

THE EFFECTIVENESS OF ANGER MANAGEMENT'S TRAINING ON DIFFICULTY OF ADOLESCENT'S EMOTION REGULATION

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ABSTRACT

The purpose of this research is the effect of anger management training on adolescents' emotional regulation. The statistical population is all teenage girls in high school's 2nd grade in Asemanabad town in academic year of 2015-2016. We used random sampling to select 30 of them as research's sample which gathered the highest score from questionnaire. The research tool is Gratz and Roemer's difficulties in emotion regulation scale (DERS).

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Before interventions, a pre-test had been conducted on both groups. After, training sessions had been conducted for trial group in 8 one hour long periods. Post-test was conducted on both groups after the end of sessions. We used covariance for data analysis. The results confirm the effectiveness of anger management training on difficulty of emotion regulation. Anger is of the most fervent emotions which can impose a lot of damages on mental and physical health.

Keywords: Anger management, Difficulty in emotion regulation, Adolescent.

1. INTRODUCTION

Adolescence is an important growth period which is accompanied by identity generation. Adolescents are among some of most vulnerable groups against social harm. The foundation of many of high risk behaviors and its related social harm would develop in this period. Every society requires a clear understanding about harmful events and a deepanalysis of their trends to deal with challenges and prescribe an operational and practical version of solutions to control them.

The ability to control the emotions is one of the most important abilities which should be learned. Out of balance emotion causes a person's emotion prevails his mind and he would make decisions in different scenarios based on environment and ignoring rational solutions at the same time. (Azadi, 2011). Emotion regulation is a concept which consists of 1- the awareness and ability to understanding emotions, 2- accepting emotions and 3- the ability to control impulsive behaviors and behaving based on desires goals in order to realizing personal goals and situational requirements (Gratz and Roemer, 2004). Another definition for emotion regulation is a self-management process which people use to modify the emotional or internal outcomes on their behavioral elements or bio-psycho responses (Verouchi, 2010). On the other hand when we talk about emotions and motivations management, anger management and self-control is one of emotion's inhibitors (Moaddab, 2011).

Emotions are biological, mental, targeted and social phenomena. They are natural phenomena that different people provide in similar situations and are not affected deeply from cultural or educational factors; they lead to some certain physiological responses. One of the most important emotions in every one's life is anger. Anger is some kind of emotion that appears as a reaction to other people's unfavorable behaviors (Rio, 2006, translated by seyyedmohammadi, 2013). Anger

is one of the most powerful emotions that can be generated in many ways and have a strong impact on many of physical and mental dimensions.

Violence can have an impact on all dimensions of adolescent's growth and health. It can interfere with their physical growth through a lot of stresses and tensions. It can also lower their cognitive and mental growth and reduce their learning and educational improvement. Also their psychological- emotional growth, social adaptation and effective communications experience some problems. Emotional anger is dangerous because it tries to destroy the person or thing which is considered as a threat, in addition an increase in blood pressure, heart beat and physical reactions could be harmful for people. If it doesn't roll over and remain inside the person, this can lead to higher levels of adversary and damage his personal, social relationships, family, career situations and adaptability with others. (Beshkar, 2008)

Anger management is a cognitive-behavioral interaction that concentrates on anger as a force which is driven from violence. In order to have healthy and safe adolescents we need to equip them with skills so they can deal with their anger in creative ways. Most of anger management groups have potential capabilities to help adolescents to manage their anger in an efficient and creative manner. In fact the goal of anger management program is to reduce and controlling the emotional feelings and physiological stimulation of anger to remove or change it or at least avoid it. People can also learn useful methods which can be used to control their reactions (association of American psychologists, 2004).

Joe (2010) showed in his research that participating in anger management programs is related to lowering family violence. Also Lawson (2009) evaluated the efficiency of short-term anger management program on 12 US soldiers in Iraq war based on recorded videos. The results show that those soldiers which were under trainings had more abilities to control their anger and manage their emotions (with respect to control group soldiers). Karimi, Hemmatisabet, Haghghi et al (2013) showed in their research that the training on anger management has an impact on reducing violence. Also Zibayi, Gholami, Zare et al (2013) proved the effectiveness of anger management method on reducing violence and emotions management. Heydari (2011) investigated the effectiveness of anger management training on anger control and reducing violence in male prisoners in kazeroun's jail. The results of his study showed that learning new methods for anger management would lead to lower anger, physical interaction, verbal violence and an increase in emotional self-awareness, anger neutralizing and reliability score which a

significant relationship was proven. So our goal in this study is an investigation about the effectiveness of anger management training on difficulties of emotion regulation in adolescents.

2. RESEARCH MATERIALS AND METHODS

This research is a semi-experimental study which uses pre and post-test analysis and a control group is also used. Statistical population for this research is all of high school female students in 2nd grade in Asemanabad town in academic year of 1393-94. The sampling technique is multi-phase random sampling. 30 students who acquired highest scores (more than average) in emotion regulation questionnaire are randomly divided to two trial (15 students) and control (15 students) groups. The criteria for entering into study are belonging to age group of 11-18 years old, high score in difficulty in emotion regulation questionnaire and exist criteria is participating in less than 6 sessions from all 8 training sessions. Every session was held for 1 hour and they were also executed with 1 week time intervals. After that anger management therapy sessions were held for trial group. The session's instruction is as follow:

- First : entering and introducing, knowing leader and members, expressing goals and rules of group therapy and members duties
- 2nd : reinforcing social structures, improving social support infrastructures for students
- 3rd : trainings about efficient conversation and speaking, expressing ideas, creating positive mindset for specific problem
- 4th : efficient listening, admitting, asking open questions, summarizing, careful judgment
- 5th : improving problem solving skills, using problem analysis methods for real life conditions
- 6th : self-relaxation skill, self-control while dealing with difficult situations, correct decisions
- 7th : the ability to self-control , using positive mindset for dealing with problems
- 8th : having a sense of humor , increasing to deal with problems without any fear, conclusion

After the end of training sessions on trial group, research questionnaire were distributed between both trial and control groups for a second time. Finally the scores of pre-test and post-test were compared to each other.

The research tool in this study is difficulty in emotion regulation scale (DERS) which was invented by Gratz and Roemer in 2004. This scale contains 36 items which their ratings are represented on Likert scale. Higher scores show more difficulty in emotion regulation. The overall reliability of scale was 0.93 for internal consistency and any of sub-scales for difficulty in emotion regulation had a Cronbach's alpha of more than 0.8. In factor analysis and psychometrics' which were conducted by Khanzade, Saeidiyan, Hosseinihaari et al (2011) for DERS evaluation in Iranian families on students of Shiraz University, the Cronbach's alpha for sub-scales were between 0.86-0.88 and the reliability of re-test which was done a week later were between 0.79-0.91. To analyze data from questionnaires we used descriptive statistics tools like mean, standard deviation and for inferential statistics we used covariance analysis.

3. RESULTS

According to table 1 we can see that from all participants the highest percentage is 15 years old (46.7 %, 14 students) and lowest is 18 years old (10 %, 3 students).

Also we can see in table 2 that most of participants (43.3 %) are studying in first grade in high school.

Diagram 1 shows that majority of samples were in two children in families.

According to table 3 we can argue that highest (126.53) and lowest (89.2) means belong to pre-test and post-test trial group. In order to run covariance analysis, the implementation of at least two hypotheses is necessary. So before data analysis for covariance test, Kolmogorov-smirnov test was executed to determine the normalization of scores distribution. Pre-test difficulty in emotion regulation had a factor of 0.957 and significance level of 0.31 while post-test had a factor of 0.973 with a significance level of 0.3. Null hypothesis in Kolmogorov-smirnov test implies that data follow a special distribution. Some other pre-assumptions include Levene's F test which examines the similarity of variances in two trial and control groups. The results of Levene's F test show that the hypothesis of equal variances is confirmed with a significance level of 0.007 and $F=8.0$.

We can see that there is a significant difference between 2 groups with respect to mediated scores of difficulty in emotion regulation at significance level of 0.001 (with a confidence level of 99 % and $F=22.34$). In other words we can argue that trainings about anger management have an

impact reducing the difficulty for emotion regulation in adolescents. So null hypothesis is rejected and research hypothesis is confirmed. (According to table 4)

4. DISCUSSION AND CONCLUSION

As it was mentioned earlier this research was conducted with the goal of investigating the effect of anger management training over difficulties in emotion regulation for adolescents. The results of this research and the comparison between scores of pre-test and post-test in trial and control group show that there is a significant difference between two groups before and after trainings. Although according to researcher's observations there is no specific research about this topic but there is a large amount of studies which investigated the effectiveness of anger management skill on anger control and level of violence which a few of them were published by Joe (2010), Lawson (2009), karimi et al (2013), heydari (2011) and so on which their results are all in the same direction as this research.

We can argue that emotion regulation consists of processes which determine a person's emotions, when to possess them and how to express and experience them. Since emotions are multi-dimensional processes they flow over time and emotion regulation consists of changes in emotion dynamics or hiding the initialization time, size, consistency and alignment with physiological, experimental or behavioral aspects. Emotions can both facilitate and harden careful attention they can also improve problem solving or interrupt its activities. Relationship support or weakening is one other aspect of emotions. These contradicting interactions intensify the necessity of helping children to help them learn how to regulate their emotions. We know that attention control, problem solving and healthy relationships is mandatory for educational success and personal success and positive feedback. Emotion regulation may improve the overall performance as well (Gaeil, 2007, translated by Kiani and Bahrami,2011)

Those adolescents who learn to manage their anger in an efficient manner improve their conflicting behaviors substantially and their improved self-awareness and self- evaluation lead to healthier personality and they would also have more capabilities to establish a healthy and positive relationship. This group-based program help adolescents to increase their knowledge about anger and its drivers and they would also be equipped to tools to deal with it in a more efficient manner.(O'Lenic & Arman, 2005).

Anger management training in adolescents increase their social and mental abilities and help them control their emotions against difficult situations in life and utilize and manage their minds and behaviors to neutralize different challenges. It would also lead to better insight about problems, events and their skills for social and personal life would also increase. One of limitations for this research is the lack of control over intervening variables like economic or family situation. Another limitation is including only one sex in research design which hardens the generalization of results. It is suggested that other respectful researchers study the effectiveness of this method over other groups and levels of society.

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Table 1. The distribution of sample's age group

Age group	frequency	percentage
15 years old	14	46.7
16 years old	7	23.3
17 years old	6	20
18 years old	3	10
total	30	100

Table 2. The distribution of sample based on educational level

grade	frequency	Percentage
1 st	13	43.3
2 nd	8	26.7
3 rd	9	30
total	30	100

Table 3. Mean and standard deviation for emotion regulation

group	test	mean	Standard deviation
Trial	Pre-test	126.53	4.31
	Post-test	89.2	1.4
control	Pre-test	112.27	3.15
	Post-test	115.33	4.6

Table 4. The results of covariance analysis on mediated scores of difficulty in emotion regulation

between two groups				
factor	Sum of squares	Degree of freedom	F	Significance level
Pre-test	1207.33	1	1.11	0.001
Group	2417.67	1	22.34	0.001
Error	2920.96	27		
total	321918	30		

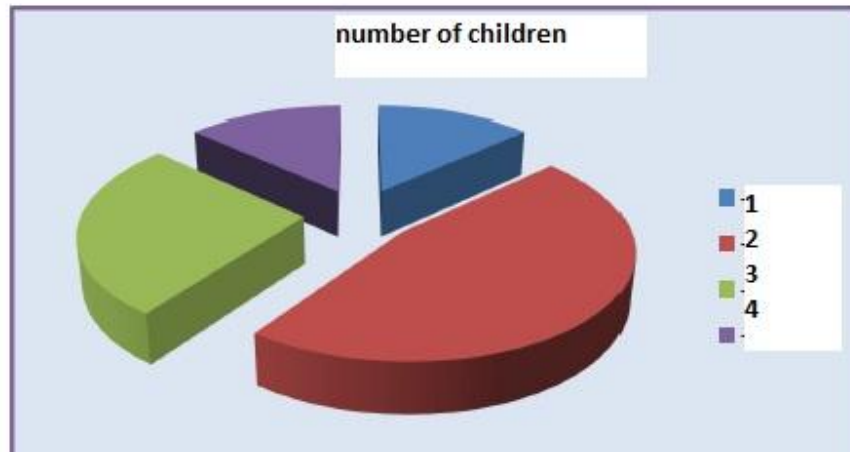


Diagram1. Distibution of participants based on number of children

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