

STRESS MANAGEMENT ON STATE ANGER AND TRAIT ANGER AMONG SCHOOL STUDENTS

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Abstract: The study aims to find the impact of stress management on state anger and trait anger 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 without control group. The State-Trait Anger expression inventory-2 Psychological Assessment Resources (1999) is used to collect pre test and post test scores. Then anger and stress management techniques are given to the students for about 3 months. Then the data are analyzed and the interpretations are drawn and finally it is concluded that stress and anger management have an impact on the factors responsible for student's anger and stress

Keywords: state-anger and trait-anger.

Introduction: Students should have a stress and anger-free school environment, recognize where stress and anger are becoming a problem for which they take action to reduce stress and anger. Stress and anger in the school reduces academic, increases family and school management pressures, and makes students ill in many ways, evidence of which is still increasing. The stress and anger affects the performance of the brain, performance of academic, memory, concentration, and learning. Associated press and mtvU conducted a survey in 2008 on school student stress at many schools throughout the United States. The survey found four out of ten school students report they feel stressed often. One out of five say they feel stressed most of the time. One out of four students report experiencing daily stress and one in ten report thoughts of suicide. In India Many organizations to manage and reduce stress and anger in schools, aside from the obvious humanitarian and ethical considerations. Stress management comprises a wide range of approaches to help you better deal with stress and adversity. Stress management might include problem-solving, prioritization and time management. Another approach includes enhancing skills to withstand adverse situations by improving emotional flexibility, finding greater meaning in life, increasing the sense of control and cultivating optimism. A third approach is to practice relaxing techniques, such as deep breathing, yoga, meditation, tai chi, exercise and prayer. Improving personal relationships is an important component of stress management. Stress management can help you lead a more balanced, healthier life. When channeled positively, stress can lead to growth, action and change. (Mayo Clinic 2003) 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: 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

Hypothesis:1

Table1: 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: 2

Table2: Differences between pre and post test scores of trait-anger in types of the school

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 STAXT-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 state and trait anger responsible for the student’s stress and anger.

Hypotheses Of The Study

- 1) There are no significant differences between pre and post test scores of state-anger in types of the school from the total sample.
- 2) There are no significant differences between pre and post test scores of trait-anger 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 State-Trait Anger expression Inventory-2 (Psychological assessment Resources,1999)

Variables	Type of schools	Test	N	Mean	S.D	t-test	L-S
Trait anger	Government	Pre	8	24.375	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

From the table 1 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 effectivenesses and comparisons of the interventions, Kruskal Wallis, Mann-Whitney U and Wilcoxon tests were used and $p < .05$. 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 2, 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.

Administration Of The Procedure: Permission had been obtained from the individual students, class teachers, school authorities and parents of the selected students in order to conduct the research. Three different types of school were selected. At first the investigator chosen students were selected for the research sample from the total sample. Pre test is consider Family factor, childhood behaviour State anger Trait anger and loneliness scores were also assessed at the end of the intervention programme

through questionnaires. The selected student from each category was taught relaxation therapy individually for one week before the beginning of the experiment. The therapy included Breathing Techniques, Visual Imagery and Progressive Muscle Relaxation. After making the students to get familiarize with the techniques, 'Relaxation therapy' was given to the students individually with a mixture of all the three techniques each fifteen minutes for about one hour everyday as an intervention programme for three month. At the end of the experimental period post-test was recorded through Family factor, childhood behaviour, State anger Trait anger and loneliness scores were also assessed at the end of the intervention programme through questionnaires. The post test scores will be shown effects of relaxation therapy will bring varying degrees of positive changes which is effective .It is determined to test the statistical analysis.

Educational Implications

- Stress and anger management develop students' environment as comm.
- Relaxation training is an essential part of stress and anger management programme which can be employed by the guidance counsellor in collaboration with school management and staff.

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➤ We need to keep in mind that the mismatch, between the student's ability, and the demands of the school situation can be stressful, and may produce aggression and disruptive behaviour in some. Relaxation training can also be used as a de-escalating or prevention technique. It can be adopted as part of stress management programme and anger management with older students.

➤ 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.

XI. Conclusion: Type of schools has impact on student's stress and anger among 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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