DETERMINATION OF THE VOLLEYBALL PLAYERS' ANGER EXPRESSION STYLES IN TERMS OF SOME VARIABLE[*]

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ABSTRACT

This research was done with the aim of revealing whether anger expression styles differ in terms of different variables or not. Descriptive method, one of the quantitative research methods, was adopted as the search model. Research group consists of 50 male and 59 female players who play at youth volleyball league in Konya city center. " The State-Trait Anger Scale (STAS)" and "Personal Information Form" which was developed by researcher in order to determine personal characteristic of athletes, were used as data collection tool. The one Kolmogorov Smirnov Test was used in order to determine whether measures are suitable for normal dispersion or not. Kruskal Wallis-H test and Mann Whitney-U test were used on analyzing and evaluating the data, and meaningfulness was obtained as $P<0,05$. SPSS (Statistical package for social sciences) package programme was used on evaluating data and finding calculated values. It can be said that the trait anger point averageof the athletes participated in the research with (Mean=23,4679), internalized anger point average (Mean=17,7156), sub dimension of anger locution, and externalized anger point average (Mean=16,6514) was low but, their controlled anger point average was high with (Mean=21,0734). Meaningful difference was found in terms of personal characteristic on trait anger and anger types of participants' gender, education status, place of residence and sport beginning age variables whereas meaningful difference was not found on their parents education, parents occupation, family income and family member number variables.

Key Words: Anger, Athlete, Volleyball

INTRODUCTION

Anger is sense that is felt from a mild discomfort to wild density. It is felt with physiological and biological changes like other senses. Anger is a totally and generally humanitarian sense. When it is out of control and become devastating, it cause problems in school or work life, interpersonal relations and life quality (Şahin, 1997). Anger wording differs from person to person. These wordings can be measured with extrovert anger, introvert anger and controlled anger. According to Spielberg (1991) tendency to suppress is introvert anger, tendency to show aggressive behaviors to human or object is extrovert anger and tendency to repression anger wording is controlled anger (Bridewell and Change, 1997, s.587). Constant anger is a notion that reflects the frequency of situational anger. People express their feelings either holding inside or externalizing. Anger reactions can be sometimes controlled. Holding the anger inside is stifling and dissimulating of reactions. Externalizing the anger is reflecting the reactions to people or objects. Controlling anger is related to being patient, calm, understanding and thoughtful to what extentand using defenses like rationalization, repression and denying to what extent (Özer, 1994).

Inexpression of anger clearly and repressing by suppression do not annihilate anger or its source. Repressing the anger constantly may cause various physical and emotional problems. When introverting and stifling anger become a habit, this gives people a ground to problems in relations and they continue. Cumulative anger may cause resentments between people, reactions of excessive and uncontrolled angerand more devastating results (Yılmaz, 2004). According to some psychologists cognitive and affective reactions are directed from different systems. According to this view, cognitive reactionis more dominantand ahead of the other. According to some theorists, people react in sentimentally to a situation and then try to understand it. Another view is that people first get cognitive understanding then they react sentimentally. Accordingly, it is needed to think first, understand the situation and relate it with knowns before reacting sentimentally (Feldman, 1998).

In brief, it becomes more of an issue of training sporters who perceive the life right and responsible members of the society and are effective in wording of anger and have interpersonal relation and communication. Coming generations need to develop their capacity and skills, use their existing power, search for success, interrogate and have high levels of self-respect and self-

confidence. Nowadays, there are many events that anger is faced in sport. This constitutes quite big problem, for it is an inverse fact of sport. In this regard;it is thought that education programs, which help to annihilate this problem directed to sporters who deal with volleyball, are important. Being cognitive and psychological of training on pre, while and post of plays will both contribute to healthy and happy life to volleyball players and provide coping with problems easily. By virtue of this study, precaution-increasing programs directed to sport branches will be organized. By this means, solution will be found over this problem.

METHOD

In this part, knowledge about research model, research group, gathering data, data gathering devices and process in analyzing data are taken part.

Research Model

The research is a descriptive study. Descriptive statistics are statistical transactions that provide gathering, describing and presenting numeric values (Büyüköztürk, 2010).

Research Group

Research group consists of totally 109 players; 50 male (Konya spor, Konya Büyükşehirspor, Gençlikspor and Pemspor) and 59 female players (Güneşspor, Konya Fener spor, SelçukluBelediyespor, and Gençlikspor) who play at youth volleyball league in Konya city center.

Table 1.Age and University Dispersion of Participant Sample Group

Parameters		n	%
Teams	Güneşspor(Female)	14	12,8
	Konya Fener (Female)	15	13,8
	SelçukluBelediyespor (Female)	16	14,7
	Gençlikspor (Female)	14	12,8
	Konya spor (Male)	12	11,0
	Konya Büyükşehir (Male)	13	11,9
	Gençlikspor (Male)	13	11,9
	Pemspor (Male)	12	11,0
Gender	(Male)	59	54,1
	(Female)	50	45,9

Data Gathering

Firstly, existing data related to aim of research was given systematically by scanning literature. Thus, a theoretical frame was constituted about the issue. Secondly, The State Trait Anger Scale (STAS), developed by Spielberger (1938), applied to participants in point (Trans., Savaşır and Şahin, 1997).

Data Gathering Devices

Necessary data gathering devices in an attempt to reach aims related to the research is given respectively below;

Personal Information Form

Ten questioned personal information form was prepared by researcher with the aim of gathering data about personal features of players and forming independent variables of research subject who play at youth volleyball league in Konya city center; 50 male (Konya spor, Konya Büyükşehirspor, Gençlikspor and Pemspor) and 59 female players (Güneşspor, Konya Fener spor, Selçuklu Belediyespor, and Gençlikspor).

State Trait Anger Scale (STAS)

The State Trait Anger Scale (STAS) was developed by Spielberg (1983). The scale goes around sense of anger and wording it via trait and continuity. The scale, which can be applied to adolescents and adults it, can be used for groups. The real for consists of 40 items. However, trait anger sub test was not translated into Turkish (Trans, Savaşır and Şahin, 1997). State Trait Anger Scale is comprised of four sub-factors. These are; trait anger, introvert anger, extrovert anger and controlled anger sub tests. Trait anger (first ten items) measures anger living and anger wording strategies when there is no situation which can create anger, introver anger test (13th, 15th, 16th, 20th, 23rd, 26th, 27th and 31st items) measures suppression of anger on situations which create anger, on the other hand; extrovert anger sub test (12th, 17th, 19th, 22nd, 24th, 29th, 32nd and 33rd items) measures reflecting anger out and tendency on showing aggressive behaviours, and agger control sub test (11th, 14th, 18th, 21st, 25th, 28th, 30th and 34th items) measures controlling anger to what extend. The scale was developed at quartet Likert type and participants were wanted to choose suitable option from "No description" to "Totally description". Thus, each sub test has its own point. High points mean high levels of anger tendency. (Trans, Savaşır and Şahin, 1997).

In this study, internal consistency index (Cronbach Alpha) of trait anger type was found as 0.86 and anger wording type internal consistency index (Cronbach Alpha) was found as 0.84.

Analyzing Data

Kruskal Wallis-H test and Mann Whitney-U test were used on analyzing and evaluating the data, and meaningfulness was obtained as $P<0,05$. SPSS 21 (Statistical package for social sciences) package programme was used on evaluating data and finding calculated values.

FINDINGS

Personal Features of Research Group

Data related to demographic features of volleyball players and their interpretations are given below.

Table 2. The Dispersion of Related to Demographic Features of Participant Sample Group

Personal Features of Participants		n	%
Education Status	High School	48	44,0
	Üniversity	11	10,1
	Other	50	45,9
Family Member Number	3	14	12,8
	4	34	31,2
	5	37	33,9
	6	24	22,0
Family Income	0-1000	10	9,2
	1001-2000	27	24,8
	2001-3000	41	37,6
	3001-4000	15	13,8
	4001- +	16	14,7
Mother Education Status	Primary School	51	46,8
	Secondary School	17	15,6
	High School	24	22,0
	Postgraduate	17	15,6
Father Education Status	Primary School	27	24,8
	Secondary School	21	19,3
	High School	27	24,8
	Postgraduate	34	31,2

Place of Residence	Metropolis	66	60,6
	Cİty	27	24,8
	District	16	14,7
Mother Occupation	Housewife	73	67,0
	Officier	18	16,5
	Worker	18	16,5
Father Occupation	Officier	38	34,9
	Worker	28	25,7
	Tradesman	11	10,1
	Selfemployed	21	19,3
	Retired	11	10,1
Sport Begining Age	5-7	11	10,1
	8-10	31	28,4
	11-13	67	61,5

It is seen after examining participants' education status that%44 of them graduated from high school, %10 of them graduated from university, and % 45 of them graduated from secondary school. % 12 of the participants have 3 family members, %31 of them have 4 family members, % 33 of them have 5 family members and % 22 of them have 6 family members. % 9 of the participants have 0-1000 income, %24 of them have 1001-2000 income, %37 of them have 2001-3000 income, %13 of them have 3001-4000 income and %14 of them have 4001 and over income. While %46 of participants' mother graduation is primary school, %15 of them is secondary school, %22 of them is high school and %15 of them is postgraduated, % 27 of their father graduation is primary school, % 19 of them is secondary school, % 24 of them is high school and % 31 of them is postgraduated. % 60 of the participants stated that they spent most of their life in metropolis, % 24 of them spent in city and % 14 of them spent in district. They also stated that while % 67 of their mother is housewife, % 16 of them are officier and % 16 of them are worker, % 34 of their farher is officier, % 25 of them are worker, % 10 of them are tradesman, % 19 of them are self-employed and & 10 of them are retired. % 10 of the participants' sport starting age is between 5 and 7, % 28 of them is between 8 and 10, % 61 of them is between 11 and 13.

One-Sample Kolmogorov-Smirnov Tests

In this part, One-Sample Kolmogorov-Smirnov tests table is shown which indicate normal or aberrant dispersion for analysis that are related to trait anger and anger wording types of participant volleyball players.

Table 3. One Sample Kolmogorov-Smirnov Test That Indicate Trait Anger and Anger Wording Types of Participants

Parameters	Trait Anger	Introvert Anger	Extrovert Anger	Controlled Anger
n	109	109	109	109
Mean	23,46	17,71	16,65	21,07
Std. Deviation	5,46	4,76	3,63	4,04
Kolmogorov-Smirnov Z	1,53	1,47	1,59	1,48
p	,018	,026	,012	,024

It is seen on Table 3 that trait anger, introvert anger, extrovert anger and controlled anger sub dimensions is $P<0.05$. This shows us that data is not suitable for normal dispersion.

Table 4.Participants' Results Related to Trait Anger Anger Wording Types Scale Subdimesions with Total Point

Parameters	n	Mean	Ss	Min	Max	Max. and Min. points
Trait Anger	109	23,46	5,46	12,00	40,00	10-40
Introverted Anger	109	17,71	4,76	8,00	27,00	8-32
Extroverted Anger	109	16,65	3,63	9,00	29,00	8-32
Controlled Anger	109	21,07	4,04	12,00	30,00	8-32

In Table 4; trait anger, introverted anger, extroverted anger and controlled anger sub dimensions are analyzed. Treat anger points of participants is found as $\overline{X}$ =23,46. Accordingly, when max. and min. values are considered(min is 10 and max. is 40), the treat anger points $\overline{X}$ =23,46 is found out as under the mean. So, it can be said that participantstrat anger point is low. Introverted anger points of participants is found as $\overline{X}$ =17,71. Accordingly, when max. and min. values are considered (min is 8 and max. is 32), it is concluded that the introverted anger point is under the mean. Extroverted anger points of participants is found as $\overline{X}$ =16,65. When max. and min. values are considered (min is 8 and max. is 32), it is concluded that the extroverted anger point is under the mean. Controlled anger points of participants is found as $\overline{X}$ =21,07.

Accordingly, when max. and min. values are considered (min is 8 and max. is 32), it is concluded that the controlled anger point is over the mean. As for the conclusion, while participants' treat anger, introverted anger and extroverted anger sub dimensions points are low, their controlled anger sub dimension points are high.

Table 5.Mann Whitney U Test Results Of Participants Gender Variable of Trait Anger Anger Wording Types Scale Subdimesions

Parameters	Gender	N	Range Average	Range Total	U	Z	P
Trait Anger	Male	50	64,53	3226,50	998,500	-2,931	,003
	Female	59	46,92	2768,50			
Introverted Anger	Male	50	71,16	3558,00	667,000	-4,955	,000
	Female	59	41,31	2437,00			
Extroverted Anger	Male	50	59,32	2966,00	1259,000	-1,331	,183
	Female	59	51,34	3029,00			
Controlled Anger	Male	50	65,59	3279,50	945,500	-3,258	,001
	Female	59	46,03	2715,50			

In Table 5, participants' treat anger and anger wording sub dimension point means are analyzed by Mann-Whitney U test in order to whether they differentiate in terms of gender variable. At the end of the analysis, treat anger sub dimension point mean is $\overline{X}$ =64,53 at male players and is $\overline{X}$ =46,92 at female players. A meaningful difference was found in terms of treat anger dimension as for gender variable (U:998,500 P:0,003<0,05).

Introverted anger dimension point mean is $\overline{X}$ =71,16 at male players and is $\overline{X}$ =41,31 at female players. A meaningful difference was found in terms of introverted anger dimension as for gender variable (U:667,000 P:0,000<0,05).

Controlled anger dimension point mean is $\overline{X}$ =65,59 at male players and is $\overline{X}$ =46,03 at female players. A meaningful difference was found in terms of controlled anger dimension as for gender variable (U:945,500 P:0,001<0,05).

Table 6.   Kruskal-Wallis Test Results of Participants' Education Status Variable of Trait Anger Anger Wording Types Scale Subdimesions

Parameters	Education Status	N	Range Average	Sd	X^2	P	Gap
Trait Anger	Bachelor	48	43,91	2	10,989	0,004	1-3
	High school	11	60,09				
	Secondary School	50	64,53				
Extroverted Anger	Bachelor	48	71,16	2	27,068	0,000	1-2
	High school	11	54,82				1-3
	Secondary School	50	38,21				
Extroverted Anger	Bachelor	48	46,71	2	7,442	0,024	
	High school	11	59,32				1-3
	Secondary School	50	71,55				2-3
Controlled Anger	Bachelor	48	65,59	2	10,618	0,005	
	High school	11	46,11				1-3
	Secondary School	50	45,64				2-3

In Table 6, participants' treat anger and anger wording sub dimension point means are analyzed by Kruskal-Wallis test in order to whether they differentiate in terms of education status variable. At the end of the analysis, treat anger sub dimension point mean is $\overline{X}$=60,09 for high school graduaters, is $\overline{X}$=43,91 for bachelors graduators and is $\overline{X}$=64,53 for secondary school graduators. A meaningful difference was found in terms of treat anger dimension as for education status variable (X^2:10,989 P:0,004<0,05).

Introverted anger dimension point mean is $\overline{X}$=54,82 for high school graduaters, is $\overline{X}$=71,16 for bachelors graduators and is $\overline{X}$=38,21 for secondary school graduators. A meaningful difference was found in terms of introverted anger dimension as for education status variable (X^2:27,068 P:0,000<0,05).

Extroverted anger dimension point mean is $\overline{X}$=59,32 for high school graduaters, is $\overline{X}$=46,71 for bachelors graduators and is $\overline{X}$=71,55 for secondary school graduators. A meaningful

difference was found in terms of extroverted anger dimension as for education status variable $(X^2:7,442 \ P:0,024<0,05)$.

Controlled anger dimension point mean is $\overline{X}$=46,11 high school graduaters, is $\overline{X}$=65,59 for bachelors graduators and is $\overline{X}$=45,64 for secondary school graduators. A meaningful difference was found in terms of controlled anger dimension as for education status variable $(X^2:10,618 \ P:0,005<0,05)$.

Table 7.   Kruskal-Wallis Test Results of Participants' Place of Residence Variable of Trait Anger Anger Wording Types Scale Subdimesions

Parameters	Place of Residence	N	Range Average	Sd	X^2	P	Gap
Trait Anger	Metropolis	66	50,63				
	City	27	61,83	2	3,274	0,195	None
	District	16	61,50				
Introverted Anger	Metropolis	66	48,30				
	City	27	70,15	2	9,389	0,009	1-2
	District	16	57,06				
Extroverted Anger	Metropolis	66	53,54				
	City	27	58,89	2	,569	0,752	None
	District	16	54,47				
Controlled Anger	Metropolis	66	53,52				
	City	27	54,52	2	,936	0,626	None
	District	16	61,91				

In Table 7, participants' treat anger and anger wording sub dimension point means are analyzed by Kruskal-Wallis test in order to whether they differentiate in terms of place of residence variable. At the end of the analysis, treat anger sub dimension point mean is $\overline{X}$=50,63 for whom mostly lived in metropolis, is $\overline{X}$=61,83 for whom mostly lived in city, and is $\overline{X}$ =61,50 for whom mostly lived in district. A meaningful difference was not found in terms of place of residence variable $(X^2:3,274 \ P:0,195>0,05)$.

Introverted anger sub dimension point mean is $\overline{X}$=48,30 for whom mostly lived in metropolis, is $\overline{X}$=70,15 for whom mostly lived in city, and is $\overline{X}$=57,06 for whom mostly lived

in district. A meaningful difference was not found in terms of place of residence variable (X^2:9,389 P:0,009<0,05).

Extroverted anger sub dimension point mean is $\overline{X}$=53,54 for whom mostly lived in metropolis, is $\overline{X}$=58,89 for whom mostly lived in city, and is $\overline{X}$=54,47 for whom mostly lived in district. A meaningful difference was not found in terms of place of residence variable (X^2:0,569 P:0,752>0,05).

Controlled anger sub dimension point mean is $\overline{X}$=53,52for whom mostly lived in metropolis, is $\overline{X}$=54,52 for whom mostly lived in city, and is $\overline{X}$=61,91 for whom mostly lived in district. A meaningful difference was not found in terms of place of residence variable (X^2:0,936 P:0,626>0,05).

Table 8. Kruskal-Wallis Test Results of Participants' Sport Beginning Age Variable of Trait Anger Anger Wording Types Scale Subdimesions

Parameters	Sport Beginning Age	N	Range Average	Sd	X²	P	Gap
Trait Anger	5-7	11	49,91	2	,640	,726	None
	8-10	31	58,18				
	11-13	67	54,37				
Introverted Anger	5-7	11	62,95	2	1,031	,597	None
	8-10	31	56,40				
	11-13	67	53,04				
Extroverted Anger	5-7	11	40,50	2	3,324	,190	None
	8-10	31	60,45				
	11-13	67	54,86				
Controlled Anger	5-7	11	78,59	2	7,280	,026	1-2 1-3
	8-10	31	54,90				
	11-13	67	51,17				

In Table 8, participants' treat anger and anger wording sub dimension point means are analyzed by Kruskal-Wallis test in order to whether they differentiate in terms of sport starting age variable. At the end of the analysis, treat anger sub dimension point mean is $\overline{X}$=49,91 for whom started doing sport between 5 and 7, is $\overline{X}$=58, for whom started doing sport between 8

and 10 and is $\overline{X}$=54,37 for whom started doing sport between 11 and 13. A meaningful difference was found in terms of treat anger dimension as for sport starting age variable (X^2:0,640 P:0,726>0,05).

Introverted anger sub dimension point mean is $\overline{X}$=62,95for whom started doing sport between 5 and 7, is $\overline{X}$=56,40 for whom started doing sport between 8 and 10, and is $\overline{X}$=53,04 for whom started doing sport between 11 and 13. A meaningful difference was not found in terms of sport starting age variable (X^2:1,031 P:0,597>0,05).

Extroverted anger sub dimension point mean is $\overline{X}$=40,50 for whom started doing sport between 5 and 7, is $\overline{X}$=60,45 for whom started doing sport between 8 and 10, and is $\overline{X}$=54,86 for whom started doing sport between 11 and 13. A meaningful difference was not found in terms of sport starting age variable (X^2:3,324 P:0,190>0,05).

Controlled anger sub dimension point mean is $\overline{X}$=78,59 for whom started doing sport between 5 and 7, is $\overline{X}$=54,90 for whom started doing sport between 8 and 10, and is $\overline{X}$=51,17 for whom started doing sport between 11 and 13. A meaningful difference was found in terms of sport starting age variable (X^2:7,280 P:0,026<0,05).

DISCUSSION AND RESULTS

Treat anger and anger wording sub dimension point means are found out. At the end of this evaluation, participant volleyball players' treat anger point is under mid level (Mean=23.46), introverted anger, anger wording sub dimension, point mean is at low level (Mean=17.71), extroverted anger type point mean is at low level (Mean=16.65), and controlled anger type point mean is at high level (Mean=21.07). In Koçak's study (2008), which shows no parallelism with our study, it is seen that while students got 25.32 (Ss = 6.56) point for treat anger and they got 19.80 (Ss = 5.07) for anger control sub scale, they got 16.72 (Ss = 4.12) point for introverted anger sub scale, one of the anger wording sub dimensions and they got 15.84 (Ss = 4.78) point for extroverted anger which show parallelism with his study.

This study shows paralellism with Temel's PhD thesis (2015) on physical education teachers for thier anger point average is at mid level, however it is concluded that this study does

not show parallelism in that controlled anger and introverted anger sub dimension point mean is at mid level and extroverted anger sub dimension point scale is low. In another study done by Temel and et al. (2015), it is concluded that it shows parallelism with this study in that participated teachers' treat anger point mean and controlled anger point mean, one of the treat anger and anger wording sub dimension, are at mid level but it does not show parallelism in that introverted and extroverted anger point are low.

Meaningful differences can not be found on participant volleyball players' parentseducation status, parents occupation, family income and family member number variables when treat anger and anger wording types are analyzed. It is seen that male players treat anger level is higher than female ones. It can be said that females are calmer than males. The reason for this is that males have more economic and social responsibilities in our culture than females. It can also be said that females express their anger instead of keeping it in in terms of introverted anger. The reason for this is that females are exposed to more social pressure relatively than males and they can notbear pressure due to their psychological naturethus, they do not hold their anger inside. Besides, it can be concluded that males control their anger better than females that is parallel to introverted anger results in terms of controlled anger levels.

According to Galen ve Underwood (1997), females use social fraudulent inducement to their congenerics and they hurt them when they are angry. Eventhough female adolescents tend to traditional anger; both male and female adolescents use negative social and physical behaviourswhen they are angry. The reasons for females' anger are mostly depression, fear, anxiety and quilty. Anger cause loosing a valuable friendship and damage and it brings loosing sensitive control into open. Males angered intentionally apply social manipulation to their peers. It is seen that bachelor degree graduators have lower levels of treat anger than who have secondary school graduation in terms of treat anger levels as for volleyball players' education status. It can be concluded from here that education has an importance on anger. It is seen that bachelor graduators can suppress their anger more in comparison to high school and secondary school graduators. The major reason for this is education. Extroverted anger results, parallel to introverted anger levels, show that bachelor graduators do not show anger in comparison to high school and secondary school graduators. The reason for this can be again education. It can be

concluded that players who have higher education levels control their anger more than those who have lower levels of education in terms of controlled anger level.

In a study done by Temel and et al. (2015), while our study show parallelism with the other study in terms of finding meaningful difference on education status variable of teachers on treat anger and introverted anger subdimesion, one of the anger wording sub dimension, on the other side it does not show parallelism in terms of not finding meaningful difference on extroverted anger. It is seen that volleyballplayers who mostly live in metropolis can not keep their anger inside in comparison to players who mostly live in city in terms of introverted anger levels on place of residence variable. We can say that people who live in metropolis have complicated life, economically harder, air pollution, traffic, etc which cause inability to keep anger inside. It is seen that volleyball players who started doing sport bewwen 5 and 7 ages can control their anger better than players who start it at the age of 8-10 and 11-13. The reason for this is discipline and experience gained due to starting to do sport in early ages.

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