

Anger Control Skill Training has an Effect on Adjustment Rate of Young Males

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Abstract: The main purpose of this study is to determine the effectiveness of aggression control skill training in Adjustment rate of Male Students located in the 4th region of Tehran. The method of this research is a semi-experimental one. First, one of art schools of 4th region of Tehran was selected randomly and students filled out the adjustment questionnaire. Then 50 individuals were randomly selected and they were divided into two groups: one as experimental (N=25) and another as control group (N=25). Sing and Sinha questionnaire having 60 questions in three adjustment subscales such as emotional, social and educational was used to get results. The independent variable (anger control skill training) was performed over experimental group during fourteen sessions with 90-minute time and after the last session, for the two group, post-test adjustments questionnaire was conducted. Data were analyzed based on semi-group covariance statistical test. The results indicated that, training the anger control skill has increased the level of students' adjustment.

Keywords: Anger Control Skill Training, Adjustment, Emotional, Social and Educational Adjustment.

Introduction

Despite constant and sustained scientific efforts throughout the world for teaching anger management skills and the scope of these efforts will increase day by day, in our country, the employment of practical policies have been neglected for the management of anger's power, especially during the adolescence periods that can potentially be destructive or instructive? There is certain ambiguity due to absence of research evidence about the process and consequences of educational-therapeutic of interventional interaction over the management of anger with the cultural and social situations in Iran; hence, providing research evidences seems to be importance to clarify this ambiguity. Adjustment refers to the acceptance and performing proper behavior compliant with environment and environmental changes and its opposite meaning is Maladjustment: means showing improper feedback to environmental stimuli and conditions in a way that is harmful for the self or others or both and the individual can't meet the expectations of self and others. Maladjustment can emerge in different contexts and conditions and don't consider the internal or external aspects of individuals. Therefore, the adjustment trait is usually used with it's described and in the written literature, some concepts such as educational, social and emotional adjustment are used. Uncontrolled anger often leads to aggression and incompatible (Navidi, 2008).

Adjustment is a growing and dynamic process that includes the balance between what the individuals want and what their society accepts. On the other hand, adjustment is a mutual process. On one side, the individuals make effective contact with the society and on the other side, the society provides some tools which the individuals can realize his/her potential abilities. In this interaction, the individual and society undergoes some changes and create a relatively constant adjustment. Overall, adjustment refers to the individuals' mastery over

the environment and feelings of cope with self. Each of us responds to the environment and the changes occurring in it (Razavian Shad, 2005).

Therefore, the adjustment is a skill which should be learnt and its quality like other materials depends on the individual's interest and effort for learning. The family and school environment and multimedia play crucial role in providing the learning possibility adjustment with environment. Getting adjusted to environment is the most important goal of all organism activities, in a way that, all the individuals at all times of their life , every day and every hour enjoy of that and adjust the unchanged and changed self with the changed and unchanged society.

In fact, living is not anything except for the action of adjustment. The main role of adjustment is providing the social life continuance in either major level, interpersonal or personal level. If there is no adjustment in individual level, there is no balance and therefore, and tension and pressures lead to the creation of a phenomenon such as Committed suicide.

If there exist no adjustment in interpersonal level, balance, cooperation and mutual trust will also be ruined and the causes of conflict and confrontation will be provided. If there is no compatibility at the macro level, the society might then be destroyed, and the spirit of skepticism and suspicion dominates over society and the result might be war and that is the product of social instability (Nazariri, 2006).

According to current evidence, the present research aims to determine whether anger control skill as group training is effective over the student's adjustment.

Materials and methods

This research is a semi-experimental method with planning pretest, posttest and with control group.

Table 1. Research scheme with pretest, posttest and control group.

| group | Stage | Pre-test stage | Independent variable | Post-test stage |
|--------------------|-------|----------------|----------------------|-----------------|
| Experimental group | | T _b | X | T _a |
| Control group | | T _b | - | T _a |
| | | Before | | after |

Statistical Population

The statistical population included all the male students studying in the art schools located in the 4th region of Tehran city in the school year of 2014-2015.

The sample volume: since measurement scale is continuous the research hypotheses of two scopes, the sample volume was determined based on Cochran formula in the confidence level of 95 % (N=43).

n = the sample volume

In order to prevent the drop out effect, 7 more individuals were selected and the sample was increased to 50 individuals.

Sampling Method

Simple random sampling was used in this research according to this: First, one art schools was randomly selected among the art schools located in the 4th region of Tehran and its students filled out the adjustment questionnaire. Then, the individuals who their adjustment rated lower than average were indicated, out of which 50 individuals were randomly selected and by drawing, one group determine as experimental (N=25) and another one is control groups (N=25). The independent variable (anger control skill training) was performed over experimental group during fourteen sessions with 90-minute time and after the last session, for the two group, post-test adjustments questionnaire was conducted.

Measurement tools

In order to collect information, Sing and Sinha questionnaire having 60 questions in three adjustment subscales such as emotional, social and educational was used. The independent variable (anger control skill training) was performed over experimental group during fourteen sessions with 90-minute time and after the last session, for the two group, post-test adjustments questionnaire was conducted.

Validity coefficient

In order to determine the validity coefficient,

First, adjustment questionnaire along with the goals and research hypotheses have been given to number of professors who are well-versed and specialized in terms research subject to judge about the content questionnaire questions and its relevance to the objectives and hypotheses goals, Then their comments has gathered and questionnaire has been conducted on students' after correction.

Reliability coefficient

To determine the reliability of the questionnaire, 50 students were randomly selected, adjustment questionnaire has been conducted on them and calculated by Cronbach alpha as it will be described.

Table 2. Anger control skill training . The training work shop of anger control was administered for fourteen, 90-minute sessions.

| sessions | goal | content |
|----------------|---|---|
| First session | 1- Briefly introduce all the group members to the others. 2- The general goal of the anger control skill training is stated and explain the importance of participating in it. 3- Explain the group's rules and general expectations of the program should be stated. 4- Define the concept of anger and mention the synonymous concepts. | Introduction the group members and stating the general expectations |
| Second session | 1- Define the concept of anger and other related concepts and explain differences in your own language. 2- Define the relation between aggression, anger and hostility in your own language. 3- By referring to real examples and instances, state the destructive consequences of uncontrolled anger. | Anger and its consequences |
| Third session | 1-Define the “triggering factors of anger” or “causing factors of anger concept in your own language and refers to angry-filled events and situations using proper examples. 2-Explain the advantages and disadvantages of angry in a brief manner and refer to the distinction between justified and unjustified angry. 3-physical signs describe thoughts and behaviors that are experienced while having the arousal of angry. | Simulator of angry and common responses |
| Fourth session | 1- Report your events and experience of angry. 2- Explaining your personal patterns of angry. 3- State the behaviors that are demonstrated while expressing anger. 4-describe the body general changes while angry and aggressive. | Personal patterns of anger and behavior experiencing |
| Fifth session | 1-Compare the two manner of being relaxed | |

| sessions | goal | content |
|-----------------|---|--|
| | <p>or being tense in body and the feelings dominating these two and states their difference in your own language.</p> <p>2-provid a precise and complete report of anger experience in the framework of “report of aggression-related events”.</p> <p>3- Doing the exercises related to the strategy of relaxation in a relative complete manner.</p> | Monitoring alarming signs of aggression, relaxation and decrease of tension |
| Sixth session | <p>1-Explain the concepts of providing a viewpoint and phenomenological perception of stimuli in a simple language.</p> <p>3- Explain the role of situations personal perception in triggering and intensifying of aggression along with proper examples.</p> <p>3- Refer to several events that their aggressive characteristics are related to their personal perception and interpretation.</p> | Holding a viewpoint, phenomenological perception of stimuli and experience of aggression |
| Seventh session | <p>1- Explain the role of negative self-talks and non-beneficial thoughts and the behavior of that in your own language.</p> <p>2- Prepare a list of beneficial and constructive thoughts, beliefs and expectations in anger management.</p> <p>3- Explain the concept of aggression-filled thoughts, beliefs and expectations using proper examples.</p> | The role of negative thoughts in aggression experiencing |
| Eighth session | <p>1-Explain the opposite effect of negative thoughts and the experience of anger using proper examples.</p> <p>2- Preparing and presenting a list of beneficial thoughts as appropriate alternatives for negative thoughts.</p> <p>3- in experiencing conditions, show ways for coping with negative thoughts by role playing.</p> | Changing the negative thoughts and aggression control |
| Ninth session | <p>1-Explain the concept of “self-ordering” by referring to proper examples.</p> <p>3- Provide proper reminder for necessary situations.</p> <p>3- Using these reminders to stop aggressive thoughts, diverting the attention from aggressive situation and challenging the thoughts and decisions.</p> | Conducting self-ordering for anger control |
| Tenth session | <p>1-Explain the concept of assertiveness and define the importance of behaving assertively by referring to proper examples.</p> <p>2-Compare the assertiveness with passivity and aggression and state the features of each of three behaviors.</p> <p>3-Explain the role of effective interpersonal relationships specially, assertiveness in anger control management.</p> <p>4-Show the assertiveness by role playing in a proper experiencing situation.</p> | Assertive training and relational skills |

| sessions | goal | content |
|--------------------|--|--|
| | 5- Being more prepared to use assertiveness in real aggression-filled situations. | |
| eleventh session | After conducting the session and doing the related assignments, each of the group members should be able: 1- Show the assertiveness in a role play situation. 2- To be more prepared and spirited to use assertiveness in real aggression-filled situations. | Continuing assertive training and relational skills |
| Twelfth session | 1-Explain the problem-solving with regard to its components (issue, solutions, options and consequences). 2- Explain the necessity and importance of problem-solving strategy in anger control using proper examples. 3- Using problem-solving strategy correctly after reading or hearing a description of a fake or real event. 4- Playing the employment of a problem-solving strategy in an aggression-filled situation and in an experimental setting. | Problem-solving strategies training |
| Thirteenth session | 1-Using problem-solving strategy effectively after reading or hearing a description of a fake or real event. 2- Playing the employment of problem-solving strategy in an aggression-filled situation and in an experimental setting. | Continuing problem-solving strategies training |
| fourteenth session | 1- Explain the utilization of stress immunization training for controlling the anger in your own language. 2- Explain the utilization of imaginary confrontation and response inhibition referring to its stages 3- Prepare a hierarchy of anger-filled situations for eventual confrontation. 4- Doing the instructions of imaginary confrontation and response control in an experimental situation. | Stress immunization training for controlling the anger |

Statistical analysis methods

Data were investigated using descriptive statistics and the research hypotheses were investigated using semi-group covariance analysis.

Results

Table 3. Mean and standard deviation of adjustment criteria and its aspects in the experimental and control groups and in the pre-test and post-test stage.

| Adjustment and its Aspects | Experimental Group | | | | Control Group | | | |
|----------------------------|--------------------|------|----------|------|---------------|------|----------|------|
| | Pretest | | Posttest | | Pretest | | Posttest | |
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| emotional Adjustment | 8.48 | 2.58 | 6.44 | 3.27 | 7.60 | 2.83 | 8.08 | 3.83 |
| Social Adjustment | 8.12 | 2.40 | 5.88 | 3.15 | 7.36 | 3.39 | 7.52 | 3.28 |
| Educational Adjustment | 8.80 | 3.20 | 8.04 | 3.56 | 8.40 | 3.74 | 8.52 | 3.44 |
| Total Adjustment | 25.40 | 5.87 | 20.36 | 7.98 | 23.36 | 7.27 | 24.12 | 7.67 |

The results of table 3 indicate that, there is no between-group difference on adjustment score and its aspects in the pretest. The total scores of subjects' aggression in the pretest and in the experimental and control groups are equal to 25.4 and 23.3, respectively, which there is no significant difference between each other. However, there is significant difference between the experimental and control groups in the post-test. The mean scores of aggression in the experimental group increased from 20.3 to 25.4. That is to say that, with the decrease of score in the scale of adjustment, the overall adjustment of students has improved.

Data analysis

Table 4. The results of Levene's test on the presumption of the variances' equality of the subjects' scores.

| test variable | F coefficient | p coefficient |
|---------------|---------------|---------------|
| aggression | 0.789 | 0.138 |

The results of table 4 indicate that, the f value is not significant at .05 ($p > .05$). Therefore, the assumption of variances' equality is confirmed. Moreover, other assumptions (being linear and slopes' homogeneity) are also observed and hence, semi-group covariance analysis can be employed.

Studying the main research of hypothesis: First hypothesis: group aggression control skill training will be effective in the increase of adjustment.

Table 5. Covariance analysis of the effectiveness of group aggression control skill training in the increase of adjustment.

| Index Source of change | SS | df | MS | F coefficient | P Sig. | Eta square | Statistical power |
|------------------------|-----------|----|----------|---------------|--------|------------|-------------------|
| Adjustment (pre-test) | 1029.709 | 1 | 1029.709 | - | - | - | - |
| Group | 328.617 | 1 | 328.617 | 25.356 | .001 | .350 | .999 |
| Error | 1908.691 | 47 | 40.610 | | | | |
| total | 27846.000 | 50 | | | | | |

With regard to the results of table 5 and based on the results of covariance analysis test, group aggression control skill training was effective in the increase of adjustment among the students ($P = .001$ and $F = 25.35$). Moreover, the degree of this difference (Eta square) was equal to .35 and the statistical power equaled .999. Therefore, the results indicate that, group aggression control skill training was effective in the increase of students' adjustment and this difference is significant ($P < .05$). Therefore, the research hypothesis is confirmed.

Disussion and Conclusion

The results of the present research indicated that, group aggression control skill training increases the degree of adjustment among the students. The results of this section is in line with the results of the research by the researchers such as (Dortaj & Masaebi , 2009; Lou et al., 2008; Botvin & Kantor, 2007; Graham, 2002), (Stern, 2002). These researchers conclude that, group aggression control skill training can increase social adjustment and eventually enhance the life quality of the subjects in the study. Moreover, these trainings change undesirable events and barriers among the trained individuals and have caused the individuals to successfully overcome and rectify their problems, disorders and behavioral issues at home and at school. In the analysis and interpretation of the findings in this section and in terms of the positive effect of group aggression skill training in the increase of adjustment among the adolescents, we can conclude that, these trainings and group interventions not only create and enhance the positive behaviors in adolescents and young people but they can also exert significant effect on the social life of adolescents.

It seems that, adjustment is a state or condition in which the individual's behavior adapts to the needs of culture or society and the individual feels that his/her needs have been satisfied or will be satisfied. Adjustment is a mutual process. On one side, the individuals make effective contact with the society and on the other hand, the society provides some tools with which the individuals can realize their potential abilities. In this interaction, the individual undergoes the change and a relatively constant adjustment is created. Overall, adjustment refers to the individuals' mastery over the environment and getting along with self. Each of us responds to the environment and the changes occurring in it (Razavian Shad, 2005). Therefore, the adjustment is a skill which should be learnt and its quality like other materials depends on the interest and effort of the individual for learning. The family and school environments and mass media play crucial role in providing the possibility for learning adjustment with the environment.

Good adjustment gives the individuals with feelings of "being good" in a way that, it eliminates all the signs of failure and frustration. Hence, adjustment refers to the individual's mastery over the environment and feelings of coping with the self. Then, each of us responds to the environment and the changes occurring in it (Razavian Shad, 2005).

Getting adjusted with the environment is the most important goal of all the organisms' activities. Individuals with high levels of adjustment respect themselves and consider themselves as worthy and accepted by others and therefore, they are self-reliant in their social interactions and can easily establish close and satisfactory relationship with others. It seems that the degree of adjustment depends on various factors. These factors include personal characteristics, attitudes, skills, physical condition or the nature of the settings with which the individual faces such as family problems, natural and sudden events. The human and the environment change constantly; therefore, this adjustment undergoes the change and the adjustment of adolescents and young people is different as compared to other individuals and there are also many factors that can directly or indirectly affect the adolescents' power of adjustment. Adolescence is a period between the childhood and adulthood and the individual undergoes the change in social aspect. The adolescent gets away from his/her bonds in the childhood and goes toward achieving the independence. Due to the accurate transition from this critical period, the individual achieves emotional and social adjustment and a fully grown and healthy personality is established in him/her.

Finally, regarding the crucial and constructive role of group aggression control skill training in the enhancement of male students' level of adjustment, we can conclude that, the ability to cooperate with others, improving the orientation in their lives and pursuing positive and worthwhile goals are of critical importance for adolescents and their families and all of these components are regarded as vital aspects of life because having a healthy and dynamic society for individuals away from the distress and maladjustment is crucial for the youth who will determine and shape successful and promising future and devoting attention to them through constant education is essential. Along with the results of the present research, it can be concluded that, the authorities and managers in the educational settings should lay the foundation for such trainings in all the educational boroughs of Tehran city through the cooperation of other institutions such as health offices and public call for the participation of all the students and their parents.

Conflict of interest

The authors declare no conflict of interest.

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