

ANGER MANAGEMENT ON FAMILY FACTOR, CHILDHOOD BEHAVIOUR AND LONELINESS AMONG SCHOOL STUDENTS

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Abstract: The study aims to find the impact anger management on family factor, childhood behaviour and loneliness among school students for which the investigator has chosen the sample of 25 students from three different schools in Chennai city. The research is based on quasi experimental design. 'Family Factor scale' prepared and validated by Dr. (Mrs.) K. Saraladevi and Dr. (Mrs.) Angela Selvarani (2006), Loneliness scale constructed by Russell D (1996), The State-Trait Anger expression inventory-2 Psychological Assessment Resources (1999), Childhood behaviour (ACE score (1999)) are used to collect pre test and post test scores. Then anger and stress management is given to the students for about 3 months. Then the data are analyzed and the interpretations are drawn and finally it is concluded that anger management have an impact on the factors responsible for student's anger.

Keywords: Family factor, loneliness, state-anger and trait-anger.

Introduction: Life stressors seem to have increased in the last few decades. At some point of time, everyone experiences some form of stress and anger. Stress and anger become a major concern when it begins to affect everyday normal functioning in a person's life. Today's students face many pressures from outside sources, such as family factors, environmental dangers, media exposure, loneliness, childhood behaviour, school problems and often times internalization of stressful events and situations. The purpose of this research is to show some of the root causes behind the stress and anger that students are dealing with. It is also important to look at a few preventative strategies, and coping skills to help students to deal with the situations that may arise. Stress can have positive and negative effects on a student. Some stress for everyone is normal and healthy; it keeps us alert and aware of the things that are happening around us. However, excessive stress can be quite harmful to a child. Research has shown that the negative effects of stress on children under the age of 10 are far more profound and longer lasting (Jewett & Peterson, 2003). Dealing with stress is dependent on a child's developmental level as well as their development of coping-skills at that age (Jewett & Peterson). Children that are exposed to long term stressors and continued use of unhealthy coping strategies can result in behaviour patterns that may be difficult to change, due to the fact that the child begins to see these strategies as being effective (Kochenderfer-Ladd & Skinner, 2002). Anger management is the process of learning to recognize signs that you're becoming angry, and taking action to calm down and deal with the situation in a positive way. Anger management doesn't try to keep you from feeling anger or encourage you to hold it. Anger is a normal, healthy emotion when you know how to express it appropriately- anger management is about learning how to do this. Anger management helps

you recognize frustrations early and resolve them in a way that allows you to express your needs — and keeps you calm and in control (Mayo Clinic 2000)

Related Work: Present day researchers and practitioners visualize the phenomenon of stress in a new perspective. As Kets de Vries (1979) had noted, each individual needs a moderate amount of stress to be alert and capable of functioning effectively in an organization. Organizational excellence and individual success are achieved through well managed stresses. Indian Scholars (Pestonjee, 1987 a, Mathew, 1985) in their conceptual papers agreed with this connotation. Pestonjee and Singh (1987) while studying stress and job satisfaction noted that managers and system analysts in private organizations scored higher on both stress and satisfaction as compared to their counterparts in public organizations. Mathew (1985) in his conceptual paper on role stress of a creative manager studied the relationship between creativity and stressors. He noted that creativity and innovation in organizations have a top priority. Therefore stressors are associated with creative activities. Interaction among various subsystems of organizations such as person, task, role, behaviour setting, physical and social environment is seen as causal factors of stress. A teacher's role in management institute is similar to that of a manager in an organization. Management teachers are also associated with many creative teaching learning activities. It may be well at this point to review the concept and theory of stress and examine the stress potential with reference to the creative and non creative roles of a management faculty member through the execution of teaching learning activities. The concept of stress was first introduced in life sciences by Selye Hans in his pioneering work in 1936. This concept is borrowed from natural sciences and is derived from the Latin word "Stringere" which means to draw tight. In

psychophysiology, stress refers to some stimulus resulting in a delectable strain that cannot be accommodated by the organism and which ultimately results in impaired health or behaviour. In common parlance, however, the terms „Stress“ and „Strain“ are used synonymously in a nonscientific manner. The popularity of this concept was established in the physiological field where it was first introduced but the use of stress terminology continues to flourish in psychology and social sciences. The term stress and research on its causes, consequences and management have reached the peak of popularity in modern times. The reactions to intense psychological and behavioral stress have become major concerns of psychological, psychiatric, medical and managerial investigations. However, the potential of the term stress for understanding and explaining individuals' behaviour and pathologies has yet not been fully realized by stress researchers. The term stress is used to connote a variety of meanings both by the common man and the psychologists. Yet, it appears that the essential features of stress experience have not received the attention they deserve. What has hampered the adequate use of the concept of stress is the fact that different investigators have employed different referents and meanings for the term stress and thus have developed different models for it.

The nature of the emotion is such that it makes people imagine that it can be reduced only by expressing it against the target person. Catharsis is sometimes prescribed as a way of handling anger. But research has shown that ventilating anger is not effective at all in reducing the experience of it. Outwardly expressed anger may be satisfying only if it restores a sense of control, rights the injustice done to the person, or changes some aspect of the other person's behaviour, which is indeed less likely than it seems. On the other hand, many people, especially women, resort to denying feeling angry altogether and this suppression is again very harmful. Suppressed anger has been shown to be linked with a lot of psychosomatic conditions, among them the most prominent being cancer. It is this clear that neither the overt expression of anger nor its total suppression is of help in handling it. Nevertheless the physiological, psychological, and social effects of anger are so severe and destructive (Kassinove & Sukhodolsky, 1995; Novaco, 1975; Williams et al., 2000) that it is indeed the need of the hour to come up with effective ways of handling this emotion. As one Tibetan teacher put it "Don't suppress it. But don't act on it". Individuals who express anger by cursing, punishing or otherwise aggressing against others always feel more irritable and angry instead of feeling less irritable and angry (Berkowitz, 1970). Wilde (2004) cited Murray's (1985) findings that showed subjects who are given an opportunity to

express anger after they have been criticized often makes the subjects angrier. This finding is pertinent to this study since several of the scales and subscales of STAXI-2 (Spielberger, 1999) are concerned with anger expression and/or anger control. One of the main contributors of mental and physical health problems in adolescents is anger. It is one of the difficult emotions in early adolescence to recognize and handle (Phipper, 1994; Yarcheski, Mahon, & Yarcheski, 1999). Pollock and Kymissis (2001) found that adolescents should be trained with skills to handle anger in ways which will allow them to cope in a productive manner. Group therapies show better creativity and effectively in teaching anger management in adolescents. Their investigation has shown that group therapy is as effective as individual therapy in managing anger in adolescents. Laird and Laird (1984) found that emotions in children could be induced by modifying their physiological reactions. They were asked to contract certain facial muscles, to pull their eyebrows. These changes caused increase in their anger. Rodke, Yarrow and Konchanska (1990) studied socialization of anger in normal children. The method used was observation, in which they found that anger was less likely to grow with mother's affection and support. Children are commanded not to express anger as they grow. Research in the past has shown that higher levels of nor epinephrine accompanied with anger and aggression were suspected precursors of coronary heart disease (CHD) (Funkenstein, King, & Droletto, 1954, 1957; Mathew et al., 1977; Menninger, 1936). Norcross and Kobayashi (1999) hypothesized that anger is a ubiquitous clinical experience and most clinicians and researchers agree that it is the most challenging emotion encountered in psychotherapy. The American Heart Association (2000) found that during a six year study, 256 individuals had heart attacks. Individuals who were most prone to anger were 2.69 times more likely to have a heart attack or sudden death than those with lowest anger ratings on a 40-point scale. Individuals with moderate score were 35 percent more likely to experience coronary event. The study used a prospective design; individuals were free of heart disease at the beginning of the study. Prospective studies provide more convincing evidence than many other types of studies because they show that anger precedes the heart attack and is not a consequence of ill health. Wilde (2014) cited Murray's (1985) findings that showed subjects who are given an opportunity to express anger after they have been criticized often makes the subjects angrier. This finding is pertinent to this study since several of the scales and subscales of STAXI-2 (Spielberger, 1999) are concerned with anger expression and/or anger control. In the light of this context the present study is entitled as "Gender difference in the factor

of the mental health” for the present research has been taken up. The focus for this study is on higher secondary school students. A stratified random Sampling technique that was used for the selection of the sample in this case was random sampling technique. A total of 50 school students were selected from three different schools in Chennai city. The investigator selected 8 students from Government from 7 students from Government aided school and 10 students from private school.

Sample: The investigator selected 8 students from government school, 7students from Government Aided School and 10 students from Private school.

Objectives of the study: To know the impact on the family factors, loneliness, state and trait anger responsible for the student’s anger.

Hypotheses Of The Study: There are no significant differences between pre and post test scores of family factors in types of the school from the total sample.

- 1) There are no significant differences between pre and post test scores of loneliness in types of the school from the total sample.

- 2) There are no significant differences between pre and post test scores of state-anger in types of the school from the total sample.
- 3) There are no significant differences between pre and post test scores of trait-anger in types of the school from the total sample.
- 4) There are no significant differences between pre and post test scores of childhood behaviour in types of the school from the total sample.

Research tools selected for the present study:

The following tools have been used by the investigator to carry out this study.

- 1) Personal data sheet developed by the investigator.
- 2) The research is based on quasi experimental design. 'Family Factor scale' prepared and validated by Dr. (Mrs.) K. Saraladevi and Dr. (Mrs.) Angela Selvarani (2006),
- 3) Loneliness scale was constructed by Russell D (1996).
- 4) The State-Trait Anger expression Inventory-2 (Psychological assessment Resources,1999)
- 5) Childhood behaviour (ACE score (1999))

Hypothesis: 1

Table1: Differences between pre and post test scores of family factors in types of the school.

Variables	Type of schools	Test	N	Mean	S.D	t-test	L-S
Family factor	Government	Pre	8	172.5	12.27	2.56	0.05
		Post	8	156.5	12.69		
	Government aided	Pre	7	280.7	9.271	7.07	0.001
		Post	7	251	6.160		
	Private	Pre	10	161.7	14.804	2.84	0.01
		Post	10	147.1	6.590		

*p<0.05, **p<0.01, ***p<0.001

Hypothesis: 2

Table2: Differences between pre and post test scores of loneliness in types of the school

Variables	Type of schools	Test	N	Mean	S.D	t-test	L-S
Loneliness	Government	Pre	8	38.25	9.238	2.29	0.05
		Post	8	28.125	8.391		
	Government aided	pre	7	63.25	11.171	2.80	0.01
		post	7	48	9.089		
	Private	Pre	10	39.1	7.435	3.27	0.001
		post	10	28.2	7.430		

*p<0.05, **p<0.01, ***p<0.001

Hypothesis: 3

Table3: Differences between pre and post test scores of state-anger in types of the school

Variables	Type of schools	Test	N	Mean	S.D	t-test	L-S
State anger	Government	Pre	8	35.75	7.146	3.742	0.001
		Post	8	24.125	5.111		
	Government aided	pre	7	38.25	3.760	4.733	0.001
		post	7	30	2.672		
	Private	Pre	10	24.3	0.674	3.602	0.001
		post	10	32.8	7.420		

*p<0.05, **p<0.01, ***p<0.001

Hypothesis: 4

Table4: Differences between pre and post test scores of trait-anger in types of the school

Variables	Type of schools	Test	N	Mean	S.D	t-test	L-S
Trait anger	Government	Pre	8	24.37	3.543	3.736	0.001
		Post	8	18.125	3.136		
	Government aided	pre	7	47	4.099	6.206	0.001
		post	7	34.75	3.236		
	Private	Pre	10	26.7	4.083	3.909	0.001
		post	10	20.4	3.098		

*p<0.05, **p<0.01, ***p<0.001

Hypothesis: 5

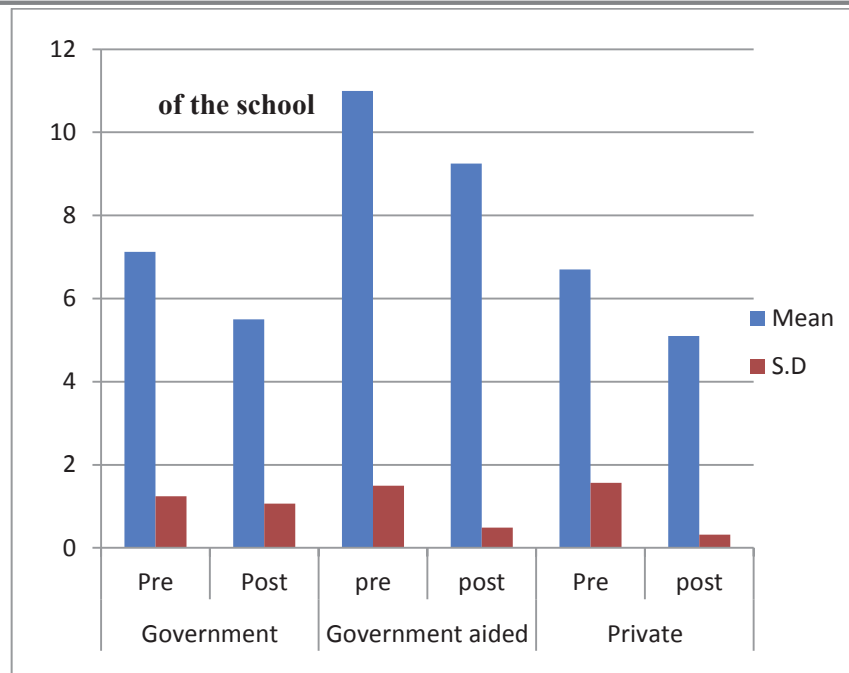
Table5: Differences between pre and post test scores of Childhood behaviour in types of the school

Variables	Type of schools	Test	N	Mean	S. D	t- test	L-S
Childhood behaviour	Government	Pre	8	7.125	1.246	2.80	0.01
		Post	8	5.5	1.069		
	Government aided	pre	7	11	1.496	2.942	0.01
		post	7	9.25	0.487		
	Private	Pre	10	6.7	1.567	3.168	0.001
		post	10	5.1	0.316		

*p<0.05, **p<0.01, ***p<0.001

Figure A.

Differences between pre and post test scores of childhood behaviour in types of the school



From the table 1, and also figure a, it is observed that the obtained 't' value ($p < 0.05$) is greater than the table value (2.56) at 0.05 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of family factor in government school students, it is observed that the obtained 't' value ($p < 0.001$) is greater than the table value (7.07) at 0.001 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of family factor in government aided school students and , it is observed that the obtained 't' value ($p < 0.01$) is greater than the table value (2.84) at 0.05 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of family factor in private school students Hence hypothesis rejected. There is considerable debate about the relative importance of family versus school factors in producing academic and nonacademic student outcomes, and whether and how their impacts vary across different student groups. In addition to critically reviewing and synthesizing earlier work, this study extends the literature by (a) using the ECLS-K, a U.S. longitudinal dataset that follows a nationally representative sample of children from kindergarten through fifth grade to examine the effects of two types of family factors—family process variables (specific things families do) and family status variables (who families are)—on students' academic achievement and nonacademic outcomes; and (b) using the PISA 2006, a cross-country cross-sectional dataset that assesses academic achievement of 15-year-old students in reading, mathematics, and science literacy to compare U.S. students with their peers in 20 other countries and economies in terms of

family factors and academic achievement. Specifically, hierarchical models are estimated to account for the nested structure of the ECLS-K data and interaction models are used to examine whether and how the relationships between family process factors and student outcomes differ by race and socio-economic status (SES). Using PISA 2006, hierarchical linear models with country fixed effects are estimated in the international comparative analysis of academic effects of family factors. Findings of this study suggest that family process factors can have significant impacts on both academic and nonacademic outcomes. Results of the U.S. data indicate that even after controlling for demographics and school inputs, student achievement was associated with multiple dimensions of family process factors including parental expectations and beliefs, learning structure, resources availability, home affective environment, parenting and disciplinary practices, and parental involvement. Furthermore, several family process variables (including doing homework more frequently, having home Internet access, and owning a community library card) had higher returns in terms of student achievement for black children or children from low socio-economic families than for their counterparts. Family process factors as a whole hold some value in explaining nonacademic outcomes. Results of the international comparative analysis suggest that U.S. students did not fare as well as their peers in other countries and economies, and that family process variable, especially considered collectively, were important factors in explaining student achievement in an international setting. From the table 2, and also figure b, it is observed that the obtained 't' value ($p < 0.05$) is greater than the table

value (2.294) at 0.05 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of loneliness in government school students, it is observed that the obtained 't' value ($p < 0.01$) is greater than the table value (2.80) at 0.01 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of loneliness in government aided school students and , it is observed that the obtained 't' value ($p < 0.001$) is greater than the table value (3.27) at 0.05 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of loneliness in private school students Hence hypothesis rejected. The study aims to determine the factors loneliness, guilt, shame, State and Trait anger involved in school environment. Stratified random sampling technique was used for the selection of the sample. From the total population of 750, 38 school students were selected from three different schools in Chennai city. Personal data sheet developed by the investigator, Loneliness scale was constructed by RussellD (1996), Guilt and Shame Taya R.Cohen (2011), The State-Trait Anger expression inventory-2 Psychological Assessment Resources (1999) were used to collect data. Results were statistically analyzed through f test, correlation coefficient. In this present research it has been concluded school environment has an influence its factors such as Family factor, Loneliness, Guilt Shame, state and trait anger

From the table 3, and also figure c, it is observed that the obtained 't' value ($p < 0.001$) is greater than the table value (3.742) at 0.001 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of state-anger in government school students, it is observed that the obtained 't' value ($p < 0.001$) is greater than the table value (4.733) at 0.001 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of state-anger in government aided school students and , it is observed that the obtained 't' value ($p < 0.001$) is greater than the table value (3.602) at 0.001 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of state-anger in private school students Hence hypothesis rejected. The purpose of this experimental study was to investigate the short term and the long term effectiveness of the two distinct interventions, anger management training and psychological group counseling on helping anger management skills of adolescents. The State Trait Anger Expression Inventory (STAXI) was used to test the state anger and anger expression styles of the subject as pre-test, post-test and four months follow up test applications. Two experiment groups and one control group were formed based on the trait anger scores of a group of high school students. Twelve weeks anger management training

developed by the researcher and twelve weeks encounter group were conducted. To evaluate the effectiveness's and comparisons of the interventions, Kruskal Wallis, Mann-Whitney U and Wilcoxon tests were used and $p < 0.05$. It was found that anger management training had significant long term effect on increasing the anger management skills while the effects of psychological counseling group were limited. Both anger management training and psychological group counseling had no short term and long term effect on the anger-in levels, and had no long term effect on anger-out. The anger management training had a long term increasing effect on the anger control scores while the psychological group counseling had no significant long term effect.

From the table 4, and also figure d, it is observed that the obtained 't' value ($p < 0.001$) is greater than the table value (3.736) at 0.001 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of trait-anger in government school students, it is observed that the obtained 't' value ($p < 0.001$) is greater than the table value (6.206) at 0.001 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of trait-anger in government aided school students and , it is observed that the obtained 't' value ($p < 0.001$) is greater than the table value (3.909) at 0.001 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of trait-anger in private school students Hence hypothesis rejected. The purpose of this study was to investigate the state-trait anger expression level of taekwondo players attending high school. Two hundred and sixty (260) taekwondo students and two hundred and eighty-five (285) non-sporting students, five hundred and forty-five (545) male students in total, volunteered to take part in the study. The results of the study showed that the mean scores of taekwondo students for trait anger, anger-in and anger-out were lower compared with those of non-sporting students while the mean scores for anger control were higher than those of non-sporting-students. Though there was no significant difference amongst them with respect to trait anger, anger-in and anger-out scores, the difference in the scores of anger control was statistically significant. Results of the study concluded that sports factors should be considered as an important tool in the processes of anger control, prevention and problem solving.

From the table 5, and figure e, it is observed that the obtained 't' value ($p < 0.01$) is greater than the table value (2.80) at 0.01 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of childhood behaviour in government school students, it is observed that the

obtained 't' value ($p < 0.01$) is greater than the table value (2.942) at 0.01 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of childhood behaviour in government aided school students and , it is observed that the obtained 't' value ($p < 0.001$) is greater than the table value (3.168) at 0.001 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of childhood behaviour in private school students Hence hypothesis rejected.

Educational Implications:

- Students are easily anger and may have difficulty completing work. They may suffer from perfectionism and take much longer to complete work. Or they may simply refuse to begin out of fear that they won't be able to do anything right. Their fears of being embarrassed, humiliated, or failing may result in school avoidance. Getting behind in their work due to numerous absences often creates a cycle of fear of failure, increased anxiety, and avoidance, which leads to more absences. Furthermore, children are not likely to

identify anxious feelings, which may make it difficult for educators to fully understand the reason behind poor school performance.

- Students with higher levels of mental health impact then they have more difficulty concentrating on their schoolwork; they are less likely to persist when faced with distraction or difficulty. (Brackney and Karabenick 1995).
- The students who experience mild or moderate impact fact of mental health also demonstrate more academic difficulties and lower level grade then non-experience students (Locke, 2009 Deroma, Leach, and Leverett, 2009)

Delimitations:

- 1) The sample is restricted to higher secondary school students from Chennai district
- 2) The sample size is restricted to 25 students only.

Conclusion: Type of schools has impact on student's anger on higher secondary school students. There are significant differences in the levels of family factor, loneliness state and trait anger and childhood behaviour of type of schools in the total sample.

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