



ORIGINAL ARTICLE

The Effectiveness of Teaching Anger control based on Approach of Cognitive- Behavioral in Self-efficacy of High School Students girls in Islamshahr City

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ABSTRACT

The purpose of this study research on the effectiveness of teaching anger control based on approach of cognitive – behavioral in self-efficacy of high school students. Study population included all female high school's students in Islamshahr city, (91-92).sample size was determined according to scientific principles and formulas for the size of 30 samples by using cluster sampling method. For Measure the research variables general self- efficacy questionnaire (1982) was used for training anger control during the nine sessions (2hours) was used. Studies the type of semi-educational pre-test post-test with control group .analyzing of covariance were used for analyzing the data.

After collecting and analyzing the data from the questionnaire, using software version 16 SPSS the finding indicate that: Training anger control is effective in self-efficacy and Imitative behavior and persistence of girl students .Teaching anger control is not effective effort with complete homework.

Key words: self – efficacy, Training anger control, cognitive –behavioral approach

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INTRODUCTION

The concept of self-efficacy is derived from Cognitive - Social Theory of Albert Bandura [1], a famous psychologist, which refers to the individual's beliefs and judgments on their abilities to perform the duties and responsibilities [2]. Self-efficiency is the conviction of a person that can successfully performs the necessary actions to produce desired results, and also expresses a person's overall confidence in their ability to control and dominate the environmental requests [3]. Our judgments about our own sense of self-efficiency are based on four sources of information: the success of the performance, succession experiences, Verbal Persuasion and physiological arousal and excitement. Most effective source to judge the performance is the success of performance. Previous successful experiences indicate directly the level of our mastery and competence. Previous successes show our ability and strengthen our sense of efficacy. Repeated failure in childhood may reduce the feeling of self-efficacy [4]. Many people lack the essential abilities to deal with the life issues and that makes them vulnerable in encountering every day problem. Some when facing some issues and failures assess properly and logically, and in contrast, some other rather than adaptive facing with issues by various techniques such as anger and aggression quarter, and the drug Alcohol and other inefficient strategies avoid dealing with problems [5].

Every situation that makes us unfortunate, causing anger in us and all people will experience it in a way [6]. Anger is an emotion which appears in everyone, but we must know that an excitement is controllable and normal that has allowed humans to evolve and adapt. Anger in principle is not a bad emotion, but it is not managed in the right way, will cause problems [7]. If the outrage is properly managed, gives us the power to take action in order to achieve our goals or to deal with problems, if it is balanced, it will help controlling the situation, it gives us the courage to ask our demands resolutely and make others familiar with our point of views [6]. Anger management training, with cognitive - behavioral approach can be an

appropriate intervention to change the attitudes and beliefs which are generating anger and training positive speaking in order to eliminate the unhealthy attitude and negative assessments of facts and as a result it will increase in anger control skills [8]. Focus of cognitive - behavioral training is on exchanging behavior, education, communication skills, problem solving and cognitive interventions that will improve individual performance [9]. Anger management training program is growing up by the need of reducing aggression due to anger that most of anger management programs that have been evaluated show the usefulness and effectiveness of these courses. These programs emphasize the control of emotional and impulsive response to the perceived provocation of issues and assertiveness, anger expression and ways of solving problems through fostering arousal management skills and reconstruction of cognitive processes [10]. In this study, Novaco cognitive - behavioral approach is used. In Novaco cognitive - behavioral approach, reducing aggression is based on anger control and cognitive restructuring. This method of therapy is used to treat problems with anger and aggression, and that is a kind of cognitive - behavioral intervention which follows a therapy model called immunization against stress. The goal of immunization approach against anger control is to develop coping skills that are as follows: (a) the receiver, b) regulator, c) the Executive. The main goals include: Prevention of the occurrence of anger in conflict situations, enabling the authorities to adjust their arousal levels in time of anger and providing practical skills required to appear the arousal, this therapy approach has three continuous steps or stages: 1) Cognitive preparation, 2) Skill acquisition, 3) learning how to apply what was learned [11].

Many studies have been done abroad and at home about the effect of treatment for anger control training on various factors. Including Shokouhi Yekta and colleagues [12], carried out a research in the area of influence of anger control management training on controlling the anger of mother of mentally retarded and slow learners. In this quasi-experimental study, 46 mothers were selected by available sampling methods from 2 schools special of Tehran mentally retarded students and slow learners and were homogeneous in terms of demographic, they were included in experimental and control groups. Data were analysed by using covariance Analysis and the results showed that anger management training has a positive impact on reduction of anger and increasing the use of anger control strategies. Abouei Mehrizi [10] assessed the effectiveness of anger management training on self-regulation skills of anger and conflicts between parents - adolescences. In this study 30 girl students of secondary schools were selected by quasi-experimental method and were included in experimental and control groups. Results showed that case group increased the anger management training and self-regulatory skills of anger and reduced the conflicts between parents - adolescences.

Wheatley & et al.[9] designed an anger control management course for youth in schools in a quasi-experimental study. They showed different findings results along with some improvement in passive, and withdrawal suspending behaviors during the course. Ireland [4] evaluated the efficiency of short-term intervention program in anger management in adolescent prisoners. To this purpose, 87 adolescents' prisoners were randomly selected and 50 of them were included in the experimental group and 37 others in the control group. Results showed that patients in the experimental group, who had received anger management skills, had a better psychological status than patients in the control group and were able to control their aggression. Joi [3] had evaluated the effectiveness of short-term intervention program which prepared as movie on 12 American soldiers involved in the Iraq war. Results showed that soldiers who had been trained in this therapy group had more power to control their aggression than other soldiers (control group). Janovsky study [5] showed that the program of group therapy in anger management can reduce the level of anger and also patient's dependency to drugs.

Lawson [9] in evaluation of anger management of Institute of Mental Health of America that was held for homeless people (people with low incomes), showed that the rehabilitation program could be effective to manage anger due to the materialistic problems of participants. Caracas and Cokcakan [8]) carried out a study about the effect and comparison of two cognitive-behavioral approaches and psychological aggression on reduction of anger in Anatolia students. And they concluded that cognitive-behavioral approach is effective in reducing all components of aggression except verbal aggression and it had influence in reducing aggression more than psychodrama. Breslin [5] studied the effectiveness of anger management training program in preventing the commission of domestic violence and concluded that participating in anger management training program is related to the reduction of committing domestic violence. Schimits [6] in a semi-empirical study examined the effectiveness of anger management training on 30 adult clients of the Mental Health Center of Minnesota. Studies showed that participating in anger management training program significantly increases the scores of people in the control scale of anger management, relative to baseline. Leslie & Morland [3] in a study paid attention to the training of anger control and impulsive behavior on soldiers with (PTSD) disorder by long distance learning method and soldiers were divided randomly into two groups of control and test and subjects were tested for 12 sessions. Results showed that long distance anger control training can be *effective* on soldiers. Son & Choi

[6] by the effectiveness of anger management programs on family members of patients with alcohol-induced disorders showed that training led to a significant decrease in the expression of anger management and its enhancement. *Furthermore, family members of patients reports that after training, their lifestyle has improved by increasing comfort.* Morland and Greene, Roosen and Foy [7] in a research dealt with the impact of training anger control skills on veterans and they were divided in two groups of control and experimental. Participants were assessed three weeks after treatment, the results showed a decrease in rage in these people.

Given the above, it can be concluded that this teaching method greatly can be effective in reducing many problems and the efficiency. According to present evidences and lack of research on the effectiveness of training anger control on self-efficacy and its dimensions as one of the variables affecting different areas of human life, using the results of this research in the treatment and counseling areas and providing a context for further research are among the reasons for conducting this research.

This research is an attempt in reply this question whether anger management training programs with cognitive - behavioral approach is effective on self-efficiency of Students.

MAREIAL AND METHODS

This research was conducted with experimental method and by considering pre-test - post-test to the control group.

Population, sample and sampling method: Statistical Society includes all high school girl students in Islamshahr city in the academic year 2012-2013. One high school was randomly selected from 3rd district and 30 students were selected through stratified random sampling and they were divided randomly in 2 groups of 15 in control and evidence groups. Following instruments were used to collect data.

General self-efficacy questionnaire Scherer et al: The questionnaire is consisted of 17 five-option questions. These scale measures three aspects of the behavior involve willingness to initiating behavior, the desire to expand the effort in the face of obstacles trying to complete the task. The method of scoring this test is that any option is graded from 1 to 5 points. The score of articles 1, 3, 8, 9, 13, 15, from left to right increases and other articles reversely from right to left, their point increase. Reliability coefficient reported by Scherer et al.(3) is a relatively high. Cronbach alpha obtained for the general subscale is reported as 0/86. (4) the obtained scores were correlated with the size of several features of the personality to assess the validity of general self-efficacy scale. These personality measures include internal control, interpersonal competence, my strength, self-esteem and having dare [5].

Implementation Method:

As was noted in the section of sampling, the criteria for subjects in the experimental and control groups were their scores in the general self-efficacy questionnaire and cut point was 57.99. In this research, implementing intervention programs for anger management training by cognitive – behavioral approach is considered as the independent variable and the extent of student self-efficacy is considered as dependent variables and gender and educational level are considered as control variables. After conducting the pre-test on the experimental and control group, experimental group attend in 9 sessions (2 hours) in anger management training programs and received the necessary training. Proceedings of anger control training program with the cognitive – behavioral approach are as follows:

Session I: Introducing yourself and other students to the group, expressing the rules, the purpose of the forming group, the number of sessions and method of forming practice session. **Session II:** Reviewing previous session, familiarity with anger and its problems, submitting anger scale. **Session III:** Reviewing the previous session, performing proper breathing and relaxation exercises during the week. **Session IV:** Reviewing the previous session, considering the body physiological role in time of anger by drawing the body and offering assignment to record the physiological aspects in time of anger. **Session V:** Reviewing the previous session, measuring anger using an anger thermometer, **Session VI:** Reviewing the previous session, recording daily thoughts and behavior during anger. **Session VII:** Reviewing the previous session, using speaking to oneself and applying positive phrases. **Session VIII:** Reviewing previous session, examining think-feel-act and training self-expression. **Session IX:** Conclusion and summarizing treatment and following previous sessions and essential guidelines.

Method of data analysis: Descriptive statistics method (mean, standard deviation) and the inferential statistics of covariance analysis and Levine variance homogeneity test using software (SPSS-16) were used to analyze data.

DISCUSSION

Table1. Mean and mean deviation of self-efficacy and subscales of self-efficacy in pre-test and post-test of under study groups

Variables	Terms Group	pre-test M (SD)	post-test M (SD)
Self-efficacy	Experimental	48/86(5/027)	52/73(5/522)
	Control	46/4(6/045)	5/837(5/027)
Initiating	Experimental	28/13(5/410)	5/73(5/522)
	Control	27/6(4/718)	26/80(5/226)
Insistence	Experiment	12/6(2/995)	14/27(4/183)
	Control	12/13(3/758)	11/80(3/448)
Effort	Experiment	8/13(2/356)	6/86(2/883)
	Control	6/67(1/988)	7/60(2/230)

Information of Table 1 indicates that there are differences in the stages before and after training, the mean score of self-efficacy and the tendency to initiate and persist in doing homework and tendency to expand efforts of test and control groups.

Table 2: Statistics relating to the pre-assumptions of covariance test

Variable	normal distribution of variables (Kolmogorov test)		homogeneity of variance (Levine's test)		Linearity of variables	Tolerance
	Smirnov Z	Sig. Kolmogorov	F	Sig	VIF	
Self-efficacy	0.455	0.98	3.735	0.63	1	1
Initiating	0.70	0.70	0.157	0.695	1	
Insistence	0.568	0.90	0.191	0.665	1	1
Effort	0.81	0.51	3.003	0.94	1	1

Statistics of Table 2 shows that the research variables have the conditions of parametric tests that in this research it is Covariance analysis test that it is used to analyze the research hypothesis of this test.

Table3. Results of covariance analysis of self-efficacy and self-efficacy subscales

Change source	ss	df	MS	F	P	Chi-Ata
Self-efficacy	116/515	1	116/515	45/468	1/000	0/627
Initiating	152/831	1	152/831	10/626	0/881	0/282
Insistence	37/349	1	37/349	3/027	0/389	0/101
Effort	0/14	1	0/14	0/002	0/002	0/000

As it can be seen in Table 2, after controlling the effect of pre-test on scores of its post-test of self-efficacy (<1/000, 45/468) initiating (), insistence (), the group effectiveness is significant. And anger management training is not effective for self-efficacy, initiating, insistence thus; it cannot be effective for expanding effort.

DISCUSSION AND CONCLUSION

Training skills and proper ways of coping helps the enhancement of the quality of life and mental health (especially physical and psychological). Cognitive - behavioral therapy increases the level of self-efficiency. Learning anger management with cognitive - behavioral approach can improve self-evaluation and self-control in order to expand the anger management skills and to reduce the vulnerability of individuals based on awareness-raising and training techniques of controlling oneself. With regard to the issues raised, this study was performed with the aim of the impact of control management training on self-efficacy of high school girl students of Islamshahr city. The obtained results showed that very little research had examined the impact of anger control training on self-efficacy, [17-25].

Examining studies about the effectiveness of anger control training sessions show that this training in addition to conducting on the various groups and it examined its effects on various parameters such as

controlling anger or aggression, a change in behavior and improvement of the efficacy, and avoiding drug consumption, increasing self-esteem, social skills [26-29].

In explaining the above findings we can say that training anger control is a skill that a person can use them in planning to deal with life's difficulties. Those who use more anger control skills are more successful and more efficient and this approach helps the person to be consistent with the conditions that gradually become more difficult. This, in turn, ensure the person and reduces the fear of losing their internal control and finally it increases confidence, so the most effective way to work with young people are methods that help adolescents to allocate the necessity of making change in their behavior and through this boost their motivation for treatment. Bandura believes that the most important treating change is increase in levels of self-efficacy of references that such a change is achieved through the intervention of the circuit performance such as training anger control. The results showed that anger control training is effective in self-efficacy from the aspect of the desire to initiate the behavior for girl students. Earlier no research has been conducted to examine the impact of anger control training on self-efficacy. The research findings is somewhat consistent with some studies and internal research, including studies [30-35].

In the explanation of above findings, it can be said that as anger control training provides an opportunity for people to increase their ability in different social skills and expression and help them to assess the incidences of each one of alternatives when dealing with issues, and quickly choose the best way, and not to avoid problems and due to their belief they can handle it and they do extraordinary things using skills in dealing with the barriers and select their activities to achieve the desired results. And the results showed that training anger management is effective on self-efficacy in the aspect of the barriers which girl students face with. Earlier no research was conducted to examine the impact of anger control training on self-efficacy in the aspect of persisting in the face of obstacles [36-40].

In the explanation for above findings, it can be said that anger management training helps people to raise their adaptation skills and have greater choice and to increase the level of confidence, so it affects the beliefs of people in encountering problems and people learn that try more and show more insistence in facing problems [41-45].

This research has been carried out for students of Islamshahr city and samples to be examined are high school students, so its generalizability of the results is limited. Lacking follow-up, the time limit for providing trainings is among other limitations of this study. It is recommended that to conduct some researches about the effectiveness of this method in boy students and other education levels. The results of this study have important implications in the field of training and increasing mental health of students.

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