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IJIEMR Transactions, online available on 4th Mar 2020. Link

[:http://www.ijiemr.org/downloads.php?vol=Volume-09&issue=ISSUE-03](http://www.ijiemr.org/downloads.php?vol=Volume-09&issue=ISSUE-03)

DOI: 10.48047/IJIEMR/V09/I03/21

Title Anger Management among the AdolescentA study in Hyderabad, Telangana State

Volume 09, Issue 03, Pages: 183-191

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Anger Management among the AdolescentA study in Hyderabad, Telangana State

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Abstract:

Adolescents have numerous physical, social, emotional, and psychological issues that contribute to their high degree of anger, which is one of the most potent risk factors for school violence. Unable to control their anger, students run the risk of acting aggressively or even violently explosively. The purpose of the study was to focus on anger management and to teach aggressive or angry students how to regulate their emotions and develop the skills to recognise and control their emotions may provide them the ability to stop their negative emotions from getting worse. Additionally, it will lessen the likelihood of future significant confrontations between students, teachers and parents.

Keywords: *Angry Management, Students, Teachers, Parents*

1.0 INTRODUCTION

Anger is an emotional state that varies in-depth from slight irritation to first-rate fury and rage, it's miles subjective in nature that includes greater physiological arousal and cognitive antagonistic pastime. Anger is a natural nation that is acknowledged as an urge to be and a potential causal issue in competitive or violent behaviour. It is often thought of as an average incidence in everyday life, to being a method of self-expression and possibly a younger child's declaration of independence, it commonly mobilises a reaction to threat. Even as the word "hostility" connotes wrath, it also has a complex set of attitudes that force violent acts supposed to damage other humans or matters similar to how anger and hostility can be described as sentiments, attitudes, aggression commonly refers to behaviour that is unfavourable or punitive and is directed at other humans or things. Violence is a type of behaviour that manifests in adolescence in close relationships and is displayed in courting circumstances. Anger is a form of frustration, out of control rage has predominant negative results on the individual experiencing it as well as others.

Anger is regularly a symptom of trouble. Anger might signal that we are experiencing emotional or bodily aches. Our needs aren't being addressed, in step with anger, when something goes wrong, we may want to feel angry. Anger is merely a sense that is neither correct nor evil, how we deal

with the concern situation is significant but, anger occasionally has unfavourable facet effects. Anger can motivate interpersonal problems, fitness problems, subpar painting overall performance, and issues with "the authorities." Aggression and violence are also related to anger at the same time as it is an emotion means of an action that is meant to harm, regrettably, no longer anyone can manage their wrath, anger too regularly overflows into our existence, upsetting relationships and different obligations. Violence or physical abuse might also result from it. At home and school, persistent anger can result in profound sadness and sometimes intellectual ailment. Anger becomes a "trouble" while we harbour it for an extended time frame or while it leads to unwarranted aggression. In our way of life, an extreme social problem might also make a contribution to crime, intellectual contamination, lost productiveness, and preferred dissatisfaction. Keeping with modern-day psychologists managed anger has a survival gain, but it additionally has an impact on someone's social well-being. It has been determined that the scientific effects of formative years unexpectedly boom as human beings age. Today, anger is a serious public fitness issue, especially among youngsters and teenagers more frequently, reserve mental health remedies because of anger-related issues such as oppositional behaviour, aggressiveness, physical aggression, and verbal abuse, youngsters are more likely to expose

symptoms of inflammation, sensitivity, rejection, and complaint, and young people experience difficult instances that gasoline their rage. Poverty, physiological abuse, overlook, and alcoholism are some extra dangers. In fact, many young adults deal with a spread of conflict eventualities each day, formative years are a period of transition this is marked via some physiological and mental changes. They nonetheless lack sufficient quantities of effective coping information, which makes it tough for them to manage their emotions and movements.

Anger may be used to address troubles, proper an injustice and rebuild pride. If anger isn't well managed, it may be a barrier to a toddler's mental and physical health. Anger is a wonderful emotion that complements life. The era and stage of growth and development between childhood and adulthood are called youth, according to the arena fitness organisation (WHO), is any time frame between the long-time of 10 and 19 years. early life is a stage of physical and mental development that generally lasts from puberty to the age of legal adulthood.

Stages of adolescence

Period of adolescence Years

- 1 .Early adolescence - 10 to 14 years
2. Middle adolescence- 14 to 17 years
- 3 .Late adolescence - 18 to 19 years

Adolescence is a time of rapid physical, intellectual, psychological, and social change. At this age, teenagers are more vulnerable to a variety of issues, including aggressive behaviour, bad eating habits, smoking, and drug addiction. Teenagers' most frequent issue is anger, which can have both short- and long-term negative effects on their health. Teenagers frequently engage in more violent behaviour, which makes them distrustful of other individuals. When wrath levels are extremely high, many behaviors especially those committed by men include physical aggression, verbal abuse, and threats of property destruction. One of the causes of persistent behavioural issues, such as violence, criminality, bullying, and other misbehaviour, might be aggressive behaviour. Between the ages of 8 and 14 years, aggressive behaviour grows and peaks in early adolescence. Lack of social skills and a lack of awareness of how to build relationships with others during adolescence can

lead to the development of violent behaviour. According to social learning theory, aggressive behaviour is a by- product of learning. According to Bandura, violent conduct develops through observation of other people or first-hand experience, training or instruction, strange beliefs, and reinforcement from both positive and negative sources. Reinforcement serves as a supporting factor in the learning process and determines whether the previous imitation behaviour will be internalised or not. There is a drive to repeat a behaviour if it receives reward or feels pleasant.

Teenagers frequently experience problems with fury and hostility. The inability to control one's anger may be what causes violence to appear. Anger management is the ability to properly and socially acceptable regulate thoughts, feelings, desire, and rage. The attempts made to reduce negative emotions and negative behaviour, including violence, had little to no major effect on anger management. In addition to a person's ability to control their emotions, aggression can also grow when a person feels rejected by their friends, the social environment, their parents, or their classmates. As a result of peer acceptance, adolescent may engage in aggressive behaviour and experience social rejection. Friends have an impact on people's behaviour, weak social skills and poorly controlled emotions are the main factors that impact aggression. People use aggression as a maladaptive outlet for their anger at being rejected and as a means of gaining approval from their peers. Anger can also serve as a motivation for serious violent acts. Violence can, however, also take place in a way that does not elicit a strong emotional reaction. Numerous individuals think that anger contributes to the larger mental health issues including depression, stress and anxiety among the adolescence. It is always accompanied by adjustments in both biology and psychology. Increased blood flow to the muscles, hormonal activity (adrenaline and noradrenaline), increased muscle tension or contraction (skeletal muscles), and an increase in body temperature are examples of biological changes. Other changes include an increase in heart rate, respiration rate, blood pressure, and energy level. Thus, it has an impact on every aspect of a person's important systems. Similar to how an angry reaction causes many psychological changes. Concentration loss,

diminished tolerance and patience, increased restlessness or pacing, increased tension, and decision-making difficulties are a few of these changes. The physiological and psychological activities that make up our health can change if an angry reaction lasts for an extended period of time. According to Deffenbacher (1999), certain persons are more prone to becoming "hot-headed" than others. Some people do not openly express their displeasure. Some people don't handle irritation and rage well. There is evidence that some children are born irritable, touchy and easily offended from an early age. Genetic or physiological factors may also contribute to anger reactions. A socio-cultural factor is another root as it may prevent people from learning how to control their anger in healthy ways.

Related Literature

Gunaselvi.M(2019), According to the researcher teenage students who control their anger experience considerable changes in their amount of rage. The adolescents' levels of anger significantly decreased after receiving the psychoeducation programme. Hence, psycho-education on anger management approaches, is appropriate and implemented in all situations.

MunevverMertoglu(2018), Early learners experience anger naturally. It's crucial that people get their emotions out without endangering themselves or the environment. Therefore, those who are responsible for looking after children namely parents, teachers, and other caregivers need to be aware of both the anger-management approaches and the developmental traits of children.

Sella Kumar(2017), One's social abilities, self-awareness, emotional self-regulation, and performance all improve after learning anger management techniques. To avoid destroying oneself and one's social network, rage identification and management are two very important psychological tasks. This is especially true for adolescents.

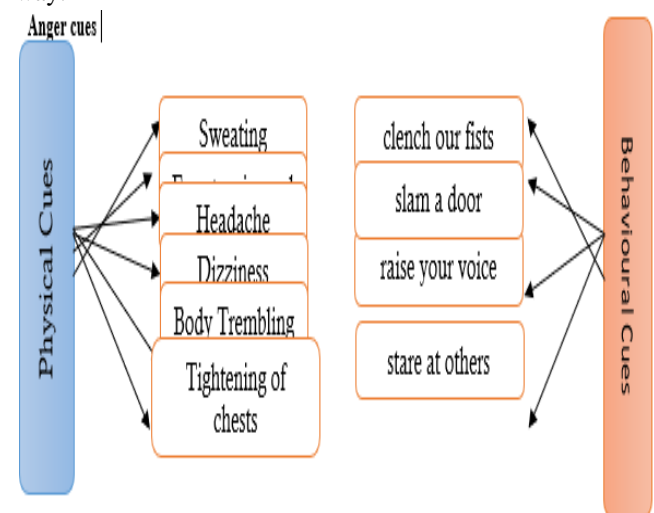
Gayathri S. Prabhu(2016), The association between anger management and its impact on medical students' mental health was assessed in this study. Anger that is repressed and not expressed can contribute to anxiety and sadness. Therefore, there needs to be a greater emphasis on teaching pupils how to control their anger, particularly in a demanding situation away from home.

Hakulinen C.(2013), Anger is a type of emotion that is a negative response to an aim that the person is aware of. However, hostility is a type of attitude that includes a negative perception of interpersonal relationships.

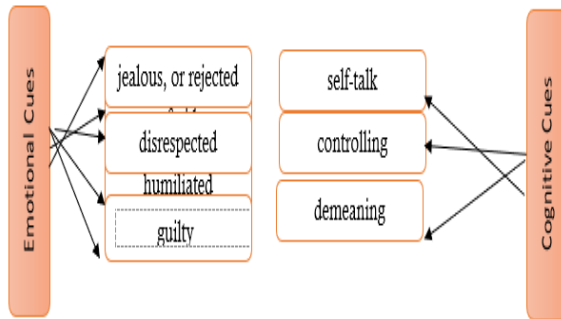
Keng SL(2011), Meditation concentrating on mental stability decreased distraction and negative emotions and helped youngsters acquire the ability to observe themselves with a receptive attitude and minimise unpleasant emotions such as anger.

Adler's (2003), study states to systematise their rage. The researcher emphasises how conceited adolescents are, unable to accept that others are on a par with them or superior to them and that they need to be better than everyone else in order to be happy.

According to the above literature study, it was identified that the major focus on anger management strategies for adolescents was not been reflected and thereby creating a research gap in the available literature. Thus the purpose of this study will focus on the causes and management methods through which adolescents will be made aware to identify and handle their angry and aggressive behaviour in an effective and positive way.



Anger cues are the physical manifestations of an individual's anger that show how intense their anger is. The signs of rage might take on any shape, including feelings, thoughts, or physical responses to the situation that made you angry. Physical, emotional, behavioural, and cognitive signs are the four different categories of rage cues.



3.0 RESEARCH METHODOLOGY

This study is conducted in Hyderabad, the capital city of State of Telangana. The study attempts to understand the reasons among the adolescence students which intensify the level of anger mainly focusing on peer pressure, environmental causes, physiological and emotional problems by examining the role of parents and teachers in preparing to handle themselves in an constructive method.

Research design

This study has adopted mixed research method to collect data and information from our target population. The research was carried out on quantitative method through survey questionnaire method to answer the research questions and noted the responses from one -on-one interactive-interview techniques with the respondents to get the ground reality in the most abstract method.

Target Population

The target population of the study are adolescence students in Hyderabad. For the purpose of this study, the researcher has interviewed students' , parents and teachers from various schools including government schools and private schools in Hyderabad to get the grip over multi-faceted behaviour of adolescent students.

Sampling

The study uses a random sampling method for conducting research. The respondents from the selected area will be contacted to collect data in Hyderabad. For the confidence level of 95 per cent, with a margin of error of five per cent, a totalof 318 responses(students, teachers and parents) were received in the selected areas across the city to conduct the research. The researcher has selected the following areas randomly for the research

which include Ecil, A.S Rao Nagar, Sainikpuri, Kukatpally, Begumpet and Bachupally. Within these areas, the research was conducted and the researcher skipped 23 respondents' responses have not been considered because the responses were incomplete and errors were identified while responding to the questions asked. Additional questions were also included in the light of new information.

The study aims to achieve the following through its core practises, understanding the relationship between emotion, thought, and behaviour, monitoring and recording the cognitive process, challenging unrealistic thoughts and improving an alternate thought-behaviour, being able to use relaxation techniques, controlling feelings of rage by improving abilities for expressing thoughts and emotions appropriately, as well as being able to explain them in appropriate ways.

Objectives of the research

- To know the common reasons that triggers anger among the adolescents
- To know the cues which are associated with the anger-related event
- To understand emotional expression limited to feelings of anger and frustration.
- To know negative reactions among the adolescent when in angry thoughts
- To analyse coping techniques of anger management among adolescent students.
- To know how parents and teachers develop angry management plan for the adolescents
- To know how physical activities help in controlling anger and aggressiveness.
- To know if anger causes varying levels of depression and stress

Method of Data Collection

The researcher has collected secondary data for the purpose of understanding the issue faced and the progress already made in studying adolescent students and to identify the uncovered dimension in the current research. The primary data was collected through a questionnaire which was constructed based on the objectives of the research and was able to capture the targeted data. The questionnaire consists of the closed-ended questionnaire with 5 points Likert scale to direct the results towards the objectives and create a

platform for effective statistical analysis, while the open-ended questions need to be processed to draw a meaningful conclusion from the observations.

Results and analysis

The study proposed to measure the causes, behavioural changes and angry management methods by adolescent students by adopting the quantitative study using factor analysis extracted from five dimensions of the current study, even though the sample size (n=318) is too small for any conclusive results but the reliability analysis and factor analysis results suggest good factor structure for the study. Highlights the initial step, was to assess the reliability of the questionnaire using Cronbach's alpha test. The value shows that the reliability of the questionnaire is high as Cronbach's Alpha Based on standardized item value reads .961 for 5 items for the test while the Cronbach's alpha value is .947. This test consists of items in total, including the subscales of Anger Experience, Hostility, Destructive Expression, Positive moves and Coping-up mechanism. Aggression behaviour was the dependent variable and anger management was the independent variable, peer acceptability served as the mediator, and identified the applied attitude as well as the applied passive attitude, aggressive attitude, passive-aggressive attitude, and right self-assertive attitude.

Gender and Age Reflection of the current study

The gender composition for the current study states majority of the students were male there stated that their experience frequent emotional and physical cues.

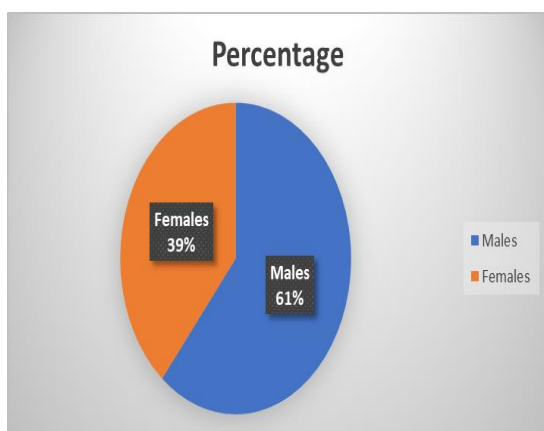


Fig:1, Age and Gender

- According to a study 61 per cent of them are males and 39 per cent are females as shown in fig- 1,
- The average age of the respondents ranges between 13years to 15 years while the maximum age is 17 years of male and female students.
- The background data of the respondent's state that 38.6 per cent of them are of the age group 15 to 16 years followed by 32.2 per cent of the respondents were between 16-17 years and 29.2 per cent of the respondents were between 13 to 14 years of age respectively.

Common reasons that trigger anger among the adolescents

- Anger can be brought on by various things. Some people make an effort to hide their anger, while others think they can't manage their rage. When asked the respondents stated the very reasons that actually trigger their anger in day-to-day life.
- According to the respondents, stress and traumatic events faced by adolescents are the major causes of anger.
- Many students also felt conflicts within the family and low self-esteem is the second major cause that triggers their anger as shown in the fig-2.

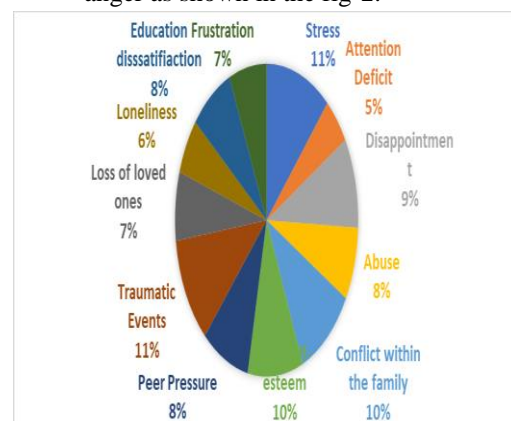


Fig2: Reasons trigger anger among adolescents

About 5 per cent of the respondents accepted that attention deficits are another cause which leaves

them with bitter experiences in the family, at school and with a peer.

Emotional and Behavioural Expression of adolescent students when angry

Anger and aggressive behaviour among adolescence may be significantly influenced by the attitudes, behaviours, and communication styles of parents, teachers, caregivers, and other people who have regular contact with them, especially their families. Hence fig-3 reflects the expression of anger by the respondents.

Majority of the respondents that is 19.8 per cent of them stated their try to harm themselves when in rage or anger.

17.3 per cent of the respondents cry as they could not handle the situation positively.

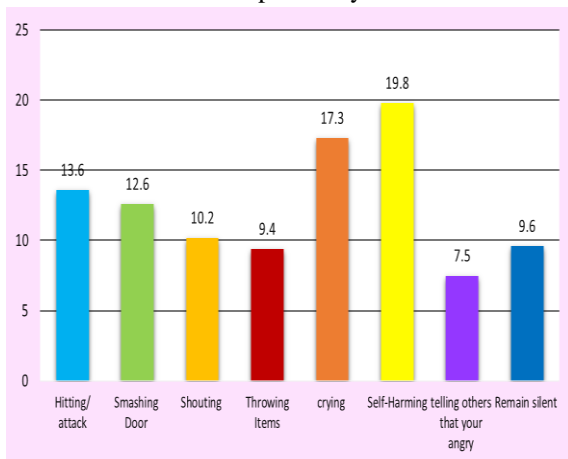


Fig-3: Emotional and Behavioural Expression of adolescent

- According to the fig-3, only about 7.5 percent of the respondents try to express other about their anger.
- This indicates that adolescents are facing lot of issues emotionally and behavioural challenges in handling themselves when in experiencing angry. These behaviours reflect destructive expressions. Coping up with positive mechanism is the need for the study.

Coping techniques of anger among adolescent students

Factors that may contribute to anger and aggressive tendencies among adolescent raised in various cultures and environment differs, thus if these students are trained and encouraged to adopt self-coping techniques would be able to handle every situation effectively.

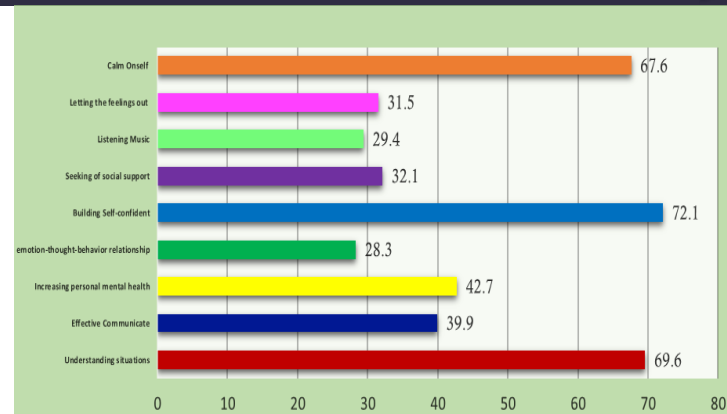


Fig4: Coping Techniques

- Monitoring anger will help us to become more aware of our patterns of anger and help us recognise the situations, feelings, thoughts, and outcomes that are connected to anger and shows a diverse mechanism to cope-up in practice.
- Majority of the respondents, 72.1 per cent (n=225), state to build self-confidence to handle the situations effectively.
- About 69.6percent (n=225), state they understand the situation. On this note, girls were much better when compared to boys.
- Followed by it the other techniques include Listening to music, letting/sharing the feeling out, seeking support, trying to increase personal-mental health, and effectively communicating their thoughts.
- About 28.3 per cent (n=225), states the relationship between emotion-thoughts and behaviour is directly related, hence if controlled and trained they believe to cope with anger in an appropriate manner.

Parents Behaviour

A platform where learning, growth and development are rooted in thickening the branching bound of relationships is the family. Mostly, parents start observing the child behaving aggressively and showcasing his/her anger on a frequent basis as their make various demands when unfulfilled. When parents showcase their reflective handling mechanism the following figure gives detailed information.

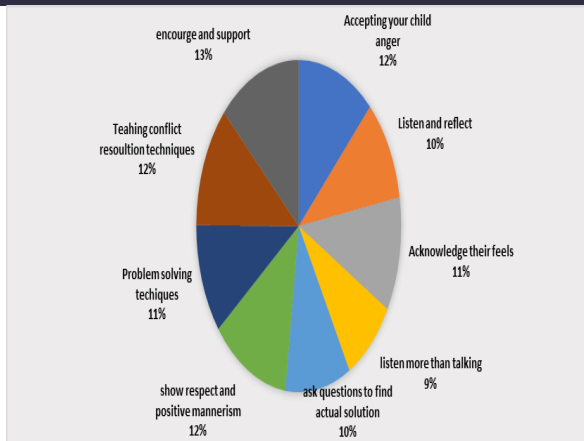


Fig5: Parents Behaviour

Family is regarded as the first and foremost institution from where learning, growth and development of the individuals takes place. Parents want the best for their children. When the children are short-tempered in nature and get angry on trivial issues, the parents are vested with the authority and responsibility of ensuring that the feeling of anger should not give rise to problems and barriers within the course of achievement of desired goals and objectives and bringing about improvements in the overall quality of lives of their children. Hence, they impart them information in terms of ways to manage anger. Apart from parents, other family members such as, grandparents, siblings, uncles, aunts etc. are also family members that make provision of help and assistance to the individuals in managing anger. When others are imparting information, it needs to be understood and implemented in a well-ordered and appropriate manner

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When others are imparting information, it needs to be understood and implemented in a well-ordered and appropriate manner

- Majority of the respondents, 13 per cent (n=35) of the parents stated that they respect their child's anger, and encourage and support to cope with their dissatisfactions.
- 12 percent of respondents states that they accept their child's anger and react positively and teach techniques to resolve the conflict
- 11 per cent of the respondents feel that their children will be encouraged to understand the situation try to inculcate the problem-solving techniques among them and acknowledge their feelings.
- 10 per cent of the respondents states there would listen and try to ask questions to identify the actual solutions that reflect the cause in need.
- Only 9 per cent of the parents would prefer to listen more than talk to their children when in anger.

Teachers Behaviour

Adolescents are becoming more involved in violence, which is a kind of physical hostility. Anger is linked to physical and verbal aggression. Despite the fact that anger is a common and normal emotion, issues related to its incorrect expression continue to rank among the most severe worries for teachers and others involved in the mental health community. Hence to determine the behavioural and emotional impacts of anger expression and methods of anger management in adolescents teacher's role is significant when exhibited.

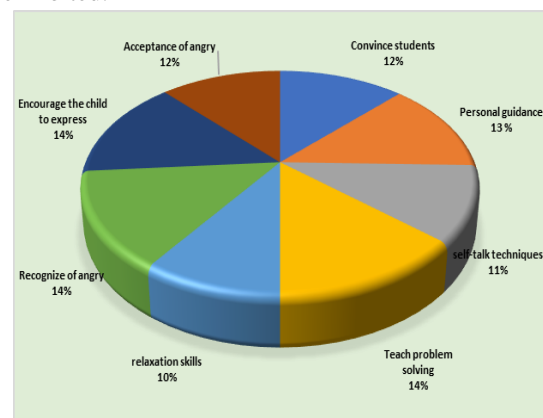


Fig6: Teachers Behaviour

- Majority of the respondents 14 percent (n=35), of the teachers their recognize and encourage the child to express and try to solve the problem.
- About 13 percent of the teachers states that personal guidance and counselling are given to the students in need
- 12 percent of the respondents stated that they accept the students when in angry and convince students to overcome it.
- 11 percent of the respondents states self-talk techniques is thought to the students so as to encourage them to cope up with the anger related stress.
- 10 percent of the respondents states they teach relaxing skills and encourage them to be proactive skill among the students.

Discuss and Conclusion

Anger is a ubiquitous and prevalent issue that interferes with appropriate behaviour and social interaction both at the individual and a social levels. Additionally, social violence, overall well-being, and typical social interaction are all inversely correlated with rage. Anger management skills are therefore necessary for people who experience higher levels of anger, intense or uncontrollable expression, health difficulties and anger-related issues which are most frequently observed in adolescents. There are individuals who are more likely to experience physical, psychological, and social issues associated with anger. One of the vulnerable groups identified to exhibit significant levels of rage and aggressive conduct during the adolescent stage is school-aged children. In addition to being a learned predisposition that results in undesirable behaviour, it is a predetermined distinctive emotional reaction. A state of anger can be caused by various elements when left unrecognized and untreated anger may have negative effects on a person's interpersonal, intrapersonal, and anger management and control behaviours. The major findings of the study state that stress, traumatic events and low self-esteem faced by the adolescents are the major causes that trigger anger among the adolescents, within the range of emotional and behavioural assertion, adolescent students try to harm themselves and cry aloud when unable to handle in a situation in the positive aspects. Hence, the role of a teacher and parents is to identify and stabilize by creating a

balance between emotions-thoughts and behaviour which encourages them to build self-confidence in expression and coping with the situations.

Hence, the study suggests that teachers and parents should be alert enough to identify the changes in the behaviour of their adolescent children, in addition, teachers should serve as the platform that can direct anger management skills development programs in school as a part of their regular curriculum so as to create positive impact and train adolescents to recognise their own emotions as well as others as a part peer relationship building by establishing adequate communication that connects social acceptance and emotional balance among the students and allowing them to practice to be patient through a planned methodology to determine their success with optimistic thinking approach and be responsible for their changing behaviour in every aspect of their life.

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