furious and ill-tempered people turn against living and society. As it is referred in one other study (Sutton and Wheatley, 2003); The appraisal that other people are responsible for one's misfortune is central to the experience of anger. When we are angry, our colleagues, friends, loved ones, and children seem lazy, manipulative, and intentionally obtuse; when we are sad we may see the same behaviors as signs of overwork, real need, or genuine misunderstanding.

So how a teacher would act or how the classroom atmosphere will get affected? Some findings in a study are significant in this idea. During the initial interview, participants described feelings of frustration, dissatisfaction, annoyance and despair over the behaviors of their students and their own reactions to these behaviors. There was a general sense of helplessness, with comments including, '*There is nothing I can do*' and '*I don't know what to do*'. The participants were, for the most part, highly experienced educators who had '*tried everything*' but were unable to manage the anger displayed by their students or respond to it in the manner they believed to be most appropriate. Instead, their '*buttons were pushed*' and they would react without thought. They found it difficult to remain detached from the angry students or to bring forth the knowledge and skills they did possess to support student learning and efficiently deal with the situation (Leseho and Hartick, 1999).

It is normal for candidate teachers to experience the feeling of anger during the process of orientation to a new business and social environment because of the obstacles they encounter, it seems important to introduce the variables which are decisive in such experience in terms of anger control and performance development (Babaođlan, 2007). Preschool teacher is the first person meeting a child who is compulsory to leave from his/her family or home all day long for the first time. For a child, a teacher is a person who teaches, educates, loves and shows concern or briefly who is working to meet the child's and child's friends' needs during the day (Oktay, 2007). Preschool education accounts for the first and the most important step of the new generations' education life; in this sense, the preschool teacher is the first teacher encountered in professional manner.

Purpose: The purpose of this research is to determine the trait anger, anger control levels and the ways of expressing anger of the preschool teachers who have had preschool teaching education and examine them according to the variables. The questions listed below are tried to be answered within the scope of this purpose in the research:

- 1-How are the trait anger, anger control levels and the ways of expressing anger of the preschool teachers who have had preschool teaching education?
- 2-Are there any relations between the demographical characteristics and trait anger, anger control levels and the ways of expressing anger of the preschool teachers who have had preschool teaching education?

Significance: In recent years Pre-school education is highly demanded in Turkey. Like other branches, Pre-school teachers' participation in the education community as a member of a healthy society and taking the position among the colleagues and being successful depend on the teachers' pedagogical content knowledge, skills and experience. The better at his training a pre-school teacher is, the more children will love their schools and learning. Perhaps, they will be very successful in their academic lives. That success will only be possible with the teachers who are mentally healthy and have anger control. When it is observed, there has been no research made in the variety of anger levels and anger expressions of pre-school teachers and pre-school teacher candidates. It seems important in pre-school teacher training to determine the specific variables in experiencing the feeling of anger and show the levels of anger of pre-school teacher candidates in terms of improving their professional performances.

2. Method

This research is patterned with connected scanning model. Scanning models are research approaches which aim to describe a situation in the past or present as it is (Karasar, 2007). Therefore, it is approved to determine anger, anger control levels and reflection styles of anger of the trainees who are educated in the field of preschool teaching and use this model in examining the reflection styles of anger according to different varieties.

The Population and Sampling Group of the Research: The population of this research is the students of Preschool Teaching of Department of Primary School of Faculty of Education. The sampling group of the

research is 356 preschool teaching students who are educated in Atatürk Faculty of Education of Marmara University, Faculty of Education of Uludağ University and Ereğli Faculty of Education of Bülent Ecevit University. The State Trait Anger Scale (STAS) and personal information form have been applied on the students of sampling group in the second term of education year of 2011-2012. Data of 356 students who answered the whole of the Scale and information form has been evaluated. 313 (87,9 %) of these students are girls and 43 (12,1 %) of them are boys. 138 students (38,8 %) are being educated at Marmara University, 174 students (48,9 %) are being educated at Bülent Ecevit University and 44 students (12,4 %) are being educated at Uludağ University.

In gathering data, Personal Information Form, prepared by researcher and The State Trait Anger Scale – STAS developed by Spielberger (1983) was used. The adaptation into Turkish, validity, and solidity studies of the scale was made by Özer (1994). The scale consists of 34 articles and has four subtypes which are Trait Anger, Anger In, Anger Out and Anger Control. Anger In sub test evaluates the anger suppress tendency in case of situations which cause anger, Anger Out sub test evaluates the tendency of reflecting the anger outside and tendency of showing aggressive behaviors, Anger Control sub test evaluates how often anger can be controlled. Cronbach Alfa value of original scale is between .77 and .88. The adaptation of scale into Turkish was made by Özer (1994) and Cronbach Alfa rates was defined as .79 for dimension of ‘trait anger’, as .84 for dimension of ‘anger control’, as .78 for dimension of ‘anger out’, and as .62 for the dimension of ‘anger in’ (Savaşır ve Şahin, 1997).

With a personal information form, students’ gender, the high school from which they are graduated, age, class, pleasure for educating at their departments, the factors of preferring of studying at this department, the place where s/he wants to work after graduating, state of education for parents, the parents’ being divorced or together and dead or alive, numbers of brothers or sisters, order of the birth, the trainee’s present accommodation, where s/he was in the childhood, the geographical region and the parents’ financial information have been gathered.

Procedure: Data gathering tools have been applied at the beginning of the second term of 2011-2012 education year. In the application of data gathering tools, first some information about scale and personal information form have been given and then the application has been done. After the control of the scale and personal information form which are field by the students, the ones which have got missing parts and mistakes have not been evaluated. Data which have been gained according to the basic problems of the research have been analyzed. The topics in the scale have been marked from 1 to 4 starting with the question “How does it define you?” from the choice “It does not define me” and to the choice “It completely defines me”. While in the defining of the personal information of preschool students percentage, in defining whether The State Trait Anger Scale (STAS) points show reasonable difference according to different varieties and comparison of two groups T-test has been used, in the comparison of multiple groups ANOVA (one directed variance analysis) has been used. The situation which creates difference has been determined with LSD test when the difference is meaningful.

3. Findings

While 89,3% of participants state their gladness about their university program, 10,7% submitted disapprobation in university program. 80,6 % of students state that they have chosen the university program which they are attending now by their own will but the rest (19,4 %) chose the program by the guidance of other people. When graduation from high school were examined, it shows that 69 (19,4%) students graduated from General High school, 67 (18,8%) students from Girls’ Vocational High School, 94 (26,4%) students from Anatolian High School, 126 (35,4%) students from Anatolia Teachers Training High School. 7 (2%) students have no sibling, 113 (31,7%) students have 1 sibling, 129 (36,2%) students have 2 siblings, 64 (18%) students have 3 siblings and 43 (12,1%) students have 4 or more siblings.

Table 1. Trait Anger-Anger Styles Scale Total Score and Subtests Score (n= 356)

STAS	\bar{x}	SS	Min.	Max.
Trait anger	20,92	5,45	10	40
Anger-in	17,39	3,85	10	31
Anger-out	15,89	4,28	8	31
Anger control	21,81	4,55	9	32

The mean of students' anger points was found as trait anger $\bar{x} = 20,92 \pm 5,45$; anger-in $\bar{x} = 17,39 \pm 3,85$; anger out $\bar{x} = 15,89 \pm 4,28$; and anger control $\bar{x} = 21,81 \pm 4,55$ (Table 1)

Table 2. Comparison of Anger Styles Scores According to Gender

Subtests	Groups	N	SS	\bar{x}	Sh \bar{x}	t T		
						t	Sd	p
Trait anger	Girl	313	20,7540	5,36789	,30341	-1,567	354	.118
	Boy	43	22,1395	5,91439	,90194			
Anger-in	Girl	313	17,2971	3,91716	,22141	-1,199	354	.231
	Boy	43	18,0465	3,23635	,49354			
Anger-out	Girl	313	15,6581	4,22235	,23866	-2,792	354	.006*
	Boy	43	17,5814	4,33278	,66074			
Anger control	Girl	313	21,8978	4,63360	,26191	1,025	354	.306
	Boy	43	21,1395	3,85191	,58741			

*p<.01

When mean, standard deviation and t-test values of anger styles were examined according to gender there is a statistically significant difference towards boys (p<0.1), boys' anger-out mean values are higher than girls' mean values.

Table 3. Comparison of Anger Styles Scores According to happiness with the program

Subtests	Groups	N	SS	\bar{x}	Sh \bar{x}	t T		
						t	Sd	p
Trait anger	Happy	318	20,7893	5,29296	,29681	-1,325	354	,186
	Unhappy	38	22,0263	6,57385	1,06642			
Anger-in	Happy	318	17,2799	3,81517	,21394	-1,533	354	,126
	Unhappy	38	18,2895	4,02632	,65316			
Anger-out	Happy	318	15,6730	4,09970	,22990	-2,803	354	,005*
	Unhappy	38	17,7105	5,25515	,85250			
Anger control	Happy	318	22,0629	4,45615	,24989	3,118	354	,002*
	Unhappy	38	19,6579	4,80020	,77870			

*p<.01

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According to the standard deviation, mean and t-test results of anger styles with regard to the Students satisfaction condition to the university program variable (Table 3), students who are dissatisfied with their program get higher anger-out mean than who are happy with (p<0.1). On the other hand, students who are happy with the their program have higher anger control mean than who are dissatisfied (p<0.1)

Table 4. Comparison of Anger Styles Scores According to preference

Subtests	Groups	N	SS	\bar{x}	Sh _x	t T		
						t	Sd	p
Trait anger	Choice by own	287	20,3868	5,13390	,30304	-3,850	354	,000**
	Choice by others	69	23,1449	6,14835	,74017			
Anger-in	Choice by own	287	16,9477	3,62500	,21398	-4,521	354	,000**
	Choice by others	69	19,2174	4,20738	,50651			
Anger-out	Choice by own	287	15,6341	4,09613	,24179	-2,321	354	,021*
	Choice by others	69	16,9565	4,84293	,58302			
Anger control	Choice by own	287	21,9895	4,53848	,26790	1,554	354	,121
	Choice by others	69	21,0435	4,54207	,54680			

*p<.05, **p<.001

An analysis of the program selection variable in terms of mean, standard deviation and t-test results (table 4) indicate students who preferred the program by the instructions of other people have higher trait anger (p<.01), anger-in mean values (p<.01) and controlling of anger mean values (p<.05) than who preferred the program by own choice .

Table 5. Comparison of Anger Styles Scores According to High School Graduation

		N, SS and \bar{x}			ANOVA									
Sub tests	Groups	N	\bar{x}	SS	Source	Sum of Squares	Sd	Mean Squares	F	p				
Trait anger	General H.S.	69	21,4638	5,48683	Between Groups	264,572	3	88,191	3,024	,030*				
	Girls' Voc. H.S.	67	19,1493	4,28971							Within Groups	10267,226	352	29,168
	Anatolian H.S	94	21,1383	5,85047							Total	10531,798	355	
	A.Teachers.Tr. H.S.	126	21,4048	5,52982										
	Total	356	20,9213	5,44675										
Anger-in	General H.S.	69	18,0725	4,16681	Between Groups	83,317	3	27,772	1,893	,130				
	Girls' Voc. H.S.	67	16,5373	3,68588							Within Groups	5165,188	352	14,674
	Anatolian H.S	94	17,3191	4,00326							Total	5248,506	355	
	A.Teachers.Tr. H.S.	126	17,5159	3,57488										
	Total	356	17,3876	3,84506										
Anger-out	General H.S.	69	16,7391	4,56860	Between Groups	221,557	3	73,852	4,147	,007**				

	Girls' Voc. H.S.	67	14,3582	3,32439	Within Groups	6269,171	352	17,810
	Anatolian H.S.	94	15,9043	4,59562	Total	6490,728	355	
	A.Teachers.Tr. H.S.	126	16,2302	4,15338				
	Total	356	15,8904	4,27595				
Anger control	General H.S.	69	21,6522	5,32150	Between Groups	226,062	3	75,354
	Girls' Voc. H.S.	67	23,4179	4,52652	Within Groups	7117,564	352	20,220
	Anatolian H.S.	94	21,5745	4,29926	Total	7343,626	355	3,727 ,012*
	A.Teachers.Tr. H.S.	126	21,2063	4,11887				
	Total	356	21,8062	4,54822				

*p<.05, **p<.01

There is a significantly difference between groups in terms of trait anger, anger-out and controlling of anger subtest scores (Table 5) according to the means and standard deviations and ANOVA test results of students' high school graduation variable. Post hoc test (LSD) was applied to determine the circumstance which makes the discrepancy.

Table 6. LSD Test of Trait Anger According to High School Graduation

Graduate H.S. (i)	Graduate H.S. (j)	M.D.(i-j)	SHx	p
General H.S.	Girls' Voc. H.S.	2,31451*	,92632	,013
	Anatolian H.S.	,32547	,85617	,704
	A.Teachers. Tr. H.S.	,05901	,80884	,942
Girls' Vocational H.S.	General H.S.	-2,31451*	,92632	,013
	Anatolian H.S.	-1,98904*	,86351	,022
	A.Teachers. Tr. H.S.	-2,25551*	,81660	,006
Anatolian H.S.	General H.S.	-,32547	,85617	,704
	Girls' Voc. H.S.	1,98904*	,86351	,022
	A.Teachers. Tr. H.S.	-,26646	,73607	,718
A. Teachers Training H.S.	General H.S.	-,05901	,80884	,942
	Girls' Voc. H.S.	2,25551*	,81660	,006
	Anatolian H.S.	,26646	,73607	,718

LSD test for trait anger revealed that students' who graduated from General High School trait anger score is higher than students who graduated from Girls' Vocational High School. Additionally, Anatolian High School and Anatolian Teachers Training High School graduate students' trait anger score is lower than General High School graduates but higher than Girls' Vocational High School graduates.

Table 7. LSD Test of Anger-Out According to High School Graduation

Graduate H.S. (i)	Graduate H.S. (j)	M.D.(i-j)	SHx	p
General H.S.	Girls' Voc. H.S.	2,38092*	,72384	,001
	Anatolian H.S..	,83488	,66902	,213
	A.Teachers. Tr. H.S.	,50897	,63204	,421
Girls' Vocational H.S.	General H.S.	-2,38092*	,72384	,001
	Anatolian H.S..	-1,54605*	,67475	,023
	A.Teachers. Tr. H.S.	-1,87195*	,63810	,004
Anatolian H.S.	General H.S.	-,83488	,66902	,213
	Girls' Voc. H.S.	1,54605*	,67475	,023
	A.Teachers. Tr. H.S.	-,32590	,57517	,571
A. Teachers Training H.S.	General H.S.	-,50897	,63204	,421
	Girls' Voc. H.S.	1,87195*	,63810	,004
	Anatolian H.S.	,32590	,57517	,571

LSD test results for anger style (anger-out) according to the high school graduation variable showed that students' who graduated from General High School anger-out score is higher than students who graduated from Girls' Vocational High School, Anatolian High School and Anatolian Teachers Training High School graduate students' anger-out score is lower than General High School graduates but higher than Girls' Vocational High School graduates.

Table 8. LSD Test of Anger Control According to High School Graduation

Graduate H.S. (i)	Graduate H.S. (j)	M.D.(i-j)	SHx	p
General H.S.	Girls' Voc. H.S.	-1,76574*	,77126	,023
	Anatolian H.S..	,07771	,71285	,913
	A.Teachers. Tr. H.S.	,44582	,67344	,508
Girls' Vocational H.S.	General H.S.	1,76574*	,77126	,023
	Anatolian H.S..	1,84344*	,71896	,011
	A.Teachers. Tr. H.S.	2,21156*	,67991	,001
Anatolian H.S.	General H.S.	-,07771	,71285	,913
	Girls' Voc. H.S.	-1,84344*	,71896	,011
	A.Teachers. Tr. H.S.	,36812	,61285	,548
A. Teachers Training H.S.	General H.S.	-,44582	,67344	,508
	Girls' Voc. H.S.	-2,21156*	,67991	,001
	Anatolian H.S.	-,36812	,61285	,548

According LSD test results for high school graduation variable, controlling of anger score of graduates from Girls' Vocational High School is the higher than all other high school graduates

Table 9. Comparison of Anger Styles Scores According to Number of Sibling

		N, SS and \bar{x}			ANOVA					
Subtests	Groups	N	\bar{x}	SS	Source	Sum of Squares	Sd	Mean Squares	F	p
Trait anger	1 sibling	113	21,5310	5,17906	Between Groups	97,117	4	24,279	,817	,515
	2 siblings	129	20,6202	6,01586	Within Groups	10434,681	351	29,728		
	3 siblings	64	20,6563	5,09659	Total	10531,798	355			
	4 and more	43	21,0000	5,19157						
	No sibling	7	18,5714	2,22539						
	Total	356	20,9213	5,44675						
Anger-in	1 sibling	113	17,5044	4,14928	Between Groups	4,186	4	1,047	,070	,991
	2 siblings	129	17,3798	3,58424	Within Groups	5244,320	351	14,941		
	3 siblings	64	17,3281	3,97234	Total	5248,506	355			
	4 and more	43	17,1628	3,85407						
	No sibling	7	17,5714	2,99205						
	Total	356	17,3876	3,84506						
Anger-out	1 sibling	113	16,1150	4,23369	Between Groups	31,447	4	7,862	,427	,789
	2 siblings	129	15,6124	4,08945	Within Groups	6459,280	351	18,403		
	3 siblings	64	15,8281	4,43133	Total	6490,728	355			
	4 and more	43	16,3721	4,69561						
	No sibling	7	15,0000	4,96655						
	Total	356	15,8904	4,27595						
Anger control	1 sibling	113	21,6637	4,08746	Between Groups	239,126	4	59,782	2,954	,020*
	2 siblings	129	22,6434	4,89227	Within Groups	7104,500	351	20,241		
	3 siblings	64	20,9844	4,27058	Total	7343,626	355			
	4 and more	43	20,5349	4,41507						
	No sibling	7	24,0000	5,80230						
	Total	356	21,8062	4,54822						

*p<.05,

According to the one-way analysis of variance for number of siblings variable, there is not any significant relationship between groups in terms of trait anger, anger-in and anger-out subscale scores, but there is a significant difference was found for anger control score (table 9) and post hoc test (LSD) was applied to determine discrepancy.

Table 10. LSD Test of Anger Control According to Number of Siblings

N.of Sibling (i)	Number of Sibling (i)	M.D. (i-j)	SHx	p
1 sibling	2 siblings	-,97969	,57968	,092
	3 siblings	,67934	,70383	,335
	4 and more siblings	1,12883	,80612	,162
	No sibling	-2,33628	1,75233	,183
2 siblings	1 sibling	,97969	,57968	,092
	3 siblings	1,65904*	,68787	,016
	4 and more siblings	2,10853*	,79222	,008
	No sibling	-1,35659	1,74598	,438
3 siblings	1 sibling	-,67934	,70383	,335
	2 siblings	-1,65904*	,68787	,016
	4 and more siblings	,44949	,88712	,613
	No sibling	-3,01563	1,79103	,093
4 and more siblings	1 sibling	-1,12883	,80612	,162
	2 siblings	-2,10853*	,79222	,008
	3 siblings	-,44949	,88712	,613
	No sibling	-3,46512	1,83364	,060
No sibling	1 sibling	2,33628	1,75233	,183
	2 siblings	1,35659	1,74598	,438
	3 siblings	3,01563	1,79103	,093
	4 and more	3,46512	1,83364	,060

LSD test results for controlling of anger according number of siblings variable showed that students with no sibling got higher score than all other groups. Also, students who have two siblings had higher anger control score than three and 4 and more siblings.

4. Discussion and Conclusion

Preschool teaching is highly in demand in recent years in Turkey and women often prefer it. 318 students (89,3 %) have stated that they are satisfied with the program they are currently studying, 38 of them (10,7 %) have stated that they are not satisfied with the program they are currently studying 10,7 % of the students' reasons for the lack of satisfaction of the program they are studying should be determined. While 287 students (80,6 %) state that the program, which they are studying, is their preference, 69 students (19,4 %) explain that they preferred this program under the guidance of others. On looking at the type of high school, it is observed that 69 students (19,4 %) are General High School graduates, 67 students (18,8 %) are Girls' Vocational School graduates, 94 students (26,4%) are Anatolian High School graduates, and 126 students (35,4 %) are Anatolian Teacher Training High School graduates. That most of the students of this field in demand are Anatolian High School and Anatolian Teacher Training High School graduates can be associated with their higher score on university entrance exams.

According to the distribution of the average of total scores in the subscales of State-Trait Anger Scale (STAS) (Table 1) trait anger score $20,92 \pm 5,45$; anger-in score $17,39 \pm 3,85$; anger-out $15,89 \pm 4,28$ and anger-control score $21,81 \pm 4,55$ have been found of the students.

When the average of total scores in the subscales of STAS of the trainee teachers in preschool teaching education is examined (Table 2), according to the gender variable, no differences are observed in terms of trait anger, anger –in, and anger control, yet, it is found that the average score of anger-out is higher in males than females and this difference between them is statistically significant ($p < 0.1$). In other words, project anger out and the tendency of showing aggressive behaviors are higher in males. It can be stated that gender is an effective variable on anger expression styles. This result suggests that males experience more distress in the expression of anger.

In the study of Sala (1997), the level of trait anger of female is higher than male. The male students have better control over their anger than the female students. In the study of Miçooğulları (2007), the levels of trait anger of male students have been found higher than female students; a significant difference couldn't be reached in terms of the dimensions of anger style.

According to the results of the study, while any differences haven't been observed between in both genders in terms of trait anger, anger-in, and anger control, it is thought that culture and growth-upbringing style have an effect on the average of anger-out score's being higher than females. In all cultures, the roles and responsibilities, which are imposed upon women and men, generally are different. There are differences between men and women in social life in terms of anger situations, levels and forms of expressing anger. Cultural reasons such as social status of women, obstacles to prevent their expressing anger since from a young age, being precluded in their expressions, punishing the unallowable anger, anger's being blamed, denunciation of their anger, no assent for their anger, disapproval of the anger, etc. limit expression of the feelings of female students such as anger and resentment. This result also propounds that men in Turkish society are more prone to get angry and to express anger towards others. According to the general opinion and the observations in our society, women are prone to hide expressions of anger, the men (in case of a daily/ normal life, and anger situation) have right to be more aggressive as verbal and behavioral, community gives the right to men to express anger and resentment against others much more. In the study of Jack (2001), women often experience themselves in a bind regarding their anger expression. Social rules allow those with more social power and dominance to more openly display their anger than those who are less powerful. Following the hierarchy of gender in [the] society, men have much more permission than women to show anger, both publicly and privately; women have less freedom to overtly express anger, and more often fear reprisal after showing their anger, than do men. Economic inequality and violence reinforces the prohibitions against women's anger. Further, the negative effect of gender training that reinforces silencing anger rather than using it positively and creatively appears strongly in women's interviews.

When the average of total score of subscales of STAS among the students who attend the research is examined according to whether they are satisfied or not with the department they are studying in, the anger-control scores of the ones, who are satisfied with studying in this department, are higher than the ones, who aren't satisfied with studying in this department and these differences have been statistically found as significant ($p < .01$) (Table 2). That being content with the department, which one can enroll after taking the university entrance exam and still the students continued to study in, is extremely important for academic achievement and emotional, and behavioral welfare. That higher score on anger-out of the ones who are not satisfied to study in their department can be evaluated as an expression of discontent.

When the results are examined in terms of preferring this field, trait anger and anger-in scores of the students who has preferred this program under the guidance of others have been found as higher than the students who are stating that the program, which they are studying, is their voluntary preference. Anger-

out scores of the students who have preferred this program under the guidance of others have been found as higher than the students who are stating that the program, which they are studying, is their preference (Table 4). In Turkey, there are many factors that are effective on choosing a department at university for students. In the study, Trait anger scores of the students who have preferred this program under the guidance of others have been found as higher than the students who are stating that the program, which they are studying, is their voluntary preference. Therefore, this shows that the level of anger is higher of the students who have preferred this program under the guidance of others and they have difficulty in externalizing the anger.

In terms of graduation of high school, the scores of trait anger and the scores of anger-out are higher of the General High School graduates than Girls' Vocational High School graduates (Table 8). It is found that the trait anger and the anger-out scores of Anatolian High School and Anatolian Teacher Training High School graduates, also, are lower than General High School graduates; but they are higher than Girls' Vocational High School graduates. In other words, the level of anger is the highest of General High School graduates. In addition, the level of anger is high of Anatolian High School and Anatolian Teacher Training High School graduates. In terms of anger-in scores, there are not any significant differences between groups. In terms of anger-control, it is found that the scores of Girls' Vocational High School graduates are higher than others. This result shows that Girls' Vocational High School graduates can control their anger much better. This could be based on their internship during high school education and school practices. A further factor indicates that when they are at high school and they choose the field at a young age, as the students can control their anger, they continue the department at university. In other words, girls' vocational school graduates can control their anger much better. This, also, shows that their choosing the field at school at an early age and continuing at university as they can control their anger or their internship during high school education and school practices.

In terms of number of siblings, any significant relationship hasn't been found between trait anger, anger-in, anger-out. In anger control scores, the score of the ones, who haven't got any siblings, is higher than the others. Nevertheless, it has been found that the anger control score of the ones, who have 2 siblings, is higher than the anger control score of the ones, who have 3, 4 and more siblings (Table 10). In the study of İmamoğlu (2003), it has been found that trait anger, anger-in, anger-out, and anger control scores don't differentiate according to the number of siblings of the teacher-candidates at university. This result being obtained from our research shows that anger control levels decrease when number of siblings of students increase.

It has been identified that there aren't any significant differences between the averages of total score of STAS subscales according to the students' ages and class ($p>0,05$). In the study of Philips, Henry, Hosie and Milne (2006), older adults have lower levels of trait anger, that is, they experience anger less frequently and intensely than do their younger counterparts. The findings also provide a more detailed picture of the nature of age related changes in anger. Older adults display outward expression of anger less frequently than younger adults, that is, they are less likely to make nasty comments, slam doors, or argue.

It has been identified that there isn't a significantly difference among the averages of total scores of STAS subscales according to the educational status of the students' mothers ($p>0,05$). The same result has been found in the study of İmamoğlu (2003). Nonetheless, in the study of Kışaç (1997), it is stated that the level of anger-out of the university has revealed the highest.

According to the educational status of the fathers of the students, it has been stated that there aren't any significantly differences among the averages of the total scores of the STAS subscales ($p>0,05$). The same result has been reached in the study of Bilge (1997), İmamoğlu (2003), Kuruoğlu (2009).

Nevertheless, it has been specified in the study of Kısaç (1997) that the university students, whose fathers graduated from a secondary school, have the highest anger-out.

It has been defined that there isn't any differences significantly among the averages of total scores of STAS subscales according to the students' families' economic situation ($p>0,05$). In the study of Bilge (1997), Yöndem and Bıçak (2008) and Kuruoğlu (2009) any significant differences haven't been found in terms of the scores of trait anger, anger-in, anger-out, and anger control according to the variable of the income state of the university students' families.

According to the results of the study, it has been state that there aren't any significant differences among the averages of total scores of STAS subscales as regards environment where the students grow ($p>0,05$). In the study of Bilge (1997), the same result has been reached. It is specified that in the study of Kısaç (1997) while the level of anger of the university students, who mostly lived in villages, is the highest; the ones who lived in the small cities has the highest rate in keeping in anger.

It has been defined that there aren't any significant differences among the averages of total scores of STAS subscales in the choosing where the students want to work -state school, private school or training center after they graduate from the university ($p>0,05$).

According to the results of the research, there aren't significant differences among the averages of total scores of STAS subscales whether the parents of the students are alive or live together or not ($p>0,05$). This indicates that there aren't any differences of anger and expressing anger in terms of whether they are orphan or motherless, and whether their parents are divorced.

It has been identified that there isn't a significant difference among the averages of the total scores of STAS subscales according to birth order of the students ($p>0,05$). The same result has been found in the research of İmamoğlu (2003).

It has been identified that there isn't a specific difference among the averages of total scores of STAS subscales according to the place that the students live such as with their parents, dormitory, living alone, etc. ($p>0,05$). In the study of Akal (2010), the trait anger features of the students, who live with their friends in Istanbul are higher than the ones who live with their families. Significant differences couldn't be taken in terms of statistically in other dual comparisons for trait anger sub dimension.

It has been stated that there isn't a specific difference among the averages of total score in STAS subscales according to the geographical region where the students come from ($p>0,05$). Thus, it shows that there aren't any differences in terms of trait anger, anger-in, anger-out, and anger control of the regions. Not being any differences among the regions makes us think that considerable similarities of the cultures, similarity in raising a child and the state of studying higher education have an effect on.

To conclude, emotions, and particularly anger, are central to the exercise of power relations in the classroom (Zembylas, 2007). The professional legacy of education has sustained the conventional thought that schools are no place for expressions of anger and sorrow. An understanding of sensible reflection as a reconciliation of felt-sense and reason will create possibilities for teachers and children to respond to challenges in their daily lives. Sensible reflection is essential if teachers are to respond to children's feelings of anger and sorrow in ways that are pedagogically appropriate. However, such reflection is only possible if a teacher is able to acknowledge her own felt sense and to find ways to create spaces for children's feelings in the classroom (Cooper and Edmonton, 2002). The paradigm for teacher reflection allows practitioners working with students with challenging behaviors to mark out a space in which to operate where teacher response can avoid negative emotionalism, stress and personalization of conflict with the student. This approach recognizes that there is a "role" that is played by teachers which is both professional and adopted, separate from the sense of self and personal identity that can be wounded by

student oppositional behavior, particularly if it is abusive. Being alert to aspects of performing that role enables teacher response to challenging behaviors to be de-personalized, thus increasing the teacher's sense of self-efficacy, the effectiveness of interventions that defuse oppositional behavior and effective student learning. Some of the delivery techniques of the craft of acting (body awareness, tone, breathing), and the concepts of the classroom as "stage" and positive reinforcement as "script" are discussed to assist teachers to bridge the gap between knowledge of the skills of positive reinforcement and positive correction and their implementation (Symonds, 2003)

According to Parrott, Zeichner and Evces's study (2005), trait anger contributes to facilitative biases in the processing of semantic trait-congruent emotion stimuli. Specifically, high-anger participants displayed greater facilitation to anger-related words than did low-anger participants. No such differences were detected for the facilitation of happiness or sadness words. This finding suggests that high-anger individuals possess a specific processing bias for anger-related words relative to low- anger individuals. High-anger participants also responded more quickly to anger-related words than to other emotion words. In contrast, low-anger participants did not display any differences in response time between any of the emotion word categories. As such, it seems that the enhanced processing speed among high-anger individuals is specific to anger words. That is why interventions that teach cognitive restructuring techniques may be helpful in modifying an individual's tendency to misinterpret certain social or interpersonal cues as hostile. Likewise, teaching an individual to generate alternative interpretations of social stimuli may also reduce the likelihood of anger and anger-related responses.

The teacher candidates, who have problems in anger control and expressing it, can be lead to get individual, help from Universities Guidance Counseling and Social Support Unit, counselors, and psychiatrists and psychologists in Hospital and Medico - Social Centers. According to the researches, Anger Control Programs are very effective on the ones who have problem with anger (Duran and Eldeleklioğlu, 2005; Tekinsav Sütçü, Aydın and Sorias, 2010; Özkamalı and Buğa, 2010).

Briefing trainings can be done through conferences, conversation, etc. related to anger and anger control as for the large number of student groups at universities. They can also be performed on the basis of faculty and programs. If these are handled properly and seriously and can be done periodically on the basis of individual and group, they, who will be parents and teachers in the future, also provide to be a positive model to their children, to their students, and even to other members of society in terms of anger expression styles and coping with the manners of anger.

Unfortunately, activities are not too many which young people can attend outside the classroom in our university. They can be procured to express themselves by increasing students' artistic, social and sports facilities and directing them to these activities. Helping to determination of the students who cannot cope with anger and the trainings such as "problem solving skills", "communication skills", and "coping with anger skills" can be practiced to the teachers who is specified to involve in the risk group will be very important in terms of psychology of the teacher-candidates. If the recommendations listed above are not practiced during the pre-school teachers' training, it is inevitable for those people to encounter with these serious problems when they become teachers.

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An Analysis of the Trait Anger and Anger Expression Styles of Preschool Teacher Candidates in Terms of Some Variables

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