



# The Anger Expression Styles of the Students in the Faculties that Admit Students With Special Talent Exam

İlhan GÖZEN <sup>1A</sup>, Hayri DEMİR <sup>2B</sup>

<sup>1</sup> Gazi University, Institute of Health Sciences, Ankara, Turkey

<sup>2</sup> Selçuk University, Faculty of Sport Sciences, Konya, Turkey

Address Correspondence to H. Demir: e-mail: [hdbesyo@gmail.com](mailto:hdbesyo@gmail.com)

(Received): 09/06/2021/ (Accepted): 30.08.2021

A:Orcid ID: Orcid ID 0000-0002-4682-967X B:Orcid ID: 0000-0001-9496-8992

## Abstract

This study aims to analyze the relation of anger expression style of the students in the faculties that admit students with the special talent exam. The sample of the study consists of 523 volunteer students. 361 of them are male and 162 are female students studying at Selçuk University. The data of the study are analyzed using the t-test, ANOVA, and Tukey tests, and the personal information form is obtained using the constant anger and anger style scale. According to the findings of the study, the introvert anger dimension value of the students studying at the Faculty of Sport Sciences was found to be statistically higher than the students of the Faculty of Fine Arts. Moreover, it was determined that in the constant anger and extrovert anger dimension the value of men was higher than that of women. Finally, it was observed that as the ages and the grade of the students participating in the study grow their introverted anger and controlled anger values increased as well.

**Key Words:** Anger, Anger Expression Style, University Students

## Özet

Çalışmanın amacı, özel yetenek sınavı ile öğrenci alan fakülte öğrencilerinin öfke ifade tarzları arasındaki ilişkisinin incelenmesidir. Çalışmanın örneklemini Selçuk Üniversitesinde öğrenim gören 361'i erkek ve 162'si kadın olmak üzere toplam 523 gönüllü öğrenci oluşturmuştur. Araştırmanın verileri, t-testi, ANOVA testi ve tukey testi kullanılarak çözümlenmiş ve kişisel bilgi formu sürekli öfke ve öfke tarzı ölçeği kullanılarak elde edilmiştir. Araştırma bulgularına göre, Spor Bilimleri Fakültesinde okuyan öğrencilerin içe dönük öfke boyut değerleri, Güzel Sanatlar fakültesi öğrencilerine göre istatistiksel anlamda yüksek bulunmuştur. Ayrıca sürekli öfke ve dışa dönük öfke boyutlarında, erkeklere ait değerler kadınlara göre fazla olduğu tespit edilmiştir. Araştırmaya katılan öğrencilerin yaşları arttıkça içe dönük öfkelerinin arttığı ve sınıfları büyüdükçe kontrollü öfke değerlerinin artışı gözlemlenmiştir.

**Anahtar Kelimeler:** Öfke, Öfke İfade Tarzı, Üniversite Öğrencileri

## INTRODUCTION

Anger is one of the basic human emotions felt by everyone. It is also one of the most intriguing and least understood emotions (18). According to Seyyar (21), anger is the expression of emotional movements and fluctuations that can be noticed or not in the outside world, which manifests itself in different degrees.

Anger is defined as a message which conveys our emotions when we are hurt, our rights are violated and our wishes and needs are prevented (17). Anger has two main sources. These are our present and previous lives. Aggression and anger do not have to happen at the same time (19). Anger is an emotion that can be encountered during an event that will prevent people from doing things they enjoy and prevent their happiness (9).

Some people accept anger relief as an event that hurts and harms other people. However, revealing the emotion can trigger aggression even more. At this point, the right thing is to determine what the source of the current situation is and to develop different solution types for it (15). The purpose of controlling anger is not to suppress it, but to reflect it to the outside world in a healthy way. Since suppressing negative emotions that trigger anger causes personality problems (28).

Anger is expressed in different ways in our daily lives. The first one is the verbal expression of anger (30). Generally, individuals who encounter negativities express their anger by uttering unpleasant words towards the environment and displaying verbal or physically aggressive behaviors. People in such situations can express aggressive attitudes such as slamming doors, smashing things around them, tending to fight, and blaming others (8).

When the feeling of anger is not expressed correctly it gives rise to certain negative aspects. Some of these problems can be listed as divorce between spouses, interpersonal conflicts, virtual or verbal attacks, damaging the environment, inefficiency at work, and deterioration in mental health. While anger is suppressed, vague and abusive expressions could push someone to feel guilty. Moreover, when someone experiences a burst of anger comes up with overeating that may lead him/her to unhealthy calorie intake problems (3). Anger has a significant role in spending life thus besides the damages that anger may generate

because of its functionality, it should be managed in a good way (27).

Someone's way of thinking when in anger indicates that he/she perceives events differently and more exaggerated than they are. It is very important to be aware of this situation and to replace these thoughts with more rational thoughts. When facing with anger, adopting reason and logic will protect oneself from the negative effects of anger (24).

Looking at the events that positively increase the anger will enable the individual to be more controlled (12). Engaging people with social activities is also very useful in anger management. Occupations like keeping the mind busy, being away from negative thoughts, and keeping individuals away from anger stimuli are among the benefits mentioned above. Regular exercise can be an effective solution for an individual who often experiences intense anger (26).

## MATERIAL

### Research model

In order to evaluate the results of the findings obtained in the research, a descriptive (survey) method is used.

In this respect, first of all, the descriptive survey model that is a research method that describes a specific situation and follows a certain chronological process will be applied. The situation is evaluated under the framework of formation condition and transferred as it is. The situation of the subject, object, and event cannot be changed and evaluated differently from its current state (11).

This study evaluates the constant anger and sub-dimensions of anger expression style of students who were successful in the special talent exam in the light of statistical data, taking into consideration their department, gender, grade, age, number of siblings, and the education level of parents.

### Participants

The research was carried out with the participation of 523 volunteer students in total, 96 of whom were studying at the Dilek Sabancı State Conservatory, 112 studying at the Faculty of Fine Arts, and 255 studying at the Faculty of Sport Sciences in the 2015-2016 academic year of Selçuk University.

### Personal Information Form

Questions developed by the researcher are established in order to determine the individual characteristics of the participant students regarding the research topic and to specify the independent variables of the study content.

### Constant Anger and Anger Style Scale (CAASS)

This scale was put forward in the early 1980s C.D. by Spielberger which has 34 items. These 34 items have different distinctions within themselves (20). This scale was first used in our country in 1994 by being translated into Turkish. Unlike the original version, the part related to the state anger subtest was not translated. As a result of translating the other 44 items into Turkish, the 34-question form was developed and used in the study. In this developed Turkish form, four different factors appear as constant anger, introverted anger, extroverted anger, and anger control subtests. The part of the scale used up to the tenth question is related to the constant anger subtest. The following questions 13, 15, 16, 20, 23, 26, 27, and 31 test the introvert anger subtest, questions 12, 17, 19, 22, 24, 29, 32, and 33 test the extrovert anger subtest and show the tendency to aggression. Finally, the questions in the numbers 11, 14, 18, 21, 25, 28, 30, and 34 aim to determine the frequency of anger control (23).

In answering the questions in the scale, it is requested to choose one of the options as follows 'never', 'a little', 'quite a bit, and 'completely' regarding how much they describe the individual. Scoring is achieved by giving 1 point for the 'never' answer, 2 points for the 'a little' answer, 3 points for the 'quite a bit' answer, and 4 points for the 'completely' answer.

Obtaining more points from the scale questions aiming to detect constant anger indicates that the anger level is high. Obtaining more points from the answers in the section on controllable anger also indicates that anger can be kept under

control. Evaluation of the answers given to the related questions in the determination of extroverted anger shows how easily it can be expressed. However, the data in the scoring of the suppressed anger, which is the last part of the scale, is important in determining whether the anger is suppressed or not.

To test the internal consistency of the test, total item correlations were found between .14 and .56, and Cronbach Alpha values were between .73 and .84 (20). The scale is developed in a four-point Likert type, and Cronbach Alpha values obtained from all group data were calculated separately in the reliability studies of the test. These are found as .79 for the Constant anger dimension; .84 for the "Controlled anger" dimension; .78 for the "Extroverted Anger" dimension and .63 for the "Suppressed Anger" dimension (23).

### Analysis of Data

At this stage of the study, the frequency and percentage distributions of the individual characteristics related to this were determined in line with the data obtained from the university students constituting the sample group. SPSS (Statistical Package For Social Scientists for Windows Release16.0) program was used to provide statistical analysis of the data. The significance level was evaluated over 0.05. The statistical findings obtained were presented systematically in the form of a table in line with the purpose of the study. Whether the anger sub-dimensions showed a significant difference according to the socio-demographic characteristics of the students was examined with appropriate tests. First of all mean values are calculated for anger sub-dimensions. Afterward, assumptions (normality and homogeneity of variances) were tested and appropriate tests (t-Test, One-Way Anova Test, Kruskal Wallis Test, Post-Hoc LSD) were performed for independent groups and relations were measured.

## RESULTS

Comparison of the Test Scores of Constant Anger, Anger Control, Extroverted Anger, and Introverted Anger Retained Sub-Dimensions According to Socio-Demographic Variables

**Table 1.** Comparison of the anger sub-dimensions of the students participating in the study according to their faculties

School Type	n	%	Constant Anger		Controlled Anger		Extroverted Anger		Introverted Anger	
			x	Ss	x	Ss	x	Ss	x	Ss
Conservatoire	96	18,4	23,15	5,58	21,18	5,14	16,75	4,44	15,70	4,10
Faculty of Fine Arts	172	32,9	22,44	6,06	21,87	5,20	16,60	4,52	15,73	4,29a
Faculty of Sport Sciences	255	48,8	22,50	5,96	21,54	5,11	16,91	4,54	16,71	3,93b
<b>Total</b>	523	100	22,60	5,92	21,58	5,14	16,78	4,51	16,20	4,10
P				,602		,567		,794		,023*

a, b, c, Significant difference between groups.

According to table 1, while there were not found any significant difference in the constant anger, controlled anger, and extroverted anger sub-dimensions of students participating in the study according to the faculties they studied, on the other

hand, the average of introverted anger sub-dimension of students of the Faculty of Sport Sciences (16,71 ±3,93) was higher than of the students of the Faculty of Fine Arts (15,73 ±4,29) and this change was found to be statically significant (P<0,05).

**Table 2.** Comparison of anger sub-dimensions according to the gender of the students participating in the research

Gender	n	%	Constant Anger		Controlled Anger		Extrovertef Anger		Introverted Anger	
			x	Ss	x	Ss	x	Ss	x	Ss
Male	361	69,0	23,05	5,91	21,61	5,07	17,04	4,55	16,39	4,13
Female	162	31,0	21,59	5,84	21,52	5,32	16,20	4,37	15,79	4,02
P				,009*		,87		,045*		0,12

\*Significant difference between groups

When considering Table.2, no significant difference was found in the sub-dimensions of controlled anger and introvert anger according to the gender of the students participating in the research, while the averages of male students in the continuous sub-dimension (23.05 ±5.91) were

higher than the averages of female students (21.59 ± 5.84). ) In addition, in the sub-dimension of extrovert anger, the average of male students (17.04 ± 4.55) was higher than the average of female students (16.20 ±4.37).

**Table 3.** Comparison of anger sub-dimensions according to the grades of the students participating in the research

Grade	n	%	Constant Anger		Controlled Anger		Extroverted Anger		Introverted Anger	
			x	Ss	x	Ss	x	Ss	x	Ss
<b>First grade</b>	135	25,8	22,44	5,92	21,30	5,33	16,45	4,33	15,84	4,00 b
<b>Second-grade</b>	155	29,6	22,43	5,91	20,86	5,27a	16,96	4,98	15,97	4,20 c
<b>Third-grade</b>	139	26,6	21,96	5,81	22,47	5,06b	16,30	3,94	15,76	3,99
<b>Fourth-grade</b>	94	18,0	24,04	5,97	21,86	4,59	17,65	4,65	17,77	3,93a
<b>Total</b>	523	100,0	22,60	5,92	21,58	5,14	16,78	4,51	16,20	4,10
		P		,06		,049		0,11		,001*

\* a, b, c, Significant difference between groups

Table 3 presents the statistical analysis of the differences between the students' grades and their anger expression styles. According to this table, no significant difference was found between the grades of the students participating in the study and the

sub-dimensions of constant anger, controlled anger, and extrovert anger ( $P>0.05$ ). However, a significant difference was found between 4th-grade students and 2nd and 1st-grade students in the introvert anger sub-dimension ( $P<0.05$ ).

**Table 4.** Comparison of anger sub-dimensions according to the ages of the students participating in the research

Age	n	%	Constant Anger		Controlled Anger		Extrovert Anger		Introvert Anger	
			x	Ss	x	Ss	x	Ss	x	Ss
18-22	186	35,6	22,52	6,17	21,27	5,13	16,30	4,42	15,69	4,04a
23-27	273	52,2	22,52	5,85	21,79	5,21	16,84	4,60	16,34	4,13
28-32	64	12,2	23,19	5,51	21,58	4,87	17,92	4,24	17,09	4,04b
Total	523	100,0	22,60	5,92	21,58	5,14	16,78	4,51	16,21	4,10
		P		,698		,572		,064		,044 *

\* a, b, c, Significant difference between groups

Table 4 contains statistical analysis between the anger expression styles of the students participating in the study and their ages. According to this table, no significant difference was found in constant anger, controlled anger, and extrovert anger styles, which are sub-dimensions of anger expression style

( $P>0.05$ ). In terms of introvert anger expression, a statistically significant difference was found between the average of the students aged 28-32 ( $17.09 \pm 4.04$ ) and the average of the students aged 18-22 ( $15.69 \pm 4.04$ ) ( $P<0.05$ ).

## DISCUSSION

In this section, with making comments on the findings of the study evaluations will be made in terms of founding the similarities and differences between the literature reviews and the results of the study.

While no significant difference was found in the anger expression styles of university students participating in the study in the sub-dimensions of controlled anger and introverted anger ( $p>0.05$ ), a significant difference was found in the sub-dimensions of constant anger and extroverted anger ( $p<0.05$ ).

In the statistical analysis, male students who participated in the research had higher constant anger and extroverted anger values than females. In the research conducted by Sezan (22) on the anger expression styles of university students who do exercise, no significant difference was found between different genders. It can be said that the difference between our research and Sezan's research is due to the sports habits of the university students participating in the research. In the study of Kuruoğlu (16), it was determined that there was a significant difference in anger expression styles according to genders.

The researcher determined that the style of expressing extroverted anger was higher in men than in women. On the other hand, Bostancı et al. (4), in their study with university students found that male students' aggression levels, which is called extrovert anger expression style, are higher than females. Again, as a result of Buntanie and Costenbader's (5) study, they determined that men show more signs of physical violence when they are angry. Tambağ and Öz (25) and Yarcheski et al. (31) concluded that the aggression scores of men are higher than that of women. Altuntaş (2) found in his study that male adolescents have higher averages for constant anger expression styles and introverted anger expression styles than female adolescent individuals.

In our study, however, no significant difference was found in introverted anger styles according to the gender variable. It can be said that this difference is due to the age range of individuals participating in the research. According to these results, which support our research to a large extent, it can be concluded that men's constant anger and extroverted anger expression styles, in other words,

their aggression levels, are higher than women's. According to the grade variable of the university students who participated in the research, there was no significant difference in terms of constant anger, anger control, and extroverted anger styles ( $p>0.05$ ), while there was a significant difference in terms of introverted anger style ( $p<0.05$ ). There was a significant difference between the fourth-grade students and the first and second-grade students in terms of introvert anger style ( $p<0.05$ ). While Sezan (22) found a significant difference between university students' grades and the sub-dimension of anger expression style, no significant difference was found in the expression styles of constant anger, controlled anger, and extroverted anger. The same researcher concluded that first-grade students are more introverted in expressing their anger than second- and fourth-year students. The results of our research show parallelism with the introverted anger expression style found by the researcher. However, in our study, it was concluded that as the grades of the participants' increase, there is a significant increase in their introverted anger expression styles. It can be said that the difference between the above research and our research is due to the selected sample group.

According to these results, it can be said that the students of the first and second grade who are at the beginning of their university education life face the difficulty of adapting to a new environment, the inability to express themselves comfortably and the inability to sense the reactions of their environment to them can cause an increase in their introverted anger.

In addition to this, it can be thought that senior students who will start his/her independent life have acquired the behavior or the ability to suppress their anger in comparison to other students. While no significant difference was found between the age variables of the university students who participated in the study and the sub-dimensions of anger expression, constant anger expression, controlled anger, and extroverted anger expression ( $p>0.05$ ), there is a statistically significant difference in introverted anger expression style ( $p<0.05$ ). In a study by Kaya et al. (13), it was observed that as the age of the student increased, the anger scores under control decreased.

Elkin and Karadağlı (7) did not find a statistically significant relationship between the age of the students and the constant anger sub-

dimension in their study titled University Students' Anger Expression Style and Related Factors in 2015. In a study conducted by Yöndem and Bıçak (32) on teachers, no significant difference was found between the anger expression styles and the age variable. Güleç (10), found in a study that the age variable only made a difference for extroverted anger. In the study conducted by Kesen et al. (14) with adolescents, it was stated that as the age of the adolescents increased, there was a significant increase in constant anger and expression of this anger. In a study by Çivilidağ (6), no significant difference was found according to the sub-dimensions of the anger variable at different age levels.

Türker (29) did not find a significant difference between the constant anger styles and the ages of the teachers in a study on them. In a study conducted by Akmaz (1) on managers, it was seen that there was no significant difference when the age variable was examined in terms of constant anger and anger expression styles.

## REFERENCES

1. Akmaz N. Eğitim Yöneticilerinin bağlanma stilleri ve sürekli öfke ve öfke ifade tarzları arasındaki ilişkinin incelenmesi. Yüksek Lisans Tezi, Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü, 2009; İstanbul.
2. Altuntaş G. Boşanmış ebeveynler ile boşanmamış ebeveynlerin lise birinci, ikinci, üçüncü sınıflarında okuyan çocuklarının sürekli öfke ve öfke ifade tarzı, benlik saygısı ve anksiyete düzeylerinin karşılaştırılması. Yüksek Lisans Tezi, Maltepe Üniversitesi Sosyal Bilimler Enstitüsü, 2012; İstanbul.
3. Beyazaslan T. Öfke kontrol eğitiminin hipertansiyon tanısı alan hastaların öfke ve duygularını kontrol durumlarına etkisi. Yüksek Lisans Tezi, Gaziantep Üniversitesi Sağlık Bilimleri Enstitüsü, 2012; Gaziantep.
4. Bostancı N, Çoban Ş, Tekin Z, Özen A. Üniversite öğrencilerinin cinsiyete göre öfke ifade etme biçimleri. Kriz Dergisi, 2006; 14, 9-18.
5. Buntaine RL, Costenbader VK. Self-reported differences in the experience and expression of anger between girls and boys. Sex Roles, 1997; 36, 625-37.
6. Çivilidağ A. An investigation on adolescents' cyber bullying and anger: A case study in Nigde province in Turkey. JASSS, 2013; 6, 497-511.
7. Elkin N, Karadağlı F. Üniversite Öğrencilerinin Öfke İfade Tarzı ve İlişkili Faktörler/Anger Expression and Related Factors in University Students. Anadolu Kliniği, 2015; 21, s. 64-71.
8. Elmas EH. Ortaöğretim öğrencilerinin benlik algı düzeyleri ile sürekli öfke ve öfke ifade tarzları arasındaki ilişkinin incelenmesi (kastamonu ili inebolu ilçesi örneği). Yüksek Lisans Tezi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, 2009; Ankara.
9. Fiyakalı N. Anne babası boşanmış ve boşanmamış lise öğrencilerinin sürekli öfke düzeyi ve öfke ifade tarzlarının karşılaştırılması. Yüksek Lisans Tezi, Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü, 2008; Denizli.
10. Güleç Y. Ergenlerin Öfke Yaşantıları, Benlik Algıları Ve Akademik Başarı İlişkileri. Yüksek Lisans Tezi, Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, 2002; İstanbul.
11. Karasar N, Bilimsel araştırma yöntemi. Nobel Yayıncılık, 2004.
12. Karşlı N. Öfke kontrolü ve dindarlık ilişkisi (Erzurum örneği). Doktora Tezi, Atatürk Üniversitesi Sosyal Bilimler Enstitüsü, 2011; Erzurum.
13. Kaya N, Kaya H, Atar NY, Turan N, Eskimez Z, Palloş A, Aktaş A. Hemşirelik ve ebellek öğrencilerinin öfke ve yalnızlık özellikleri. Hemşirelikte Eğitim ve Araştırma Dergisi, 2012; 9, 18- 26.
14. Kesen NF, Deniz M, Durmuşoğlu N. Ergenlerde saldırganlık ve öfke düzeyleri arasındaki ilişki: Yetiştirme Yurtları Üzerinde Bir araştırma. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 2007; s.353-364.
15. Kökdemir H. Öfke ve öfke kontrolü. Pivolk, 2004; 12, s. 7-10.
16. Kuruoğlu D. Üniversite Öğrencilerinin Sürekli Öfke Düzeyleri, Öfke İfade Tarzları İle Obsesif Kompulsif Semptomları Arasındaki İlişki. Yüksek lisans tezi, Maltepe Üniversitesi Sosyal Bilimler Enstitüsü, 2009; İstanbul
17. Lerner H. Öfke Dansı (Çev. S Gül). 2. Baskı , İstanbul, Varlık Yayınları, 1996: 1-70.
18. Lopez,F.G.,&Thurman,C.W.Acognitive-behavioral investigation of an geramong college students. Cognitive Therapyand Research, 1986; 10 (2): 245-256.
19. Onbaşılı N. Kadın ve aile sağlığı merkezine başvuran çocuklarda öfke: anne ve çocuğun çocukluk dönemi istismar yaşantıları, aile işleyişi ve annenin öfke düzeyi açısından bir değerlendirme. Yüksek Lisans Tezi, Maltepe Üniversitesi Sosyal Bilimler Enstitüsü, 2011; İstanbul.
20. Öner N. Turkiyede kullanılan psikolojik testler bir basvuru kaynagi. 2. Baskı, Bogazici Universitesi Yayinlari, 1996; İstanbul.
21. Seyyar A. Davranış bilimleri terimleri: ansiklopedik sözlük, Beta Basım Yayım Dağıtım A.Ş, 2004; 1, 537-538.

## ACKNOWLEDGMENTS

For this study titled "The anger expression styles of the students in the faculties that admit students with special talent exam", it was unanimously decided to comply with the Ethics Committee Directive with the decision of the Ethics Committee of Selcuk University Faculty of Sport Sciences dated 09/05/2016 and numbered 23.

22. Sezan T. Spor yapan ve yapmayan üniversite öğrencilerinin öfke ifade tarzları. Yüksek Lisans Tezi, Selçuk Üniversitesi Sağlık Bilimleri Enstitüsü, 2016; Konya.
23. Savaşır I, Şahin NH. Bilişsel-davranışçı terapilerde değerlendirme, sık kullanılan ölçekler, Türk Psikologlar Derneği Yayınları, 1997; Ankara.
24. Sülün Ö. Futbol Hakemlerinin Öfke ve Kızgınlık Düzeyleri İle Empatik Eğilim Düzeylerinin Karşılaştırılması. Yüksek Lisans Tezi, Karamanoğlu Mehmetbey Üniversitesi Sosyal Bilimler Enstitüsü, 2013; Karaman.
25. Tambağ H, Öz F. Aileleri ile birlikte ve yetiştirme yurtlarında yaşayan ergenlerin öfke ifade etme biçimleri. *Kriz Dergisi*, 2005; 13: 11-21.
26. Tatlıoğlu K, Karaca M. Öfke olgusu hakkında sosyal psikolojik bir değerlendirme. *The Journal of Academic Social Science Studies*, 2013; 6 (11): 01-23.
27. Tiftik N. Adam öldürme eylemi nedeniyle hüküm giymiş olan kadınlarda, çocukluk örselenme yaşantılarına maruz kalma düzeyi, adil dünya inancı ve öfke ifade tarzları arasındaki ilişkinin incelenmesi. Yüksek Lisans Tezi, Maltepe Üniversitesi Sosyal Bilimler Enstitüsü, 2012; İstanbul.
28. Tuna D. Çözüm odaklı kısa süreli yaklaşıma dayalı öfke kontrolü eğitim programının lise öğrencilerinin öfke kontrolü ve iletişim becerileri düzeylerine etkisi. Yüksek Lisans Tezi, Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü, 2012; İzmir.
29. Türker S. Öğretmenlerin çatışma yönetim stratejileri ile sürekli öfke ve öfke ifade düzeyleri arasındaki ilişkilerin incelenmesi. Yüksek lisans tezi, Sakarya Üniversitesi Sosyal Bilimler Enstitüsü, 2010; Sakarya.
30. Uslu G. Lise öğrencilerinin sürekli öfke ve öfke ifade düzeylerini yordayan bazı değişkenler. Yüksek Lisans Tezi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, 2004; Ankara.
31. Yarcheski A, Mahon NE, Yarcheski TJ. Anger in early adolescent boys and girls with health manifestations. *Nurs Res*, 2002; 51: 229-36.
32. Yöndem ZD, Bıçak B. Öğretmen adaylarının öfke düzeyi ve öfke tarzları. *Uluslararası İnsan Bilimleri Dergisi*, 2008; 2(1): 1-15.