

Investigations of These Different Variables and Anger Levels, Anger Expression Styles of Child Development Program Students

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Abstract: Anger may arise as a result of the interaction of different variables, such as individual and familial characteristics that individuals possess, education and work environments they have received. Depending on these variables, it is thought that children will not be able to tolerate the different forms of anger they see in adults. For this reason, it is important to determine the level of anger and the anger styles of child educators who spend a long time with children in early childhood. From this point of view, this study was conducted to determine the anger level and anger style of the Child Development program students. The research is descriptive and has consisted of students who attend in the Child Development Program at the Vocational School of Social Sciences of Kafkas University. Based on the principle of volunteering, 77 students participated in the research. Demographic information form and Continuous Anger/Anger Expression Style Scale were used as data collection tool. Scale consists of 4 dimensions such as continuous anger, anger-in, anger-out, and anger control. The students' continuous anger scores 23.77 ± 6.28 ; anger-in score 18.15 ± 4.40 ; anger-out score 17.78 ± 4.94 ; and anger control scores 21.68 ± 5.50 were obtained. As a result of the statistical evaluations, it was determined that the continuous anger subscale significantly changed according to the family types ($F(2,73)=5,078, p<0,05$). According to the results of the research, it was found that the anger scores of the individuals without family unity were higher.

Keywords: Anger expression style, Anger level, Child development program

Introduction

Individuals exhibit various reactions when expressing the problems they experience in their daily lives. One of these expression forms is anger. Anger is interpreted according to the style of expression where problems occur due to the results in its expression, and it emerges in different forms among individuals. (Batıgün 2004; Önem 2010). These are constant anger, anger outburst, anger introversion and anger control. (Albayrak and Kutlu 2009).

- Constant anger expresses how one feels himself/herself in general and how much anger he/she gets through. (Aslan and Akar 2016)
- Anger outburst is discharging the emergent feel of anger by putting it into verbal or behavioral forms. It is an adaptive reaction in terms of coping with the stress led by anger. (Lerner 2007; Albayrak and Kutlu 2009).
- Anger introversion is an alternative compliance mechanism one uses against the factors of anger by concealing or repressing anger. (Albayrak and Kutlu 2009; Lerner 2007)
- Anger control is the situation indicating to what extent one can control his/her anger in relation with others or to what extent he/she tends to calm down. (Aslan and Akar 2016)

There may not be any problem from a certain aspect in expressing our anger without any contemplation. There are even situations where this is useful or necessary. Although fighting might bring a temporary relief, it is generally seen after calming down that nothing really changes. When the anger is not expressed in an appropriate manner, it might cause people get away from the angry person. This situation then might yield to negative self-conception, low self-respect, interpersonal and intrafamilial communication conflicts and sense of guilt (Albayrak and Kutlu 2009; Keskin et al. 2011).

Anger might occur as a result of the interaction of different variables such as individuals' personal and familial characteristics, education level and working environments (Önem 2010). Depending on these variables, it is thought that individuals, especially children who are exposed to anger cannot tolerate different types of anger they are exposed to by adults. For this reason, it is of crucial importance to identify the type and level of anger for individuals who work at the jobs that spend long periods of time with children in their early childhood period.

This study aims to identify the anger level and anger type of child development experts which is a profession to spend long times with children in their early childhood period, during the period when they are educated.

Method

This is a descriptive study and its population consists of students studying at the the child development program in the Social Sciences Vocational School at Kafkas University in the fall term of the 2017-2018 academic year. A total of 77 students participated in the study on a voluntary basis and since one of these participants did not fill in the survey questionnaire appropriately, that survey form was not taken into consideration. A demographic information form and "The Constant Anger/Anger Expression Style Scale" have been used as data collection tool.

The demographic Information Form; consists of items including personal information such as gender, age, high school type graduated, school year, whether they willingly preferred the program they are studying, family type, number of siblings and monthly income status.

The Constant Anger-Anger Expression Style Scale has been developed by Spielberger et al. (1983) in order to identify the anger expression styles of students and it can be applied to both adolescences and adults without time limitations (Albayrak and Kutlu 2009). The scale's adaptation to Turkish was done by Özer (1994).

Since the data obtained in the study were compatible with the normal distribution, they were analyzed using parametric statistical methods. In data analysis, one-way MANOVA was administered to examine whether or not the students' anger levels for each sub-factors differentiate across the independent variables.

Results and Discussion

Findings of the study are presented in tables. The results obtained out of these data are evaluated based on the tables.

Table 1. Descriptive statistics on sub-dimensions of the constant anger-anger expression style scale

Sub-Dimensions	\bar{X}	Sd
Constant Anger	23.77	6.28
Anger Introversiön	18.15	4.40
Anger Outburst	17.78	4.94
Anger Control	21.68	5.50

According to Table 1, students' scores of constant anger were calculated as 23.77 ± 6.28 ; scores of anger introversion were calculated as 18.15 ± 4.40 ; scores of anger outburst were calculated as 17.78 ± 4.94 ; and scores of anger control were calculated as 21.68 ± 5.50 . These results are similar with Albayrak and Kutlu's study (2009) on adolescents.

Table 2. Students' constant anger- anger expression style scale factor scores by gender

Variable	Gender	n	\bar{x}	Sd	sd	F	p
Constant Anger	Female	64	23.98	6.62	1-74	0.440	0.509
	Male	12	22.66	4.09			
Anger Introversion	Female	64	18.14	4.28	1-74	0.006	0.938
	Male	12	18.25	5.24			
Anger Outburst	Female	64	17.78	5.15	1-74	0.001	0.974
	Male	12	17.83	3.83			
Anger Control	Female	64	21.85	5.50	1-74	0.407	0.525
	Male	12	20.75	5.65			

MANOVA results on all sub-factor scores of the Constant Anger-Anger Expression Style Scale revealed that the male and female students did not demonstrate any significant differences in terms of the factors of Constant Anger-Anger Expression Style Scale, Wilks Lambda (λ)=0.984, F(4.71)=0.287, p>0.05.

Table 3. Factor scores for constant anger-anger expression style scale of students of different age levels

Variable	Age levels	n	\bar{x}	Sd	sd	F	p
Constant Anger	Between 18 and 20	58	23.34	6.56	2-73	1.019	0.366
	Between 21 and 23	13	21.76	5.13			
	24 and older	5	22.40	6.28			
Anger Introversion	Between 18 and 20	58	18.48	4.09	2-73	2.738	0.071
	Between 21 and 23	13	18.38	5.62			
	24 and older	5	13.80	2.28			
Anger Outburst	Between 18 and 20	58	18.27	4.96	2-73	1.343	0.267
	Between 21 and 23	13	16.61	5.29			
	24 and older	5	15.20	2.77			
Anger Control	Between 18 and 20	58	21.29	5.81	2-73	0.646	0.527
	Between 21 and 23	13	23.15	4.25			
	24 and older	5	22.40	4.72			

MANOVA results on all sub-factor scores of the Constant Anger-Anger Expression Style Scale revealed that the students at different age levels did not demonstrate any significant difference in terms of the Continuous Anger-Anger Expression Style Scale factors, (λ)=0.889, F(8.140)=1.060, p>0.05. In another study conducted in 2008 by Yöndem and Bıçak, no significant difference between age levels and anger scores had been found. This situation overlaps with this very study.

Table 4. Factor scores for constant anger-anger expression style scale for students graduated from different types of high schools

Variable	Types Of High School	n	\bar{x}	Sd	sd	F	p
Constant Anger	Anatolian High School	16	23.87	5.53	4-71	1.785	0.141
	General High School	8	21.25	4.71			
	Teacher High School	6	25.00	5.83			
	Vocational High School	39	24.92	6.96			
	Imam Hatip High School	7	19.00	3.36			
Anger Introversion	Anatolian High School	16	20.37	4.27	4-71	1.780	0.142
	General High School	8	18.25	4.71			
	Teacher High School	6	17.83	3.37			
	Vocational High School	39	17.74	4.58			
	Imam Hatip High School	7	15.57	2.57			
Anger Outburst	Anatolian High School	16	17.93	4.73	4-71	0.726	0.577
	General High School	8	16.50	5.07			

	Teacher High School	6	18.16	4.62			
	Vocational High School	39	18.38	5.06			
	Imam Hatip High School	7	15.28	5.25			
Anger Control	Anatolian High School	16	21.00	5.52	4-71	0.935	0.449
	General High School	8	23.62	4.80			
	Teacher High School	6	24.83	6.67			
	Vocational High School	39	21.30	5.03			
	Imam Hatip High School	7	20.42	7.67			

MANOVA results on all sub-factor scores of the Constant Anger-Anger Expression Style Scale revealed that the students graduated from different types of high schools did not demonstrate any significant difference in terms of the Continuous Anger-Anger Expression Style Scale factors, Wilks Lambda (λ)=0.757, $F(16.208)=1.244$, $p>0.05$.

Table 5. Factor scores of continuous anger-anger expression style scale for students of different school years

Variable	School Year	n	\bar{x}	Sd	sd	F	p
Constant Anger	Freshmen	44	23.25	6.26	1-74	0.729	0.396
	Sophomore	32	24.50	6.34			
Anger Introversion	Freshmen	44	18.61	4.26	1-74	1.118	0.294
	Sophomore	32	17.53	4.59			
Anger Outburst	Freshmen	44	17.86	5.04	1-74	0.023	0.879
	Sophomore	32	17.68	4.89			
Anger Control	Freshmen	44	21.93	5.76	1-74	0.209	0.649
	Sophomore	32	21.34	5.19			

MANOVA results on all sub-factor scores of the Constant Anger-Anger Expression Style Scale revealed that students of different school years did not demonstrate any significant differences in terms of the factors of Constant Anger-Anger Expression Style Scale, Wilks Lambda (λ)=0.960, $F(4.71)=0.740$, $p>0.05$. In the study of Elkin and Karadağlı on university students in 2016, no significant difference in terms of the students' school years had been found similar to this study.

Table 6. Students' constant anger-anger expression style scale factor scores according to the state of adopting their study program

Variable	State of Adopting the Program	n	\bar{x}	Sd	sd	F	p
Constant Anger	Yes	61	23.36	6.54	1-74	1.356	0.248
	No	15	25.46	4.92			
Anger Introversion	Yes	61	17.91	4.43	1-74	0.914	0.342
	No	15	19.13	4.29			
Anger Outburst	Yes	61	17.77	5.18	1-74	0.004	0.947
	No	15	17.86	4.01			
Anger Control	Yes	61	21.36	5.45	1-74	1.069	0.305
	No	15	23.00	5.70			

MANOVA results on all sub-factor scores of the Constant Anger-Anger Expression Style Scale revealed that according to students' state of adopting the program they are studying at, they did not demonstrate any significant differences in terms of the factors of Constant Anger-Anger Expression Style Scale, Wilks Lambda (λ)=0,958, $F(4,71)=0,776$, $p>0,05$.

Table 7. Students' constant anger-anger expression style scale factor scores according to different family types

Variable	Family type	n	\bar{x}	Sd	sd	F	p
Constant Anger	Nuclear family	50	24.18	6.31	2-73	5.078	0.009
	Large Family	24	21.95	5.16			
	Broken Family	2	35.50	6.36			
Anger Introversion	Nuclear family	50	18.16	4.40	2-73	0.386	0.681
	Large Family	24	18.37	4.49			
	Broken Family	2	15.50	4.94			
Anger Outburst	Nuclear family	50	17.70	4.78	2-73	1.964	0.148
	Large Family	24	17.41	4.82			
	Broken Family	2	24.50	9.19			
Anger Control	Nuclear family	50	21.30	5.34	2-73	0.482	0.620
	Large Family	24	22.58	6.04			
	Broken Family	2	20.50	2.12			

It was found that according to different family types, students demonstrated a significant difference in the sub-factors of Constant Anger-Anger Expression Style Scale, Wilks Lambda (λ)=0.794, $F(8.140)=2.144$, $p<0.05$. In line with the results of one-way ANOVA run based on factors according to the mean and standard deviation scores related to the sub-factors of The Constant Anger-Anger Expression Style Scale and different family types ; while scores of the Constant Anger-Anger Expression Style Scale differ across different family types ($F(2-73)=5.078$, $p<0.05$); no significant difference was found between the scores of anger introversion($F(2-73)=0.386$), anger outburst ($F(2-73)=1.964$) and anger control ($F(2-73)=0.482$) ($p>0.05$). While a significant difference was found in the study of Elkin and Karadağlı (2016) according to family types, no significant difference was found regarding family types. This situation does not overlap with this study.

Table 8. Students' constant anger-anger expression style scale factor scores according to number of siblings

Variable	Sibling Situation	n	\bar{x}	Sd	sd	F	p
Constant Anger	Only child	2	27.06	5.65	3-72	1.063	0.370
	1 Sibling	4	22.75	6.80			
	2 Siblings	13	21.23	8.06			
	3 or more siblings	57	24.31	5.80			
Anger Introversion	Only child	2	16.00	5.65	3-72	0.501	0.683
	1 Sibling	4	16.50	3.51			
	2 Siblings	13	17.61	4.99			
	3 or more siblings	57	8.47	4.35			
Anger Outburst	Only child	2	15.50	3.53	3-72	0.817	0.489
	1 Sibling	4	16.50	5.80			
	2 Siblings	13	16.30	5.76			
Anger Control	3 or more siblings	57	18.29	4.75	3-72	1.075	0.365
	Only child	2	25.00	4.24			
	1 Sibling	4	17.75	8.65			
	2 Siblings	13	22.69	5.13			
	3 or more siblings	57	21.68	5.37			

MANOVA results for all sub-factor scores on the Constant Anger-Anger Expression Style Scale revealed that students who have different number of siblings did not demonstrate any significant differences in terms of the factors of Constant Anger-Anger Expression Style Scale, Wilks Lambda (λ)=0.87, $F(12.182)=0.800$, $p>0.05$.

Table 9. Constant anger-anger expression style scale factor scores of students whose families have different income levels

Variable	Family Income	n	\bar{x}	Sd	sd	F	p
Constant Anger	TL 1,000 and less	23	24.39	6.77			
	TL 1001- TL 2000	29	22.10	5.86	4-71	0.946	0.443
	TL 2001- TL 3000	15	25.26	4.99			
	TL 3001- TL 4000	6	24.33	8.38			
	TL 4000 and more	3	26.66	8.50			
Anger Introversion	TL 1,000 and less	23	18.95	4.56			
	TL 1001- TL 2000	29	17.34	3.78	4-71	2.376	0.060
	TL 2001- TL 3000	15	18.06	4.43			
	TL 3001- TL 4000	6	16.16	4.44			
	TL 4000 and more	3	24.33	5.13			
Anger Outburst	TL 1,000 and less	23	17.00	4.01			
	TL 1001- TL 2000	29	17.55	4.93	4-71	1.471	0.220
	TL 2001- TL 3000	15	18.93	5.29			
	TL 3001- TL 4000	6	16.33	6.59			
	TL 4000 and more	3	23.33	4.93			
Anger Control	TL 1,000 and less	23	22.30	6.59			
	TL 1001- TL 2000	29	21.79	4.86	4-71	0.560	0.693
	TL 2001- TL 3000	15	20.33	4.54			
	TL 3001- TL 4000	6	20.66	7.39			
	TL 4000 and more	3	24.66	3.21			

MANOVA results for all sub-factor scores on the Constant Anger-Anger Expression Style Scale revealed that students whose families have different levels of income did not demonstrate any significant differences in terms of the factors of Constant Anger-Anger Expression Style Scale, Wilks Lambda (λ)=0.749, F(16.208)=1.292, p>0.05.

Conclusion

According to the results of this study, it is found that individuals with broken families have higher anger scores. No significant difference was found between the other variables and the anger scores of individuals.

Suggestions

Moving from the results of this study, individuals with broken families can be supported regarding the expression and management of anger from early ages. Considering the fact that family lives are as important as the education given at school, family education should be included in the process while giving education on the expression and management of anger.

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