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AN EXAMINATION OF ANGER LEVEL OF UNIVERSITY STUDENTS

ABSTRACT

The purpose of this research is to determine whether there is a significant difference between the continuous anger levels of the university students. The study includes the students of the School of Foreign Languages, Dokuz Eylül University. The population of the study consists of 310 students, 109 of whom are females (35.2%) and 201 of whom are males (64.8%). The data collecting instruments used in the study are as follows: personal information form which was designed by the researchers and The State Trait Anger Scale (STAS). In the analysis of the data, one-way ANOVA, t-Test, and Scheffe techniques were used. In the findings obtained, significant differences were observed in anger control in favor of the females, and 17-21 age groups. The anger level of the students who stayed with their families was determined to be less than those who stayed away from their families in their homes or the youth hostels.

Keywords: Anger, State Anger Levels, University Students,
The State Trait Anger Scale, Anger Control Sub-Scales

ÜNİVERSİTE ÖĞRENCİLERİNİN ÖFKE DÜZEYLERİNİN İNCELENMESİ

ÖZET

Bu çalışmanın amacı, üniversite öğrencilerinin sürekli öfke düzeyleri ile çeşitli değişkenler arasında anlamlı farklılıklar olup olmadığını incelemektir. Araştırma örneklemini, Dokuz Eylül Üniversitesi Yabancı Diller Yüksek okulunda öğrenim gören, 109 (%35,2) kız, 201 (%64,8)'i erkek olmak üzere toplam 310 öğrenci oluşturmaktadır. Veri toplama araçları olarak, araştırmacılar tarafından hazırlanmış olan kişisel bilgi formu ve Özer (1994) tarafından dilimize çevrilen ve uyarlanan "Sürekli Öfke-Öfke Tarz Ölçeği" kullanılmıştır. Araştırma verileri tarama modeli ile toplanmış olup rastlantısal teknikle örnekleme ulaşılmıştır. Verilerin analizinde, tek yönlü varyans analizi, t-testi ve Scheffe testi teknikleri kullanılmıştır. Araştırma sonucunda, cinsiyete göre öfke kontrolünde kızların lehine, yaşa göre ise 17-21 yaşları arasındaki öğrenciler lehine anlamlı bir farklılık bulunmuştur. Öğrencilerin kaldıkları yere göre, ailelerinin yanında kalanların, evde ve yurtlarda kalanlara göre sürekli öfke düzeylerinin daha düşük olduğu saptanmıştır.

Anahtar kelimeler: Öfke, Sürekli Öfke Düzeyleri,
Üniversite Öğrencileri,
Sürekli Öfke-Öfke Tarz Ölçeği,
Öfke Kontrol Alt Ölçekleri

1. INTRODUCTION (GİRİŞ)

In psychology dictionaries, the concept of anger is defined as: "a feeling which is felt in instances of hindrance, being attacked and threatened, deprivation, inhibition, etc.. And a very negative feeling which can result in sort of aggressive behavior directed towards the person or thing which caused it" (Budak, 2000).

The intense, duration, frequency of the anger is changeable from person to person. Some people continuously feel the anger whereas others rarely feel. Besides, people express their anger differently according to their inner life, such as souring, shouting, breaking eye contact, and becoming alienated. Anger, which is different from other feelings like sorrow and anxiety, is totally cognitive and phenomenological experience (Kassinove and Tafrate, 2002).

Anger is actually a natural feeling. If there exists any sort of malfunction in the individual activities as a result of anger, and if anger is experienced for long, intensively and extensively, and if it is reflected expressed in an improper way, then it does cause a problem (Hagiliassis, et al., 2005).

Some of the behaviouristic responses chosen by individuals while experiencing anger could be highlighted as follows: bodily destructive force and violence, raising voice, insulting, aggressiveness or, just the opposite means of expression such as turning inward introversion, ignorance, satirizing, and gossiping, etc (Park, et al., 2009; Yavuz, 2004). It is difficult to directly change feeling, but there have been certain studies, not concluded yet, on how to indirectly change them through cognitive therapies. Such studies aim to establish certain means of getting things/happenings interpreted in different views, changing the way of thinking and/or setting new viewpoints (Walters, 2009; Watson, 2009; Yaylacı, 2006). Concerning the feature of anger, the common point often emphasized by the researches is that the style of expressing anger can be learned and also that instead of the negative means of expressing anger comprising aggressive aspects, relatively proper means comprising no aggressiveness can be learned (Balkaya, 2001).

Anger and the way anger is expressed is one of the key issues in the researches in the field of depression and delusion. Anger is evaluated as a negative sensation, which consists of emotional, cognitive indications and experiences which are a behavioral way which ranges from irritation to hatred and violence (Güleç, Sayar & Özkorumak, 2005). The most fundamental negative feeling in adolescence is the anger. Anger, which affects the adolescent's life negatively, entails the importance of emphasizing the necessity of the feeling of anger, depressive emotional state and the risk of suicide (Ayдын, 2005; Eksi, 1999). There are many researches done on the strong relations between internalized anger and depression (Bridewell & Chang, 1997; Moreno, Fuhriman & Selby, 1993; Rosal, et al., 1997; Tschannen, et al., 1992; Türkçapar, et al. 2004). However, it is emphasized that the overt expression of anger is closely related to depression and stress (Kweon, et al., 2008; Lerner, 1996).

People who have high levels of anger usually experience intensive internal conflicts and distress. For example, this may cause anger which can not be controlled, physical and verbal hostility and aggression, child abuse, social introversion, ineffective problem-solving, damaging property, failure in interpersonal relations and psycho social disorders (Azevedo, et al., 2010; Deffenbacher, et al., 1996; Hazaleus & Deffenbacher, 1986). Likewise, the literature shows a relation between anger and aggression (Rupp & Vodanovic, 1997; Scharf, 2000). Throughout their lives, individuals do have certain needs and wants that are to be met and they are likely to suffer from certain emotional problems that should never be ignored; thinking that they have been exposed to unfair treatments, they might feel hurt. As a result of all such mishaps, the feeling often experienced is

anger. In this regard, anger is a strong/powerful feeling, reflecting a sign of great significance (Lerner, 1996).

Anger derived from student breaks learning environment, causes emotional, physical damage, and violence, and it also hinders relation between teacher and student. Studies that are towards controlling anger prove that anger management techniques help decreasing anger and aggressiveness (Harvey, 2004; Sharp, 2003; Şahin, 2005; Whitehouse & Pudney, 1996). In fact teachers sometimes encounter students who feel anger and as a result having attacking behaviours. It is known that behaviours including violence at adolescents have increased in recent years.

The school staffs, psychological counsellors, teachers work with the students who have problems in controlling themselves and their intense anger. It is so important for the society to have adolescents who have the ability to control their anger. The adolescents who are insufficient in controlling their anger can show some bad behaviour and they have some problems in controlling themselves. It is necessary to teach that having anger can harm someone either verbally or physically and also it can harm us. To identify the factors that affect adolescents' feelings of anger, it is important to examine variables such as sex, age, the place where they live during education, education level of parents which have effects on feelings of anger.

2. RESEARCH SIGNIFICANCE (ÇALIŞMANIN ÖNEMİ)

Today it is observed that individuals have most of their problems in controlling their emotions. To control anger, it is vitally important to comprehend what anger is, to find out the causes of anger, not to mistake it for the emotions, to know the methods of coping with it and express it in a suitable way. The purpose of the research is to study whether there is a significant difference between the anger control and the continuous anger levels of the prep school students at the school of foreign languages and other variations.

The purpose of this research is to study whether there is a significant difference between the continuous anger levels of the prep school students at the school of foreign languages and other variations. In the framework of this general purpose, sub-objectives of this study are listed below:

- Is there any significant difference between the continuous anger levels of the prep school students?
- Is there any significant difference between the continuous anger sub-levels of the prep school students according to their age?
- Is there any significant difference between the continuous anger sub-levels of the prep school students according to the place where they live?
- Is there any significant difference between the continuous anger sub-levels of the prep school students according to their mother's education level?
- Is there any significant difference between the continuous anger levels of the prep school students according to their father's education level?

3. METHOD (YÖNTEM)

3.1. Research Model (Çalışmanın Modeli)

Descriptive model was used in this study that aims to analyze whether there are any meaningful differences in terms of various variables among continuous anger sub-levels of the prep school students at School of Foreign Languages.

3.2. Population of the Research (Çalışmanın Örneklemi)

The study includes the students who studied at the School of Foreign Languages, Dokuz Eylül University. The population of the study consists of 310 students, 109 of whom are males (35.2%) and 201 of whom are females (64.8%).

3.3. Data Collecting Instruments (Veri Toplama Araçları)

3.3.1. The State-Trait Anger Scale (STAS) (Sürekli Öfke Tarzı Ölçeği)

The data collecting instruments used in the study are as follows: The State-Trait Anger Scale (STAS), which was developed by Spielberger, was translated into Turkish and validated by (Özer, 1994; Savaşır and Şahin, 1997). The alpha reliability values of the scale are determined to range between .73 and .84. The scale consists of Continuous Anger-Internal-Anger External and Anger Control sub-scales. The questions in the scale can be answered by the individuals on their own. High scores in Continuous Anger Sub-scale indicate high anger control level, high scores in Anger-external sub-scale indicate that anger can be expressed easily, and high scores in Anger-Internal Sub-scale indicate that anger is suppressed.

3.4. Analysis of Data (Veri Analizi)

In the research, the relations between the dependent and independent variables are studied. To find out whether there is a significant difference between the groups, "t-Test" is used for two variables, and 'F-test' is used for three or more variables. Scheffe Significance Test is used to find out from which group the differences come. Significance level is taken as .05.

4. FINDINGS (BULGULAR)

In this section, explanations related to the findings in the table are listed.

The study on the continuous anger level and anger sub-levels of the Prep-school students at the School of Foreign Languages with regard to their genders.

As can be seen in Table 1 with regard to gender, there is a significant difference ($t=3.001$; $p<.05$) between male and female students in favor of females when Anger Control, one of the sub-scales of Anger, is taken into consideration. Therefore, the female students can be said to be more effective than males in anger control. No difference is observed between male and female students in continuous anger level and anger-internal, anger-external.

Table 1. Results of t-test related to the continuous anger sub-levels of the students with regard to gender

(Tablo 1. Öğrencilerin cinsiyete göre, sürekli öfke düzeyleri alt boyutlarının t-testi sonuçları)

Dependent variables	Gender	n	Mean	Std. Deviation	t	P
Continuous Anger	Female	109	21.660	4.832	.667	.505
	Male	201	21.263	5.091		
Anger internal	Female	109	17.119	3.755	.613	.541
	Male	201	17.403	3.965		
Anger external	Female	109	17.045	4.144	.251	.802
	Male	201	17.169	4.115		
Anger control	Female	109	20.367	4.061	3.001	.003*
	Male	201	21.855	4.227		

* $p<.05$

The study on the continuous anger levels and anger sub-levels of the Prep school students at the School of Foreign Languages with regard to age.

Table 2. Results of variance analysis related to the continuous anger sub-levels of the students with regard to age

(Tablo 2. Öğrencilerin yaşa göre sürekli öfke düzeyleri alt boyutlarının varyans analizi sonuçları)

Dependent Variables	Variance Source	Sum of squares	Df	Sum of squares	F	P
Continuous Anger	Between Groups	94.072	3	31.357	1.258	.289
	Within Groups	7624.525	306	24.917		
	Total	7718.597	309			
Anger Internal	Between Groups	17.564	3	5.855	.385	.764
	Within Groups	4655.933	306	15.215		
	Total	4673.497	309			
Anger External	Between Groups	20.488	3	6.829	.400	.753
	Within Groups	5223.606	306	17.071		
	Total	5244.094	309			
Anger control	Between Groups	161.599	3	53.866	3.080	.028*
	Within Groups	5351.178	306	17.488		
	Total	5512.777	309			

*P<.05

As can be seen in Table 2 with regard to age, there is a significant difference ($F_{3-306} = 3.080$, $p < .05$) between the groups when Anger Control, one of the sub-scales of Anger, is taken into consideration. According to the findings of Scheffe Test applied on groups, the difference between the groups is in favor of the 17-21 year-old group students. There is no significant difference between Continuous Anger Level and Anger Internal, Anger External Sub-levels of the students with regard to age.

The study on the continuous anger levels and anger sub-levels of the Prep school students at the School of Foreign Languages with regard to the students' families' income levels.

Table 3. Results of variance analysis related to the continuous anger sub-levels of the students with regard to the income levels of the students' families

(Tablo 3. Öğrencilerin ailelerinin gelir düzeylerine göre sürekli öfke düzeyleri alt boyutlarının varyans analizi sonuçları)

Dependent Variables	Variance Source	Sum of squares	Df	Sum of squares	F	P
Continuous Anger	Between Groups	125.632	3	41.877	1.688	.170
	Within Groups	7592.965	306	24.814		
	Total	7718.597	309			
Anger Internal	Between Groups	42.020	3	14.007	.925	.429
	Within Groups	4631.477	306	15.136		
	Total	4673.497	309			
Anger External	Between Groups	50.820	3	16.940	.998	.394
	Within Groups	5193.273	306	16.971		
	Total	5244.094	309			
Anger control	Between Groups	87.063	3	29.021	1.637	.181
	Within Groups	5425.714	306	17.731		
	Total	5512.777	309			

As can be seen in Table 3 with regard to the students' families' income levels, there is no significant difference ($p > .05$) between the levels of Continuous Anger and sub-levels of Anger Internal and Anger-External.

The Study on the continuous anger levels and anger sub-levels of the Prep school students at the School of Foreign Languages with regard to the students' mothers' education levels.

As can be seen in Table 4 with regard to the students' mothers' education levels, there is no significant difference ($p > .05$) between the levels of Continuous Anger and sub-levels of Anger Internal and Anger-External.

Table 4. Results of variance analysis related to the continuous anger sub-levels of the students with regard to their mothers' education levels
(Tablo 4. Öğrencilerin anne eğitimi düzeylerine göre sürekli öfke düzeyleri alt boyutlarının varyans analizi sonuçları)

Dependent Variables	Variance Source	Sum of squares	Df	Sum of squares	F	P
Continuous Anger	Between Groups	41.793	4	10.448	.415	.798
	Within Groups	7676.804	305	25.170		
	Total	7718.597	309			
Anger Internal	Between Groups	14.902	4	3.725	.244	.913
	Within Groups	4658.595	305	15.274		
	Total	4673.497	309			
Anger External	Between Groups	67.419	4	16.855	.993	.412
	Within Groups	5176.674	305	16.973		
	Total	5244.094	309			
Anger control	Between Groups	70.230	4	17.557	.984	.416
	Within Groups	5442.547	305	17.844		
	Total	5512.777	309			

The Study on the continuous anger levels and anger sub-levels of the Prep school students at the School of Foreign Languages with regard to the students' fathers' education levels.

Table 5. Results of variance analysis related to the continuous anger sub-levels of the students with regard to their Father' education levels
(Tablo 5. Öğrencilerin baba eğitim düzeylerine göre sürekli öfke düzeyleri alt boyutlarının varyans analizi sonuçları)

Dependent Variables	Variance Source	Sum of squares	Df	Sum of squares	F	P
Continuous Anger	Between Groups	37.217	4	9.304	.369	.830
	Within Groups	7681.379	305	25.185		
	Total	7718.597	309			
Anger Internal	Between Groups	44.249	4	11.062	.729	.573
	Within Groups	4629.248	305	15.178		
	Total	4673.497	309			
Anger External	Between Groups	75.419	4	18.855	1.113	.351
	Within Groups	5168.674	305	16.946		
	Total	5244.094	309			
Anger control	Between Groups	67.235	4	16.809	.941	.440
	Within Groups	5445.543	305	17.854		
	Total	5512.777	309			

As can be seen in Table 5 with regard to the students' fathers' education levels, there is no significant difference ($p > .05$) between the levels of Continuous Anger and sub-levels of Anger Internal and Anger-External. The Study on the continuous anger levels and anger sub-levels of the Prep school students at the School of Foreign Languages with regard to the accommodations.

Table 6. Results of variance analysis related to the continuous anger sub-levels of the students with regard to the regions they live in
(Tablo 6. Öğrencilerin yaşadıkları bölgelere göre, sürekli öfke düzeyleri alt boyutlarının varyans analizi sonuçları)

Dependent Variables	Variance Source	Sum of squares	Df	Sum of squares	F	P
Continuos Anger	Between Groups	204.540	3	68.180	2.777	.041*
	Within Groups	7514.057	306	24.556		
	Total	7718.597	309			
Anger Internal	Between Groups	98.599	3	32.866	2.198	.088
	Within Groups	4574.897	306	14.951		
	Total	4673.497	309			
Anger External	Between Groups	3.356	3	1.119	.065	.978
	Within Groups	5240.738	306	17.127		
	Total	5244.094	309			
Anger control	Between Groups	65.744	3	21.915	1.231	.298
	Within Groups	5447.033	306	17.801		
	Total	5512.777	309			

*p<.05

As can be seen in Table 6 with regard to the places they live in, the students who live with their families have lower levels of anger ($F_{3,306}=2.77$; $p<.05$), than those students who live away from their families in youth hostels and homes.

5. CONCLUSIONS (SONUÇLAR)

To sum up, when we examine the results of the research as a whole, we see that there is a significant difference between female and male students in favor of the females when anger control is taken into consideration. In Soysal, Can and Yalçın (2009) research, determined that continuous anger and internal anger scores of female students are higher than male students. In Deniz, Kesen and Üre (2006) research, which was carried out with students who lived in orphanages, no significant difference was observed between the arithmetic means of scores in continuous anger levels and anger types sub-levels with regard to gender. These results do not support the current findings that Vierikko et al. (2003) studied considering the gender variable in the genetic and environmental effects of aggression. In the study, genetic and environmental factors in male and female gender were studied with the measures done by the teachers and families. The results support that there are gender differences in genetic, general and specific environmental factors in the aggression of both male and female students. Burton, Hafetz and Henninger (2007) studied the gender differences in relational and physical aggression in which the results indicate that male gender displays more aggression but less neurological illnesses and lower level of expression of adaptation than that of female.

Examining the anger control of the students in terms of age, there is a significant difference in favor of the 17-21 year-old group (students). In compliance with these results, the students in this age group are determined to be more effective in anger control than the other age groups of students. The results can be accounted by the fact that these students are at the last phase of adolescence. When the places the students live in during their education are taken into consideration, those who live with their parents have lower levels of continuous anger than those who live away from their homes in youth hostels and homes of their own. The results may be interpreted that the students who live away from their parents in youth hostels and homes of their own encounter more negativity which may increase their anger levels than those who live with their parents. No significant difference is found between the continuous anger level and anger sub-levels of the students with regard to the level of family incomes. The income level of the students does not affect the students

continuous anger level. No significant difference is found between the continuous anger level and anger sub-levels of the students with regard to the education levels of parents. This can be accounted by the fact that the effects of the families related to the continuous levels and sub-levels of anger on students decrease and that their independence from their parents in adolescence increases. The studies related to the effects of the mothers on the aggression and the anger levels of the students are found in literature.

Moore and Pepler (2006) did a research on the verbal aggression originated from mothers and children's adaptation, children of 6-12 year-old and their mothers which were taken as samples. It was concluded that the violence in the family and humiliation by the mothers might cause the children to be weak emotionally. Lopez et al.(2006) found out that the aggressive and refused students stated lower levels of family identity respect levels, weaker family support, higher level of violence between parents in the family and worse parent-child relation than non aggressive refused students. The findings of this research are not found to be supporting the findings of the current research.

5.1. Suggestions (Öneriler)

In compliance with the results of the research in general, group guidance programs which will include all the students, especially the boys, starting from preschool all the way through their formal education, should be organized on the control of anger by the school psychological counselors; and families should be included in the programs. From the early days of university, the anger control group studies should be organized for all the students, especially at the universities, who live away from their families in youth hostels so that they learn how to manage anger control. The administrators at the youth hostels should be educated on how students should spend their leisure time fruitfully, on how they should keep a balanced diet, and accommodations. It is considered highly important that similar studies are to be carried out with bigger population and different variables to find out the factors affecting the anger levels of the youth at universities and to take the necessary measures

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