



AN ANALYSIS OF ANGER STATUS OF TEENAGERS DOING SPORTIVE ACTIVITIES AND TEENAGERS NOT-DOING SPORTIVE ACTIVITIES

Doç. Dr. Serdar GERİ

Kyrgyz-Turkish Manas University, PE and Sport Dept., Bishkek, Kyrgyzstan
Sakarya University, Yasar Dogu Faculty of Sports Sciences, Sakarya, Turkey
serdarger@gmail.com

Doç. Dr. Bilal DEMİRHAN

Kyrgyz-Turkish Manas University, PE and Sport Dept., Bishkek, Kyrgyzstan
Ondokuz Mayıs University, Yasar Dogu Faculty of Sports Sciences, Samsun, Turkey
bilaldemirhan55@gmail.com

Abstract

The aim of this study is to analyze the differences of constant anger and anger expression between teenagers who are doing regular sportive activities and teenagers who are not doing regular sportive activities. The sample group consists of 226 volunteers who are university students; 109 students do regular sportive activities and 117 of them do not do any regular sportive activities. In this study, Ozer's (1994) Turkish version of Spielberger's (1983) "The State-Trait Anger Scale-(STAS)" was used. At the end of this study, a statistically significant difference ($p<0.05$) was found between students' constant anger and their anger management aspects in favor of students who do regular sportive activities. As a conclusion, sportive activities are effective in anger management and in decreasing constant anger, which is a regular situation seen in adolescence. According to the findings of this study, it can be inferred that motivating teenagers to do regular sportive activities may help them to manage their anger.

Keywords: Sports, Anger, Teenager

Introduction

Having an important place among emotions, anger can be defined as a negative emotional situation and an emotional escalation whose severity and continuity may differ from time to time and in general it emerges from a perception related to being subjected to a false attitude (Del Vecchio and O'Leary 2004). Emotional, physiological and cognitive aspects of anger, when intensive and adverse effects are considered, can emerge serious problems. Unmanaged anger has been reported to have negative effects upon both the individual and the society (Cuceloglu, 1991; Tatlıoğlu and Karaca 2013).

Emotional situations of teenagers are quite complicated and unsteady due to their hormones. The stress of rapid growth and change combining with the lack of knowledge and experience makes it harder for teenagers to adapt to the social order and rules. At the same time, teenagers who are expecting to be socially accepted cannot understand the very nature of such strict and stereotyped rules and start experiencing problems of adaptation to the society. This complicated situation is reported to make them fragile, angry and even aggressive (Yavuzer 1996; Baygol 1997).

As it is the case in every age group, anger is also an important emotional expression displayed by teenagers and the way it is being expressed is also important. If anger is not either displayed or expressed accurately, it could cause physical, psychological and social problems for teenagers (Tambag and Oz 2004). Whether positive or negative, traits acquired in this period could stay for the person's whole life or the effects of this period, which is 5-6 years, could continue for 50-60 years. In addition to this, it is a scientific fact that adolescence plays an important role in individual's characteristics and personality (Abali, 2004).

Anger is very important for the individual to manage and being able to use this ability in order to create a positive relationship is also important in every age, especially in childhood when emotions start to be identified and varied. Adolescence is a stage of growth where many ups and downs happen along with depression. In this period, the identification and control of emotions related to anger benefits the teenager in order to socialize in a healthy way (Deniz et al. 2006).

The emotion of anger could be short-termed, mild and sometimes useful for the person but at the same time it could be highly severe, intense, continuous and destructive. Anger is being considered to range from being a mild illness and state of stimulation to severe animosity and state of aggression (Spielberger 1988). If individuals consider something as an obstruction in their social lives, furious and angry behaviors would arise (Koknel 1982; Tiryaki 2000). In addition, permanent anger case may affect human health negatively (Bayansalduz 2014) and it was also reported that anger may become negative if it is choked down or explained in an improper way (Tosun 2014).

Studies show us that sportive activities are important for individuals to eliminate behaviors, which are emerging from different reasons, affecting their lives negatively (Ergun et al. 2000). Physical education and sportive activities are effective in eliminating teenagers' emotions such as furiousness, anger and jealousy (Kinali 2003) and teenagers doing sportive activities have been reported to be more social and emotionally balanced individuals.

Therefore, extroverted and emotionally stable individuals are cited to behave more balanced while controlling their anger (Tiryaki 2000).

With all these in mind, this research has been conducted in order to analyze the effects of regular sportive activities of teenagers upon their anger status.

Materials and Method

Sample Group

In this study, descriptive research model was used. The research population is composed of Kyrgyzstan-Turkish Manas University students. The sample group consists of 226 students in total; 109 of these students are interested in sports activities and their mean value for age is 19.90 ± 1.201 and 117 of these students are not interested in sports activities and their mean value for age is $19.26 \pm .801$ and all students volunteered for this study.

Method

Ozer's (1994) Turkish version of "The State-Trait Anger Scale-(STAS)" was used to determine constant anger and anger expression styles between teenagers who are doing regular sportive activities and teenagers who are not doing regular sportive activities. The scale is comprised of 34 items; the first 10 items measure the level of constant anger and the rest of the 24 items measure individual's anger styles (inside anger, outside anger and anger management sub dimensions). Every sub dimension is comprised of 8 sentences. Higher scores taken from constant anger shows that the anger level is high; higher scores in inside anger scale shows that the anger is being restrained; higher scores in outside anger scale shows that the anger can be managed. Validity and reliability of the scale is .79 for constant anger, .62 for inside anger dimension, .78 for outside anger dimension and .84 for managed anger (Savasir and Sahin 1997). The scale used in this study was conducted to Kyrgyzstan-Turkish Manas University students who are doing sportive activities at least three days in a week and other students who are not doing any sportive activities. The survey was conducted in face-to-face method. Cronbach Alpha reliability coefficients of the scale are .78 for constant anger, .63 for inside anger, .60 for outside anger and .61 for anger management dimension.

Data Analysis

Data obtained from the survey were hand coded to SPSS software. After data were edited according to the variable types, statistical analyses were made respectively in SPSS software. Descriptive statistical analyses are: minimum value, maximum value, mean, and

standard deviation. For research data meet parametric test requirements for hypothesis tests, t-test was conducted.

Results

Table 1. Number of Participants and the mean value of age

School	N	Minimum	Maximum	Mean \pm SD
School of PES	109	18	22	19.90 \pm 1.201
Other	117	18	21	19.26 \pm .801

It has been observed that the mean value for age of 109 of the participants, who are doing regular sportive activities, is 19.90 \pm 1.201 and the mean value for age of 117 of the participants, who are not doing regular sportive activities, is 19.26 \pm .801. These values show that the mean value for ages of the groups is statistically similar (Table 1).

Table 2. Comparison of Anger Status of Teenagers Doing Sportive Activities and Not-Doing Sportive Activities

Anger Status	School	N	Mean \pm SD	t	df	p
Anger management	School of PES	109	19.25 \pm 3.73	2.256	224	0.02*
	Other	117	18.12 \pm 3.77			
Inside anger	School of PES	107	24.22 \pm 3.47	1.235	222	0.21
	Other	117	23.65 \pm 3.38			
Constant anger	School of PES	109	24.17 \pm 5.78	-8.635	189	0.00*
	Other	117	29.89 \pm 3.98			
Outside anger	School of PES	109	17.01 \pm 3.30	0.713	228	0.47
	Other	117	16.68 \pm 3.71			

(p<0,05)

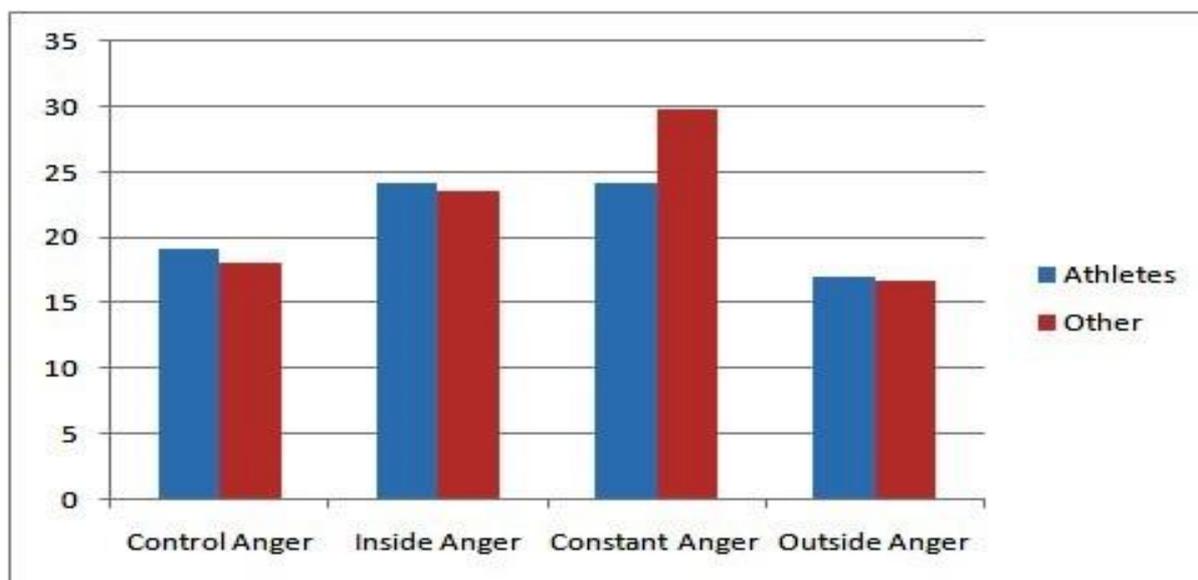


Figure 1: Graphical Representation of Anger Management of Teenagers Doing Sportive Activities (Athletes) and Not-Doing Sportive Activities (Other)

The comparison of constant anger status between teenagers who are doing regular sportive activities and the ones who are not doing regular sportive activities has been given in Table 2. According to the table, the mean value for individuals who are doing regular sportive activities is 24.17 ± 5.78 , the mean value for individuals who are not doing regular sportive activities is 29.89 ± 3.98 . T value of differential comparison score is -8.635 . This result shows us that there is a significant difference in favor of the group who do sportive activities regularly ($*p < 0.05$) (Table 2, Figure 1).

In anger management sub dimension of the study, the mean value of the scores for individuals who regularly do sportive activities is 19.25 ± 3.73 whereas the same score for individuals who do not regularly do sportive activities is 18.12 ± 3.77 . In comparison of the results' difference scores, t value has been found as 2.256 . Statistically speaking, a significant difference has been found in favor of the group who do regular sportive activities ($*p < 0,05$), (Table 2, Figure 1).

In inside anger and outside anger sub dimensions of the study, there has been no significant difference in the mean value of the comparison of the scores for individuals who regularly do sportive activities and the ones who do not. ($P > 0.05$), (Table 2, Figure 1).

Discussion

Any kind of sportive activity is a social experience and most of the time they contain emotions. The individual who attends such activities finds a way to express his/her emotions through games and movements. In a way, aggression, anger, shyness, etc. may produce catharsis and the individual learns how to control these emotions. The only way to release the

energy of this constraint is to attend sportive activities or games. Attending physical education and sportive activities not only helps to the physical development but also to the physiological development of the individual (Kucuk and Koc, 2004).

In our study, the effects of sports on individuals' constant anger and anger expression status have been analyzed among university students. Independent t test results show that a significant difference exists in favor of the group who do regular sportive activities ($p < 0.05$). In situations of inside anger and outside anger sub dimensions, there has been no statistically significant difference between individuals who regularly do sportive activities and the ones who do not ($p > 0.05$).

The results of our study has also been supported by researchers in this field. Thus, Tiryaki et al. (2000) state that individuals who regularly do sportive activities are more extroverted than the ones who do not. Therefore, it has been emphasized that extroverted and emotionally stable individuals behave more balanced in managing their anger. Similarly, Kinali (2003) suggests that physical education and sportive activities are effective in managing individual's emotions such as aggression, anger and jealousy. This statement corresponds with our study's results in which sportive activities affect constant anger and anger management positively. Gokdogan (1988) stated that attending sportive activities affects teenagers' physiological and social development positively.

Significant differences were detected between anger control of taekwondo learners and the students who do not do sports in the research (Bayansalduz 2014), which studied anger case of 260 taekwondo learners and 285 adolescent students who do not do sports. These differences show that the students who do taekwondo can control their anger better than others. The results found by researcher show similarity with the results we detected in sub-dimension of our anger control study.

Another research to support our study is the study of Zorba et al. (2013) in which they analyzed the cases of 64 active sportive students and non-active 53 students. As a result of the study, Zorba et al. (2013) stated that attending sportive games as participants contributes to the constant anger levels of students. It has also been reported that attending sportive activities is an important tool in developing individual's physiological, psychological, social, etc. traits and individuals should be guided to attend such sportive activities. Accordingly, Dințică and Păunescu's (2014) study, in which they analyzed young fencing players' aggression and anger profiles, players are found to be successful in managing their emotions such as anger. Another successful technique in anger management is to be busy with social activities. Social activities both keep the mind busy and keep the disturbing thoughts away.

On top of that, social and sportive activities are also beneficial for keeping the individual away from incidents and situations which are the basis of the anger they feel. It has been suggested that in case you get angry frequently, doing a regular sportive activity or starting to get a hobby would be a very effective solution to overcome this problem (Seylam 2010). Similarity between the results of aforementioned literature and the results of our study shows that regular sportive activities reflect positive effects on such situations like anger which is frequently seen among teenagers.

Conclusion

In conclusion, it has been inferred that either as a participant or as a recreational activity, doing sportive activities for three days in a week can be effective for teenagers in managing their anger.

Suggestions

In addition to the physiological gains of sportive activities, there are also positive effects on the psychology of individuals. It could be beneficial to help teenagers attend sportive activities regularly and accurately in adolescence as it plays a great role in anger management.

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