



INVESTIGATION ON CONTINUOUS ANGER AND THE WAYS OF ANGER EXPRESSION OF TEACHER CANDIDATES IN TERMS OF VARIOUS VARIABLES

(ÖĞRETMEN ADAYLARININ SÜREKLİ ÖFKE VE ÖFKE İFADE
TARZLARININ ÇEŞİTLİ DEĞİŞKENLER AÇISINDAN İNCELENMESİ)

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ABSTRACT

In this study, Muğla University Faculty of Education and Faculty of Technical Education students way of continuous anger and way of anger expression were analysed in terms of various variables. The sample consists of 389 1st and 4 th grade students from those faculties. In terms of gender, it was found that male students were more able to control their anger and Social Science Teaching students were found to be having continuous and apparent anger and Department of Electronics and Computer Teaching students were found to be controlling their anger. In terms of age, the results showed that 23 years old and older group students were found to be able to control their anger much more when compared to the group of 17 -18 years old students.

Keywords: Continuous anger, way of anger expression, teacher candidates

ÖZ

Bu araştırma da Muğla Üniversitesi Eğitim Fakültesi ve Teknik Eğitim Fakültesi öğrencilerinin sürekli öfke, öfke ifade tarzları çeşitli değişkenler açısından incelenmiştir. Örneklem bu fakültelerde 1. ve 4. sınıfta öğrenim gören 392 kişiden oluşmaktadır. Cinsiyetlere göre, erkeklerin daha çok öfkelerini kontrol altına aldıkları, Sosyal Bilgiler Öğretmenliği öğrencilerinin sürekli öfkeye sahip oldukları ve öfkelerini dışa vurdukları, Elektronik ve Bilgisayar Öğretmenliği öğrencilerinin ise öfkelerini kontrol ettiği, sınıf düzeyleri açısından 4. sınıf öğrencilerinin öfkelerini kontrol altına aldıkları görülmüştür. Yaşlar açısından 23 ve üzeri yaş grubundaki öğrencilerin öfkelerini 17-18 yaş grubundaki öğrencilere göre daha çok kontrol altına aldıkları sonucuna varılmıştır.

Anahtar Kelimeler: Sürekli öfke, öfke ifade tarzı, öğretmen adayları.

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INTRODUCTION

Anger is a feeling we live in view of various factors in our daily lives. Anger can be a process that can go up to very effectively, subversive, or even aggressiveness degree, depending on the meaning degree in people of elements threatening or things which are experienced.

Anger is one of the basic emotions having when the individual perceives as a threat differences situations to her/his ego, and his/her plans, desires and needs is blocked and when individual suffers wrong (Kısaç, 1999).

Although anger is a natural feeling peculiar to the people, although specific, may also become harmful for interpersonal relationships. it is way of anger expression in view of stimulus situations in order to avoid damaging to interpersonal relationships are important to avoid damaging is a way of expressing anger. (Kısaç, 1997).

Anger and aggression in the literature often are dealt with in relation to each other and are evaluated as interconnected. Anger is seen as impulse or stimulus behind form of many aggressiveness (Averill, 1983). However, although aggressiveness is associated with anger, the two are not the same. Aggression is a behavior, anger is an emotion. Anger sometimes leads to aggression, but it is often not the initiator of aggressive behavior (Retzinger, 1991).

Every era has its own interference even based on the same reason why man gets angry. In childhood, education, training, and the prohibitions against the wishes of the child leads him to anger. In adolescence young people remain between the two main requests. On the one hand, while breaking off from his family, want to be independent, other hand, insecurity and the need for the support of adults, causes to conflict and anger. In adulthood, competitive conditions, obligations brought by responsibilities hinder the individual and cause to anger. In the meantime, a sense of being rejection causes to rise a violent rage in individual whether it be by society, whether it be by family and friends. Insecurity, uncertainty and restraints because of age about the future in people getting through advanced in years from middle age leads to a sense of frustration leads and anger (Baltaş, 2002; Kısaç,2006).

To understand anger as an emotional response, stimulus conditions that cause this feeling need to be understood. In studies, it is focused on three case leading to a sense of anger. Blocking situations, situations where individual' efficacy and safety is under threat and situations that the person's behaviors do not comply with expectations or similar situations. Anger is form of an emotional response shown frustration state.

Violence of the sense of anger depends on the importance that is of in terms of individual of blocked, whether or not an emergency; whether or not overcome the obstacles encountered, the level of environmental pressures which the individual lives, experience relating to similar frustration situations of the individual in the past and the individual's basic sense of personal confidence.

The excessive level of anger coming into being in frustration state is an important sign of an individual's basic personal lack of confidence sense. Frustration event occurred as a verification of negative attitudes towards self of individual such as "I'm not ready," "can not" (Oren et al, 1993). Anger in everyday life is shot out with various symptoms. In other words, there are different ways that a furious man uses to indicate anger. Among these, firstly, verbal expression of anger comes. Another form of expression of anger is to cry (Köknel, 1982). Although many different techniques are able to be used to know anger management skills of young people, most of them are based on a three-stage process:

- 1- Being aware of behaviours to hurt self and / or others.
- 2- learning skills and techniques of changing offending behaviors with others
- 3- practicing until a new, more compatible behavior can be used in real life (Güçray, 2001). This study was conducted on 389 students studying in 1st and 4th grade in Mugla University Faculty of Education and Faculty of Technical Education.

The main purpose of the study is determine in what degree continuous anger and the ways of anger expression being a process affecting interpersonal relationships affects teacher candidates in 1st. and 4th grades.

The following questions were sought answers for this purpose.

Problem Statement:

Is there an effect of various variables of teacher candidates studying in Mugla University, Faculty of Education and the Faculty of Technical Education on continuous anger and the ways of anger expression?

Sub-problems:

- 1) Do continuous anger and the ways of anger expression of teacher candidates vary according to
 - a) gender,
 - b) departments,
 - c) class level,
 - d) age,
 - e) socio-economic level,

f) education state of parents?

2) Is there an effect of how teacher candidates evaluate parents' attitudes towards their self- studentship on continuous anger and the ways of anger expression ?

METHOD

Participants

The study population consists of Mugla University Technical Education Faculty and the Faculty of Education students. This research was conducted on 389 people consisting of students of Faculty of Technical Education (Furniture and Decoration Education Electronic and Computer Education Departments) and the Faculty of Education (Turkish Language Teaching, Early Childhood Education, Class teaching, Science Teaching, Social Studies Teaching).

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Instruments

Continuous anger and the ways of anger expression adapted to Turkish by Ozer (1994) to provide necessary data as instrument in study. Adolescents and adults are applied. 10 items of the scale consisting of 44 items indicates constant anger, 10 item is state anger, 24 item indicates the style of anger expression. Subscales of the scale of style of expression are anger in under the control (rage/being control anger, 8 items), anger that is word (anger/word, 8 items), internally-held anger (anger/inside, 8 items). High scores obtained from continuous anger show that anger level is a high; high scores in control anger scale show that the anger is controlled; high scores in anger/word scale show that the anger is expressed easily; high scores in anger/inside scale show that the anger is suppressed.

The data were analyzed using SPSS package program. KMO values (Kaiser-Meyer-Olkin Measure of Sampling Adequacy)of the scale was found 81 for continuous anger subscale; 81 for bottle up anger subscale, 79 for the anger-word subscale, 85 for anger control subscale. Reliability of the test was found 78.

Percentage, the t-test and analysis of variance with one-way in analysis of the data were used.

RESULTS

Tablo 1. Descriptive Analysis of in Terms of Various Variables of Study

Factor	Variable	N	%
Gender	Male	227	57.9
	Female	165	42.1
Department	Turkish Language Teaching	53	13.5
	Early Childhood Education	62	15.8
	Class Teaching	93	23.7
	Science Teaching	43	11.0
	Furniture and Decoration Education	68	17.3
	Electronic and Computer Education	34	8.7
	Social Studies Teaching	39	9.9
Age	17-18	53	13.5
	19-20	106	27.0
	21-22	70	17.9
	23- and above	163	41.6
Social Ekonomical Level	Low	34	8.7
	Medium	344	87.8
	High	14	3.6
Parents' Attitudes	Repressive	6	1.5
	Anxious	25	6.4
	Concerned	186	47.4
	Protective	32	8.2
	Democratic	55	14.0
	Independent	52	13.3
	Talepkar	32	8.2
Indifference	4	1.0	
Mother's Education State	Literate	66	16.8
	Primary school	225	57.4
	Secondary school	32	8.2
	High school	51	13.0
	University	17	4.3
	Graduate school	1	.3
Father's Education State	Literate	22	5.6
	Primary school	168	42.9
	Secondary school	52	13.3
	High school	98	25.0
	University	51	13.0
Graduate school	1	.3	

Tablo 2. Öğretmen Adaylarının Cinsiyet Farklılıklarının Sürekli Öfke, Öfke İfade Tarzlarına İlişkin t-Testi Sonuçları.

Factor	Variables	N	X	Ss	t	P
Continuous Anger	Male	224	21.48	6.62	-1.01	.309
	Female	165	22.11	5.19	-1.05	.292
Anger inside	Male	224	17.63	4.39	.331	.741
	Female	165	17.48	3.97	.336	.737
Anger outside	Male	224	16.11	3.84	-1.64	.100
	Female	165	16.81	4.52	-1.60	.109
Anger Control	Male	224	21.92	4.08	3.58	.000
	Female	165	20.41	4.10	3.58	.000

When t-test results were examined according to gender was found a significant difference. This difference is significant in favor of men in anger (anger/control) sub-dimension in under control according to gender.

Tablo 3. Öğretmen Adaylarının Sürekli Öfke, Öfke İfade Tarzları ile Bölümleri Arasındaki İlişki

Factor	KAYNAK	Kt	Sd	KD	F	P
Continuous Anger	Intergroups	554.572	6	91.262	2.545	.020
	Intra-group	13699.240	382	35.862		
	Total	14246.812	388			
Anger inside	Intergroups	160.553	6	26.759	1.516	.171
	Intra-group	6740.753	382	17.646		
	Total	6901.306	388			
Anger outside	Intergroups	358.407	6	59.735	3.599	.002
	Intra-groups	6390.644	385	16.599		
	Total	6749.051	391			
Anger Control	Intergroups	350.769	6	58.461	3.514	.002
	Intra-group	6371.067	383	16.635		
	Total	6721.836	389			

When continuous anger and the ways of anger expression of teacher candidates were examined according to departments, it was found a significant difference.

Scheffe test was applied to determine which sections this difference result from.

According to this, in continuous anger sub-dimension, in social studies teaching ($x=23.00$) a difference was seen between social studies teaching and electronic-computer teaching ($x=14.11$) in wording anger sub-dimension. And

this difference was seen in favor of social studies teacher ($x=18.07$). There is no difference a significant between other departments: the most significant difference in the context of anger control was found in favor of electronics-computer teacher ($x = 23:41$).

Tablo 4. Öğretmen Adaylarının Sınıf Düzeylerinin Sürekli Öfke, Öfke İfade Tarzlarına İlişkin t-Testi Sonuçları

Factor	Variables	N	X	Ss	t	p
Continuous Anger	1st Grade	162	22.35	6.87	1.65	.098
	4th Grade	227	21.32	5.38	1.59	.113
Anger inside	1st Grade	160	17.56	4.32	-.008	.994
	4th Grade	229	17.57	4.14	-.008	.994
Anger outside	1st Grade	163	16.59	4.12	.731	.465
	4th	229	16.28	4.17	.732	.465
Anger Control	1st	162	20.60	4.12	-2.75	.006
	4th	228	21.77	4.12	-2.75	.006

When the data is analyzed in terms of grade levels, a significant difference was found. There is a difference in favor of 4th grade students in terms of grade levels in anger sub-dimension (anger/control) in under control.

Tablo 5. Öğretmen Adaylarının Sürekli Öfke, Öfke İfade Tarzları ile Yaşları Arasındaki İlişki

Factor	KAYNAK	Kt	Sd	KD	F	p
Continuous Anger	Intergroups	163.076	3	54.359	1.486	.218
	Intra-groups	14083.737	385	36.581		
	Total	14246.812	388			
Anger inside	Intergroups	27.863	3	9.288	.520	.669
	Intra-groups	6873.443	385	17.853		
	Total	6901.306	388			
Anger outside	Intergroups	38.550	3	12.850	.743	.527
	Intra-groups	6710.501	388	17.295		
	Total	6749.051	391			
Anger Control	Intergroups	319.747	3	106.582	6.426	.000
	Intra-groups	6402.089	386	16.586		
	Total	6721.836	389			

In research results, it was found a significant difference in terms of teacher candidates' ages. This difference was found in 17-18 ($x = 19:45$) age groups and 23 and above ($x = 12.22$) age groups in the context of anger (anger/control) in under control

Scheffe test for more precise investigations was applied and it is in favor of students in 23 and above ($x = 12.22$) age group were in favor.

Tablo 6. Öğretmen Adaylarının Sürekli Öfke, Öfke İfade Tarzları ile Sosyo-ekonomik Düzeyleri Arasındaki İlişki

Factor	Source	Kt	Sd	KD	F	P
Continuous Anger	Intergroups	6.178	2	3.089	.084	.920
	Intra-groups	14240.635	386	36.093		
	Total	14246.812	388			
Anger inside	Intergroups	92.090	2	46.045	2.610	.075
	Intra-groups	6809.216	386	17.640		
	Toplam	6901.306	388			
Anger outside	Intergroups	17.320	2	8.660	.500	.607
	Intra-groups	6731.731	389	17.305		
	Toplam	6749.051	391			
Anger Control	Intergroups	113.782	2	56.891	3.332	.037
	Intra-groups	6608.053	387	17.075		
	Total	6721.836	389			

As a result of the examinations, It was seen a significant difference in the relationship between socio-economic level and continuous anger and the ways of anger expression. In terms of socio-economic level, it was found a difference in favor of class teaching ($x = 23.85$)

**Tablo 7. Öğretmen Adaylarının Sürekli Öfke, Öfke İfade Tarzları
ile Ana-baba Tutumları Arasındaki İlişki**

Factor	Source	Kt	Sd	KD	F	p
Continuous Anger	Intergroups	764.153	7	109.165	3.085	.004
	Intra-groups	13482.659	381	35.388		
	Total	14246.812	388			
Anger İnside	Intergroups	203.487	7	29.070	1.654	.119
	Intra-groups	6697.819	381	17.580		
	Total	6901.306	388			
Anger outside	Intergroups	414.271	7	59.182	3.587	.001
	Intra-groups	6334.780	384	16.497		
	Total	6749.051	391			
Anger Control	Intergroups	238.772	7	34.110	2.010	.053
	Intra-groups	6483.064	382	16.971		
	Total	6721.836	389			

A significant difference was found in the statistics applied in the context effect of Parents' attitudes of teacher candidates on continuous anger and the ways of anger expression

Students reported that they adopt repressive ($x=27.66$) and anxious ($x=25.92$) attitudes of parents mainly in the context continuous anger in terms of parents' attitudes and that they have irrelevant ($x=21.00$) parental attitude and anxious ($x=20.33$), repressive ($x=19.12$) parental attitudes in the context wording the anger.

It was examined effect of parental education status on continuous anger and the ways of anger expression of teacher candidates and it was no found a significant difference because p value is higher than. 005.

DISCUSSION

Significant differences were found in 17 to 18 years of age and older age groups in the context of anger (anger/control) in under control when is looked in terms of ages of teacher candidates

This difference is in favor of the students in the group 23 age and over. A significant difference was seen in favor of 4. degree students in anger (anger/control) in under control in terms of degree levels.

A significant difference was found in favor of men anger (anger/control) in under control according to gender. In the context of continuous anger according to departments, in social studies teaching. In the context of being word of anger, social studies teacher is more meaningful than computer teaching. In the other departments, it was no seen a significant difference. In the context of anger control, it was found a significant different in electronic and computer teaching.

In terms of socio-economic level, it was a difference in favor of class teaching in controlling anger. In terms of parents' attitudes, in the context of the continuous anger, repressive attitude of parents are significant, anxious the attitude of parents is different from the others.

In the context of wording anger, irrelevant / indifferent attitude of parents is significant. Anxious, and repressive parental attitudes are different from the others. There was no significant difference in the context of the type of parental education.

CONCLUSIONS AND SUGGESTION

In our daily lives Anger is a feeling we live opposite of various factors. Anger is a process can go up to very effective, subversive, or even aggression depending on meaning degree in people of things they experience or threatening elements.

It was seen that Studies related to anger in literature get behind of other research subjects even if being highlighted how important is anger in terms of psychological, educational, social and physical in individuals (e.g. Deffenbacher & Stark, 1992). Despite this, the therapist treats a large extent the problems of anger and aggression.

Most studies in the past about anger and aggression was focused on treatments consisting of cognitive and behavioral aspects or combination of these two theories (Glancy & Saini, 2005).

Although recent researches on reduction anger get behind studies in which are dealt with emotional problems such as depression and anxiety; more recently, two model different but related to each other were dealt with effectively. In the first of these models was aimed at increasing the skills for emotional control. In the second model reducing anger focuses on increasing positive interpersonal skills and social skills training with being overcome social conflict and disagreement (Deffenbacher, Thwaites, Wallace, & Oetting, 1994). That anger being a normal state of emotion is expressed by individuals in an appropriate manner is of extremely important for being able to be healthy of Interpersonal relationships.

Therefore, it can be able to have information on anger status of individuals by spreading researches related to anger to all sections of society and appropriate anger management skills can be given to individuals.

Some of the findings related to this study were presented as paper in XV. Congress of National Educational Sciences.

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