

Psychological effects of anger control programs applied to adolescents

Abstract

Introduction and purpose: Anger control is that the person has gained the ability to express his sense of emotion in a way that is free from aggression, non-violent, and does not harm himself and those around him. Therefore, it is aimed to examine the effectiveness of the anger control/control program applied to primary school students.

Method: The results of studies evaluating the psychological effects of anger control programs applied to adolescents in the review are presented within the framework of a plan.

Results: When the national and international literature on the subject is examined; There is a positive relationship between anger and aggression, male, considering the attitude of parents as oppressive-authoritarian and indifferent, and the anger and aggression score of students exposed to domestic violence is higher than others. The psychological counseling intervention program with the event-based group aimed at reducing anger and aggression in adolescents is the fourth-degree in the study. and 5. In its experimental study based on the experimental and control group pre-test post-test model, which students conducted to examine their aggressiveness levels and the levels of aggression in some variables, it was found that students in the experiment group at the end of 8 sessions of education had a significant decrease in aggression levels compared to students in the control group, while the levels of aggression of students showed no significant difference in age and class variables, while the gender variable did not show a significant difference. Another study of students with behavioral/emotional disorders found that at the end of the anger control program, students exhibit edit more social behavior (positive/impartial verbal and verbal behavior) towards their teachers, less negative behavior and tend less aggression during monitoring than their other peers.

Conclusions: Anger control/control programs provide positive effects, such as students understanding the relationship between anger and aggression, anger control, increased positive behavior towards their teachers/peers, decreased aggressive behavior, anger control and development of their ability to use positive coping methods.

Keywords: anger control, anger control, anger control program, adolescence

Volume 4 Issue 5 - 2020

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Received: July 15, 2020 | **Published:** September 07, 2020

Introduction

Anger is defined as “the state of emotion experienced as a result of the inability of the individual to express himself in a positive way in the face of the prevention of wishes, needs and plans and injustices”. Anger according to Soykan² it is a very natural, universal and human emotional response to unsaturated desires, unintended consequences and unmet expectations. Anger is a normal and anticipated human experience, just like other emotions; he is not an enemy. Anger; Usually, he tells people that something that matters to them is somehow threatened or that their desire to achieve a specific purpose is blocked. It also has a positive structure such as triggering stability and tenacity.² When we get angry, there are some changes in our bodies. These are; Increases muscle tension, cracking eyebrows, squeaking the teeth, squeaking the teeth, tightening the blades, changing the shape of the arms and body, flushing gasoline (losing color), heart palpitations, tremors, sleep, clogging, twitching, sweating, loss of control, feeling warm, indigestion, feeling cold.³ Anger is an extremely healthy and natural feeling when expressed appropriately. However, if it spirals out of control and becomes destructive, it causes problems in school-business life, personal relationships and overall quality of life (Kokdemir, 2004). The expression of these feelings is learned by

imitating parents and other adults in the family through the situations and events that create a sense of anger and resentment in childhood.

Anger and resentment are not positive behavior in any situation, again the effect of family and close environment is brought to the child and adolescent. Expressing anger and anger in words is a form of behavior observed from an early age. The language used to express anger contains angry, angry, high-toned words, profanity or sarcastic and sarcastic expressions.⁴ At the moment of anger, the mouth part shows the desire to head towards the person who is angry, and with the intensity of anger, the jaw extends forward. The reaction of the mouth during the sense of anger, especially the fact that the jaw goes back 1-2 seconds forward can be a precursor to the person becoming aggressive.⁵ Aggression, which is one of the ways in which anger and anger are expressed; it occurs in the form of swipe, kicking and punching, pushing, shaking, biting, pinching, using hands, arms, legs and other organs of the body, or using a stick or similar vehicle to damage it.⁴ The emergence of violent behaviour in schools remains an acceptable problem between students and school staff.⁶ The child, who is incapable of anger control in the school environment, faces many problems. Schools are also an important element in recognizing a sense of anger and gaining the ability to express it in a healthy

way because there are environments where many developmental opportunities are created.⁷ Therefore, it is aimed to examine the effectiveness of the anger control/control program applied to primary school students.

Results

Anger control is described as “gaining the ability to express anger correctly”. The main goal of anger control is to create a new goal in anger control; it is that the person, who is free from aggression, is non-violent, has gained the ability to express his sense of self and not harm those around him.⁸ Anger management involves controlling a person’s response to situations that provoke anger, anger, physiological stimulation associated with anger, and controlling the resulting angry behavior.⁹ In anger management, students are taught strategies to control their anger in the face of a conflict. Although certain elements used in anger management vary, most programs use a combination of strategies and techniques such as teaching stress reduction skills, awareness of anger physiology, problem solving strategies and cognitive restructuring.¹⁰ For example, if you want to According to Wilde (2006), anger control was explained in three stages and this program was implemented in schools for children with anger problems. According to the program, it is the first phase of anger control for children to recognize and recognize intrinsic stimuli that indicate that they will be angry when faced with an angry situation. At this stage, children should be taught that certain “bodily changes” occur in them just before they get angry. Just before they get angry, they realize and recognize what’s in their bodies, directing attention to children, allowing them to control their behavior or get away from the environment. The second stage of anger control; One of the techniques widely used to teach children how to manage not to get angry when things don’t develop in their own way is to give them the ability to think different things, rather than thinking about their own anger and the situation that enrages them.

At this stage, instead of thinking about children’s anger or anger, they should be encouraged to think of a “nice scene” or comforting “beautiful image” that they have already determined, that they are happiest. In some special cases where anger is likely to occur in the third stage (school bus, homework time, shopping times, etc.) is used in the image game, which is quite effective. In this technique, initially, the depiction of the scene, which causes children to get angry, is made as vivid as possible. As much details, sounds, images, events, etc. are received about the anger-stirred situation. The child is then loosened with his feet on the ground. (Wilde, 2006). Similarly, “Simulated Anger Memory Game” and “Knowing Everything (or Seeing Every Aspect)” are applied in the Emotion Editing Skills Module used by Chorpita (2007) to use thoughts to deal with anger.² When the national and international literature on the subject is examined; Gönültaş and Shooter (2014) say that there is a positive relationship between anger and aggression, that the anger and aggression score of students who are male, who perceive their parents’ attitude as oppressive-authoritarian and indifferent and subjected to domestic violence are higher than others. Özdemir¹¹ psychological counseling intervention program with an event-based group aimed at reducing anger and aggression in children is the 4th edition of the primary school. and 5. In its experimental study based on the experimental and control group pre-test final-test model, which students conducted to examine their aggressiveness levels and the levels of aggression in some variables, it was found that students in the experiment group at the end of 8 sessions of education had a significant decrease in aggression

levels compared to students in the control group, while the levels of aggression of students showed no significant difference in age and class variables, while the gender variable did not show a significant difference.

A weekly, 60 minutes a day (eight weeks) with the placebo group was applied by Şahin¹² to children in the experimental group (eight weeks) in the experimental group consisting of male students attending primary education at the age of 10-11 years old. Activities (pictures, music, etc.) that did not relate to anger-control were done, as was the control group’s students. With the “anger control” training given to our students, instead of fighting with those who do not think like yourself, we tried to gain the ability to see the opposite point of view in order to accept the differences peacefully. It was revealed that the aggression scores of the experimental group, who received anger control training, decreased significantly compared to the control groups, and this difference continued after two months. In the posttest control group study, it was concluded that after the group activities, the experimental group members learned to control their anger feelings / behaviors and manage the visible aggressive behaviors by realizing the relationship between anger feelings and aggressive behaviors.¹³ primary education II. In order to reduce the level of aggression and anger to the tier students, they applied the Aggress and Anger Reduction Program (SAP) for 8 weeks, after the application, it was observed that there was no decrease in the aggression and anger levels of the students, but there was an increase in the anger control scores and this increase continued in the five-month follow-up period. Similarly, Tekinsav Sütçü et al.,¹⁴ implemented a cognitive behavioral group therapy program for elementary 7th and 8th grade students including 12 sessions of cognitive restructuring, self-instruction, relaxation and distraction techniques aimed at reducing anger and aggression.

Showed significant improvements in anger and aggression measurements based on both self-report and parent-report. Although very few therapy group participants were reached in the follow-up evaluation 6 months later, it was reported that the gains obtained after the therapy were preserved, and the program was effective in reducing the constant anger and aggressive expressions of adolescents and increasing anger control. Canpolat and AICI (2017) applied a 7-session anger control program to the experimental group consisting of 10 middle school students, after the procedure, a significant decrease in the level of anger, expression and anger in the experimental group compared to the control group; There was a significant increase in anger control levels, and it showed that the program was effective on constant anger, expression of anger, keeping anger in and anger control. Similarly, “Anger Control Training Creative Drama Study” was applied to the experiment group consisting of 15 secondary school students once a week (90 minutes) for 12 weeks by Çapacioğlu et al.,¹⁵ inside, anger outside, anger control). Likewise,¹⁶ experimental study based on anger-control, post-test model-based experimental study, which was carried out to examine the effectiveness of the anger control program prepared by using traditional game and imagination heroes to reduce aggressive behavior in primary school students.

It has been shown that the scores of supervision have increased significantly compared to the control groups, and the anger control program prepared using traditional game and imagination heroes has an effect on students’ ability to use anger control and positive coping methods. In a study where Kellner et al.,¹⁷ applied class-based, 10-week, cognitive-behavioral, anger management program and 3-month

empowering sessions to 20 the secondary school students attending a therapeutic daily school with behavioral and emotional disorders, It was found that it exhibited significantly more social behavior (positive / neutral verbal and non-verbal behavior) and tended to be less negative than non-program students, and less aggressive during follow-up than their non-program peers. In the study in which Lök et al.,¹⁸ evaluated the effects of the anger control program in adolescents, it was reported that the anger management training given to adolescents, the scores related to interpersonal responses to anger, and sub-dimensions of anger-related behaviors were positively decreased and self-esteem was increased.¹⁹⁻²²

Conclusion

When all the studies included in the review are analyzed, it is seen that anger control programs applied to students have positive results. Anger control / supervision programs provide positive effects such as students' understanding of anger and the relationship between aggression, anger control, increased positive attitudes towards their teachers / peers, decreased aggressive behavior, improved anger control and their ability to use positive coping methods. In line with these results, it is understood that expressing anger correctly is a skill that can be developed later. It is thought that acquiring this skill at an early age will contribute to school life, to fulfill their roles in the family, to regulate their social relationships. In this context, in order to contribute to the ability of anger control programs, which can set an example, to express the natural emotion of anger, in a positive way without harming the students and the environment, it is important to apply it in schools by school guidance and psychological counseling services especially for students with weak anger control and an aggressive tendency.

Acknowledgments

None.

Conflicts of interest

The author declares there is no conflict of interest.

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