

Research Article

GROUP TRAINING OF ANGER MANAGEMENT ON AGGRESSIVENESS OF GIRL STUDENTS

Fataneh Hasani Baresari and *Mohammad Ali Rahmani

Department of Psychology, Islamic Azad University, Tonekabon Branch, Mazandaran, Iran

**Author for Correspondence*

ABSTRACT

Introduction: The basic skills taught in mental health management of human emotion. The aim of this study was to evaluate effectiveness of anger management training on aggression of girl students. **Method:** This is an experimental study as pretest, posttest with control group. The population of 400 girls adolescents in the 2014-2015 academic years in Mohammadi city of whom 74 students that had high aggression scores, 30 of them were selected randomly to groups in both test and control group that 15 subjects were assigned randomly. The experimental group received 8 sessions of 90-minute training while the control group received no intervention. Perry's Aggression Questionnaire was performed in experimental and control groups before and after intervention. Data was analyzed by using multivariate analysis of covariance. Results showed that aggressive treatment group compared to the control group decreased significantly. **Conclusion:** Anger management training methods of cognitive - behavioral therapy on the effective aggression.

Keywords: Aggression - Training - Anger Management

INTRODUCTION

Observation of day in students' life at school reveals that anger is characteristic of daily life at school; it is true that the path of the educational process arises both for students and for teachers (Bloom, 2005). Many tensions and unrest in behavior of individual school students faced with different social and cultural contexts together in the school. On the other hand, part of the violent behavior at school due to non-principled and constructive attitude towards school officials, teachers, students (Bazargan and Sadeghi, 2003).

Violence in schools can lead to poisoning atmosphere and disrupt class and school teachers teaching, students' interpersonal relationships and undermine relations between teachers and students. Anger is emotion that is active in the environment, attention and alerts us to potential risks commands, active within us, give us strength and direction, on other hand anxiety and embarrassment. In response to overwhelming situations, anger is often associated with stress relief. Positive performance and benefits of assertiveness and anger in response to injustices is undeniable despite potential destruction of anger personal and social damage is very large.

The poor effects of anger management shortcomings and destruction of personal are distress and interpersonal relations beyond public health problems, conflicts and aggressive behavior leads to harmful consequences. If this strong emotion couldn't be controlled properly can prevent an all-out success and optimal performance of individuals, groups and communities is serious threat (Shokohi *et al.*, 2012).

Every day, young people are observed in schools due to fighting and aggressive behaviors punished and are faced with reaction of school authorities. Aggressive adolescents often do not have the power to control and customs and morality violate the community in which they live (Omidian, 2104). Adolescence has defined as period of transition from childhood to adulthood by efforts to achieve the goals associated with cultural expectations mutation of social development, emotional and physical determined.

Unfortunately evidence indicates high prevalence of mental disorders in childhood and adolescents, as World Health Organization's report in 2005 showed the prevalence of mental disorders in different countries population under 16 years of 12 to 29% variable was only 10 to 22 percent by System medical care were diagnosed.

Research Article

One of the most common emotions among adolescents' anger caused by collision with an obstacle placed in the way of their goal, sure, and aggression is common reaction to failure of desires. People often confuse anger and aggression together.

Anger is emotion and aggressiveness is not necessarily cause the other hand, aggression, behavior that is aimed at hurting self or others. In this definition, the intent is important that if aggression is behavior that is problematic from a deliberate intent to harm is done to others or to themselves. Researches have shown that aggression with physical disorders, mental and social is syndrome causing such feeling of helplessness, loneliness, social conflict, ignoring demands of others, ulcers, migraine, hypertension, depression, anxiety and academic failure. People, who have behavioral problems such as aggression, not only have physical symptoms such as headaches and pains stomach illness - but in isolation and loneliness are intestinal and other social demands are very high emotions mental phenomena, biological, and social purpose.

Natural phenomena that occur in a variety of conditions include the same excitement that everyone in life has a key role, emotions of anger and aggression.

Anger is an unpleasant emotional state within range by frequency of thoughts and perceptions are often inaccurate, physical arousal and desire increasing verbal or physical behavior that is culturally inappropriate, it becomes obvious (Averill, 1983; Kassinove & Sukhodolsky, 2004). Further research as an approach based on cognitive-behavioral workshop anger can reduce the amount of anger teenage girls in school, however, appears to improve emotional problems - behavioral students in the use of longer-term interventions required (Shokohi *et al.*, 2013).

In support of this finding, Shakibaei (2004) noted that results indicate that the study's attended index decreased due to these issues so question arises whether anger management training on effective aggression?

MATERIALS AND METHODS

Method

Population, Sample and Sampling Method

As mentioned earlier pilot study pretest - posttest control group. Data was analyzed by descriptive and inferential statistical methods that we will use the descriptive statistics of frequency tables mean and standard deviation and inferential statistics, multivariate analysis of covariance or MANCOVA. Multivariate analysis of covariance MANCOVA not only allows us to balance the effects of independent variables and examine them and remove or eliminate the effect of the other variables, but also shows the relationship between the different independent variables. All statistical analyzes are performed by software SPSS20.

The population of the study was 400 high school students who enrolled in the 2014-2015 academic years at Mohammadiéh city.

The sample, all of high school students in Fatemieh girl high school of Mohammedieh city completed Boss and Perry's Aggression Questionnaire.

Among the 74 students who received a high score. 30 people selected randomly and were randomized to two groups of 15 patients and a control group of 15 were replaced.

Tool

Analysis of the questionnaire for gathering data about aggression Buss - Perry used. Face and content validity of the questionnaire was confirmed by experts.

Aggression Questionnaire: new version of its previous version of questionnaire hostility Aggression Questionnaire by Buss and Perry (1992) were reviewed.

This questionnaire is a self-report instrument that contains 29 items and four sub-scales that evaluates including physical aggression (9 questions), verbal aggression (5 questions), anger (7 questions) and hostility (8 questions).

The training package includes summary of content sessions that have been developed by the researchers. Each session includes educational information about techniques, anger management and domestic duties.

Research Article

Table 1:

Meetings	Description
First meeting	Welcome - explain the anger, the cognitive - behavioral and biographies of participants deal with anger-provoking situations, Highlights and rules of origin
second session	Over the previous session - feedback from Members - differences anger and aggression - explained their thoughts cycle - explain the cognitive distortions Homework: sheet of thinking and feeling - Identify automatic thoughts
Third session	Homework review session before - feedback from Members - more cognitive errors - physical signs warning of anger - anger-provoking situations Trading Homework sheet cognitive errors, and cognitive distortions classification
Fourth session	Homework review session before - feedback from Members - describe the anger-coping with challenges Rage cognitive distortions - Work on the fan circle Homework: Technology Circle
Fifth Session	Homework review session before - feedback from Members - continue to challenge the definition of cognitive technology terms Homework: Page Definition of terms
Sixth Session	Homework review session before - feedback members - education and training to develop cost-benefit analysis down arrow Household duties: profit and loss sheet and fan down arrow
Seventh session	Review homework session before - feedback from Members - telling a story - ways to express anger
Eighth Session	Homework review the previous session - getting feedback from Members - practical ways to control anger - post-test and end of session Thanks to members of the group and end of session

Procedure

In this method, the Buss-Perry Aggression Questionnaire was distributed among high school girls that 74 students had high scores.

They randomly chose 30 individuals, 15 individuals and 15 others as control group, and subjects tested before implementation of educational methods and questionnaires were evaluated after its implementation.

The students in grades first, second, third and is attending high school were selected after applying the pre-test and replace test subjects and control groups, anger management training was conducted in the experimental group.

The aim of this program is to identify, confront and change the negative cognition in people who suffer extreme emotional disorders such as aggression. 8 sessions of 90-minute training for the experimental group were administered at 2 months.

The control group received no training and only pre and post-test follow-up was performed. Process-oriented training sessions to this training program on the principles of cognitive therapy and anger-provoking situations begins dating and to identify automatic thoughts and cognitive distortions challenge and teach some techniques to manage anger is over.

Research Article

RESULTS AND DISCUSSION

Results

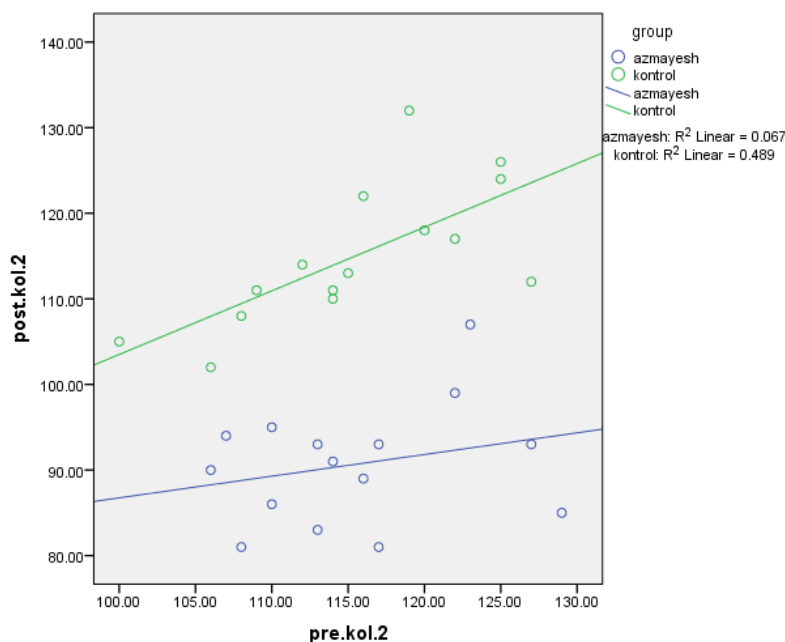


Figure 1: The homogeneity of the regression

Figure 1 shows the homogeneity of the regression line effect on aggression, anger management training girl students in both experimental and control groups after Figure 1 shows linear relationship between dependent variables of girl students is determined aggression. If there is no linear relationship was not allowed to run multivariate analysis of covariance. Here linear relationship between the dependent variable pre-test and post-test aggression is aggression.

Table 1: The mean total scores

Variable	Experiment group		Control group	
	Post-test M	SD	Post-test M	SD
Pre-test	107.13	5.975	107.8	6.062
Post-test	90.07	11.016	108	5.568

R indicates the correlation between two variables, so there is a correlation regression. Square value according to linear relationship between the dependent variables and regression correlation, performance analysis of covariance is permitted.

Data related to the assumed correlation matrix of variance - covariance is presented in Table 2. So the test is done MANCOVA with confidence

Table 2: Data on equality of variance of the dependent variable

P	F	DF2	DF1	Box s M
0.895	0.494	28	1	5.855

Assumption of homogeneity of covariance matrices to evaluate and test boxes was used. According to the results presented in Table 2 as a significantly higher level of 0.05 is therefore calculated F is not statistically significant. The assumption of homogeneity of covariance matrices and has been established.

Research Article

So run MANCOVA is permitted. The study of the correlation coefficient has been reported between dependent variables verbal aggression, physical aggression, and hostility and aggression anger variables in Table 2.

Table 3: Correlation between pre-test and post-test variables aggression

The dependent variables	R	N	P
Pretest and posttest aggression	0.261	30	0.163

Results Table 3 shows that there is no significant relationship between girl students and therefore MANCOVA tests done with caution.

Table 4: Reviews assumption of equality of error variances are reported

Variables	DF2	DF1	F	P
The test verbal aggression	28	1	2.715	0.111
The test physical aggression	28	1	0.477	0.495
Post-hostility	28	1	0.898	0.351
After the anger test	28	1	2.125	0.156

In examining the assumption of equality of error variances, since the variables significantly associated with verbal aggression, physical aggression, hostility and anger is more than 0.05, the assumption of equality of variances error is established, and then run MANCOVA is permitted.

Check the assumption of homogeneity of regression slopes are reported in Table 5.

Table 5: Assumption of homogeneity of regression slopes

Source	Changes	SS	df	MS	F	P	Eta	Test Power
Independent variable	test verbal aggression	86.476	1	86.476	21.971	0.000	0.478	0.239
Independent variable	test physical aggression	205.818	1	205.818	58.824	0.000	0.710	0.355
Independent variable	post-hostility	199.244	1	199.244	11.492	0.002	0.324	0.162
Independent variable	post-anger	539.984	1	539.984	49.563	0.000	0.674	0.337

Table 6: The average standard deviation of pre-test and post-test scores of the students' level of aggression separate groups

Variable	Experiment group				Control group			
	Pre-test		Post-test		Pre-test		Post-test	
	M	SD	M	SD	M	SD	M	SD
Verbal aggression	18.733	2.46	15.20	2.42	19.733	2.313	19.200	1.780
Physical aggression	33.86	4.18	28.80	3.29	34.733	5.270	34.933	3.807
Hostility	31.13	3.756	23.336	4.34	28.733	3.844	28.466	3.481
Anger	31.733	2.334	23.333	3.436	32.666	2.218	32.400	3.042

Results Table 5 shows the significance level of the interaction between the independent variables and to test verbal aggression, physical aggression, hostility, and anger is less than 0.05 so calculated F statistically significant, so it is therefore assumed homogeneity of regression slope, there is a significant interaction.

Research Article

After our evaluation and assumptions of homogeneity of variance and covariance and linear as regards the assumption of homogeneity of variance and the slope of the regression line is established parity error. After entitled to the use of multivariate analysis of covariance (MANCOVA) are. Mean and standard deviation of verbal aggression, physical aggression, hostility, anger control and experimental groups has been reported in Table 6.

The figures noted above table shows that the average of the control group and the experimental group there are differences in the dependent variables. The difference is in favor of the experimental group.

Table 7: Average scores and standard deviations of aggression and girl students separately adjusted experimental and control groups

Variable	Experiment group		Control group	
	Post-test M	SD	Post-test M	SD
Verbal aggression	15.377	0.523	19.023	0.532
Physical aggression	29.054	0.501	34.680	0.501
Hostility	23.132	1.116	28.668	1.116
Anger	23.310	0.884	32.423	0.884

Modified in the above table means the dependent variables we see, the auxiliary random variables statistically been deleted. The mean modified this study showed that mean of experimental group compared with the control group are in lower level.

Table 8: The effect (ETA) based on Wilks Lambda test for variant combination

Variable	Value	F	Df1	Df2	Sig.	Eta	Test Power
Wilkes Lambda test	0.153	29.175	4	21	0.000	0.847	1

Chi Eta as share of variable variance and new combination of the present study can be named the aggression girl whose value is 0.847. Indicating the size of the effects of anger management training girl students is much of global aggression. Effect size is calculated as the higher of 0.14 represents a significant effect on the aggression anger management training girls.

Table 9: Results of analysis of covariance for aggression variables

Processing source	SS	DF	MS	F	Sig.	Test Power
Verbal aggression	86.476	1	86.475	21.971	0.000	1
Physical aggression	205.818	1	205.818	58.824	0.000	1
Hostility	199.244	1	199.244	11.492	0.002	1
Anger	539.984	1	539.984	49.563	0.000	1

According to Table 9 and for analysis of performance related variables verbal aggression, physical aggression, hostility, anger in both control and experimental groups of Alpha was the son of porridge (0.012). Use of adjusted average pretest verbal aggression and on according to results of Table 9 for variable verbal aggression, according to calculated $F=0.478$ and $P=0.000$ and $F=21.971$ ($df=24$ and 1) as significance level of less than alpha level Ben porridge (0.012) so calculated F, hence we can say that there is statistically significant between test scores in verbal aggression, effect of anger management training compared to control group.

After adjustment average pre-physical aggression, according to results of Table 9 for variable physical aggression, according to calculated $F=0.71$ and $P=0.000$ and $F=58.824$ ($df=24$ and 1) as a significance level of less than alpha level of Ben Ferroni (0.012), so calculated F is statistically significant. Therefore we can say that there is significant difference between physical aggressions in experimental group than the control group.

Research Article

Afterwards, the adjusted average pre-test variable hostility, based on the results of Table 9 for variable hostility with regard to the calculated $F=0.324$ and $P=0.002$ and $F=11.492$ ($df=24$ and 1) with F as significance level in alpha of Ben Ferroni (0.012), so the calculated F statistically significant. Therefore it can be said that the post-hostility scores in experimental group, the effect of anger management group than control group there were significant differences.

Finally, after adjustment for average pre-fury, based on the results of Table 9 for variable fury according to the calculated $F=0.674$ and $P=0.000$ and $F=49.563$ ($df=24$ and 1) with as significance level of less than alpha level Ben porridge (0.012), so the calculated F is statistically significant. Therefore, we can say that there is a significant difference between scores of anger in the experimental group than the control group.

As significant differences between mean of 0.99, it confirms which hypothesis that the effect of anger management training is effective on girls' aggression.

Discussion and Conclusion

Anger and aggression are universal emotions that are seen in all cultures (Sadeghi *et al.*, 2002) and aggression in adolescence and youth is one of the important issues and anger management skill. People should learn it otherwise repeat of this behavior can affect personal and social relations (Yadollahi, quoted by Farajzadeh *et al.*, 2012).

In multiple studies suggests that psychological interventions - Anger management training to many target groups in different environments such as schools, residential centers hostelry, education reform is effective and to increase their skill set focus of anger, a lot of anger among them (Findler and Wisner, 2005; quoted by Farajzadeh *et al.*, 2013).

Research of Totin and Kellner (1995) concluded that anger management program for students to successfully reduce aggressive behavior that control anger is causing most of the participants. Kellner (1999) in study concluded that the experimental group reduced aggression and anger management skills training while the control group there this fall. The remarkable thing is that this reduction during meetings so there is reduction in aggressive behavior intervention can be seen from week 8 to 6 months after the intervention will continue. Burns *et al.*, (2003) investigated effect of anger management in adolescents with learning disabilities and contralateral. The results showed that anger management program for people with learning difficulties as well as useful and this intervention have been reduced aggressive behavior and anger experience. Results of these studies were consistent with the findings of this research. Given the significant differences between the means of expression that ensures 0.99. The hypothesis is confirmed that effect of anger management training on effective aggression. People in the field of cognitive - behavioral processes operate as individual perceptions of events, interpretations and implications of the main factors causing any behavior such as aggressive behavior. The training process aims to increase awareness of the signs of anger arousal; introduction to cognitive errors of self-control in order to prevent aggressive behavior is education. Approach cognitive - behavioral aggression in adolescents was noted that the results of the study showed that the index had dropped significantly, to explain these findings; we can say that research indicates that anger arises from irrational beliefs about others (Ellis, 2005). Research indicates that there is a significant difference in reducing anger in management training. As significant differences between mean and with 0.99 reliability can be concluded that the hypothesis that the effect of anger management would be reduced anger of students.

To explain the result can be taught in a way that pointed to educate people on how cognitive - behavioral, so that person can create desired changes in life and insist on homework and educational way to gain knowledge and insight into feelings and emotions that people experience focused in the moment. Based on this study and other studies the effects of cognitive behavioral group therapy on aggression in girl high school students have confirmed.

In general, it can be concluded from these findings that considerable anger management skills training was effective in reducing aggression in groups. In other words, we can say that perform tests and training sessions has been able to reduce the amount of aggression and flexibility, the ability to solve problems and deal with stressful situations, their control and get rid of emotional reactions that the product is the ability to communicate well and get rid of emotional tension is effective and constructive.

Research Article

REFERENCES

- Averill J (1983)**. Studies on anger and aggression: implications for theories of emotion. *American Psychologist* 1145-1160.
- Blum P (2005)**. *A Teacher's Guide to Anger Management* (New York: Routledge Falmer).
- Burns M, Bird D, Leach C and Higgins K (2003)**. Anger management training: effects of structured psychiatry. *Mental Health Nurse* 10(5) 569-77.
- Buss AH and Perry M (1992)**. The Aggression Questionnaire. *Journal of Personality and Clinical Psychology* 63 452-459.
- Ellis Albert and McLaren Catherine (2005)**. *Treatment of Intellectual, Emotional and Behavioral*, translated by Firoz Bakht (2006) (Tehran: Roshd Press).
- Feindler E and Weisner H (2005)**. Youth anger management treatment for school violence prevention. Unpublished manuscript.
- Omidian M (2014)**. The effects of cognitive behavioral group therapy on aggression by Michael Ferry high school students. *The Achievements of Psychology (Psychology)*, Shahid Chamran University, the fourth period, the year 21-3 (1), row 11 202-18.
- Sadeghi A, Ahmadi SA and Abedi MR (2002)**. Evaluate the effectiveness of anger management training in rational manner - Behavioral and emotional, on aggression. *Journal of Psychology and Educational Sciences*, University of Isfahan 21 S52-62.
- Shakibaei F, Tehrani Doust M, Shahrivar Z and Atri Sh (2004)**. Group therapy, anger management, cognitive - behavioral therapy for adolescents. *Institutional News in Cognitive Science* 6(1, 2) 59-66.
- Shokoohi Yekta M (2013)**. Investigation the effects of cognitive-behavioral approach to anger management training based on anger and behavioral problems - emotional adolescent girls, children and adolescents Congress of Psychiatry, University of Tabriz.
- Sukhodolsky D, Kassionve H and Gorman S (2004)**. Cognitive behavioral therapy for anger in children and adolescent: A meta – analysis. *Aggression and Violent Behavior* 9 247-269.
- Taylor JL and Novaco RW (2005)**. *Anger Treatment-Anger Management with Aggressive Children*, edited by Schaefer, Short-term psychotherapy groups for children (Northvale, NJ: Jason Aronson).