
INVESTIGATING THE EFFECT OF ANGER CONTROL TRAINING ON AGGRESSION IN CHILDREN AGED 7 TO 18 YEARS IN SEPEHR CHARITY FOUNDATION

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ABSTRACT

Aggression sets the stage for a variety of physical and psychological traumas among children. Therefore, considering the importance of the subject, the main purpose of this study is to investigate the effect of anger management training on aggression in the children of Sepehr Charity Foundation. The present study is applied in terms of purpose and in terms of methodology is a descriptive-analytical research and is a quasi-experimental study. The statistical population of the research is children of 7 to 18 years old Sepehr Charity. In order to sample by random sampling method were selected 70 children and an aggression questionnaire (including components of behavior, attitude and aggressive feelings) was administered to them. Then 30 people who scored higher than average (mean = 25) were randomly divided into two groups of 15 people were included experiments and controls. The experimental group underwent anger management training in 10 sessions of 60 minutes. The control group did not receive any intervention. Data were analyzed using descriptive and inferential statistics. The results of this research indicate that anger management training has a significant effect on reducing aggression and anger management training method can increase the ability to control and prevent anger on the one hand and improve the moral reasoning ability of Sepehr Charity children on the other hand. Therefore, it is necessary to pay more attention to anger management trainings among children.

Keywords

Anger Control Training, Aggression, Children of Sepehr Charity Foundation

Introduction

Aggression is a very complex concept. On the one hand, it is influenced by situational and psychological factors, and on the other hand, genetic and biological factors play a very important role in its establishment and expansion. Hence, it is very difficult to define it clearly. Baroud and Richardson (1994) in their definition of aggression have shown that the purpose of such behaviors is to destroy and damage a living being and its property. Behavior that causes defensive and social reactions from the victim (Noorullah Mohammadi, 2006). Anger and aggression are universal emotions that are found in all cultures and are one of the most common behavioral

problems that upset others and disrupt the mental health of society. It is difficult to provide an accurate definition of aggression, because in ordinary language this term has been used in different ways (Namazi Mohammadabadi, 1998) Although the structure of anger has something in common with aggression and hostility, these terms are not synonymous and the structures of anger, hostility and aggression have overlap. Anger refers to emotion, hostility to attitude, and aggression refers to behavior. Anger is described as an emotional state that can underlie aggression and hostility. Hostility refers to aggressive attitudes that lead a person to aggressive behaviors, while aggression refers to observable

behaviors with the intent to harm (Delokivo Eliri, 2009).

Anger is a satisfying emotion and at the same time, it is destructive; Activates our internal system; It prepares us to face the potential dangers around us. The harmful effects of anger are on the inside and outside of the person. Inability to manage anger, in addition to personal discomfort, disruption of public health and interpersonal relationships, incompatibility and harmful consequences of aggressive behavior (Navidi, 2008). In the last forty years, two important issues related to aggressive behaviors have been addressed; First, the rate of aggressive behaviors among individuals in societies has increased (Fields and Mc Nama, 2003) and second, the most common form of aggression occurs among adolescents and for this reason, such behaviors are paid more attention in childhood and especially in adolescence (Hajati, 2008; Ahangra Nezaei and Farajzadeh, 2013). Recently, there has been an increase in aggression in different social groups, especially adolescents (Fields, 2003). Among the stages of human development, from childhood to old age, the most aggressive behavior is seen in adolescence. Aggressive behaviors in adolescence exist as a transitory stage in all cultures and times, during which the adolescent struggles to gain physical strength, separation and distance from family, new relationships, and a sense of independent identity. In the social education of children and adolescents, in terms of individual and social adjustment, no behavioral pattern is as important as aggression. Unfortunately, when adolescents become aggressive at an early age, their tendency to engage in aggressive behavior remains constant into adulthood. Behavioral problems in adolescents not only persist as they grow, but their response to treatment decreases. Therefore, adolescence can be the best age to provide early anger management interventions. Various studies have shown that children are able to learn anger management skills (Wiener, 2004). Sepehr Charitable Foundation was established as a non-profit organization after the tragic earthquake in Bam on December 26, 2003 in order to serve some of the earthquake victims after receiving the establishment license to operate in the country from the Welfare Organization. Currently, Sepehr

Charity Foundation operates in various departments, one of which is child care homes, which for various reasons do not have favorable living conditions and are exposed to many social, psychological and psychological harms. Sepehr Charity Foundation has set up houses for children and teenagers, from the age group of 3 to 18 years old, boys and girls, to provide an opportunity for children to live in better conditions than their families. Because the children themselves dealt with a phenomenon such as different views of others towards themselves, which can be one of the causes of aggression in them.

According to the above, the aim of this study was to investigate the effect of anger management training on aggression in the children of Sepehr Charity Foundation. Accordingly, this study seeks to answer the main question of whether anger management training has an effect on reducing aggression in boys and girls aged 7-18 years or not and the following hypotheses were examined: 1- There is a significant relationship between control training and the component of anger behavior, 2- There is a significant relationship between control training and the anger attitude component. 3- There is a significant relationship between control training and the component of aggressive anger. The article is organized as follows: In the second part the research background, in the third part, the research method, in the fourth part, the discussion and the results of estimating the models and finally the conclusion and strategic suggestions are presented.

Research background

Various studies have been conducted in the field of aggression and aggression control training, such as those of Bass and Duraki (1957), Bass and Perry, (1992) and Harris (1995). The results of their study showed that human aggression has dimensions. And there are many aspects, including instrumental or motor dimensions, emotional and emotional, and cognitive dimension and any dimension can affect aggression. Mojgan Foroughi, Hosseini and Kiani (2014) in a research entitled The effect of anger management training on aggression of 12- to 14-year-old male students concluded that anger management training reduces all three components of participants' aggressive behavior, feelings and thoughts. Anger

control training method on the one hand can increase the ability to control and prevent anger and on the other hand improve the ability of male students to reason morally. Qasemzadeh et al. (2014) in a research on the effectiveness of self-awareness skills training on academic achievement motivation and aggression of students concluded that the effectiveness of self-awareness skills training has an effect on reducing aggression and increasing academic achievement motivation. The results of Mokhtar Malekpour and Asghar Aghaei (2001) entitled the effectiveness of behavior modification methods in reducing aggression in male students aged 12 to 15 years showed that the severity of aggressive behaviors is significantly higher in people who have been exposed to behavior modification programs. Less compared to the control group. In this study, the token economy method had the greatest impact on reducing aggressive behavior. The effectiveness of emotional intelligence training on aggression of first grade high school students is the name of a study conducted by Hadi Naqdi and the results show that emotional intelligence training can reduce aggression. emotional intelligence training has an effect on physical, verbal and anger aggression but has not reduced hostility among students. Mokhtar Motamedin and Gholam Hossein Ebadi in a study entitled The role of irrational beliefs and aggression on the academic performance of high school male students in Tabriz concluded that irrational beliefs have a positive relationship with aggression, also there is a significant negative relationship between aggression and students' academic performance and the predictor variables in this study, namely irrational and aggressive beliefs, each have a significant role in predicting the academic performance of male students, respectively. Arezoo Alipour, Iman Diyanat, Gholamhossein Halvani and Hossein Fallahzadeh (2016) in a study entitled "Study of personal and occupational factors affecting the exposure to occupational violence in medical staff of Yazd province in 2016" concluded that with plays a role in reducing violence by holding training courses and informing people about their civil and individual rights. Fariborz Nikdel and Ali Akbar Pirasteh Motlagh in 2015 in a research paper on

the subject of anger trait-state and methods of controlling anger and the tendency of individuals to collective conflict concluded that there is a positive and significant relationship between the variables of anger trait-state and tendency to collective conflict. While there was a negative and significant relationship between anger management methods and the tendency to collective conflict. The results of stepwise regression showed that the variables of state anger, internal anger control and trait anger were the best predictors of the tendency to collective conflict, respectively at result the anger, moods and ways of controlling anger internally or externally can predict individuals' tendency to engage in collective conflict. Ahangra Nezaei and Farajzadeh (2013) investigated the effectiveness of group aggression management training on reducing and controlling aggression in female adolescents in Tabriz institutions. Their results showed the effect of group aggression management training on reducing and controlling physical, verbal aggression and anger in adolescents and the result of this training can change behavioral problems such as aggression.

Materials and methods

The present study is a quasi-experimental study and the study population includes all children aged 7 to 18 years of Sepehr Charity in Bam. For sampling, first by referring to Sepehr Charity in Bam city and obtaining a license, 70 people (40 girls and 30 boys) were randomly selected and an aggression questionnaire was administered to them. Then, the subjects who scored higher than the mean (mean = 25) in the aggression questionnaire were selected and 30 of them were randomly selected and placed in two experiments (15 people) and the control group (15 people). Then the experimental group, in groups, for 10 sessions and each session for one hour and once a week were trained in anger management. After completing the training course, the post-test was performed simultaneously and in the same conditions in both groups

Since in this study the scores of aggression components of girls and boys including (aggressive behavior, aggressive feeling and

aggressive attitude) were analyzed in the two experimental and control groups, and in two stages of pre-test and post-test, therefore, in the first place, the statistical indices of both groups were analyzed in the pre-test and post-test stages then the difference between the scores of the components of aggressive behavior in the post-test stage was compared between the two groups up to clear that the mean scores of the components of aggressive behavior have decreased statistically. In this study, the AGQ Aggression Questionnaire (AGQ) was used to test the hypotheses. This questionnaire has 30 questions that measure anger, aggression and resentment. f these questions, 12 questions related to the component of aggressive behavior, 7 questions related to the component of aggressive thinking and 11 questions related to the component of aggressive feelings are listed in Table 1. In order to score this scale, 30 questions have four options (never, rarely, sometimes, always) and values (3,2,1,0) in order, except for question 18, which has a negative factor load. The total score of the questionnaire is from zero to ninety and after adding the scores of the questions. Data were analyzed using descriptive and inferential statistics and SPSS software was used to perform different stages of model estimation.

Table 1 - AGQ Aggression Questionnaire

Dimensions of questionnaire	Components
Aggressive behaviour	<ul style="list-style-type: none"> • When I get angry I have no control over what I say. • I insult others when I get angry. • I get so angry that I start behaving irrationally • If someone says something stupid, I will give up my right. • I knock on other people's ears when I go out of the oven. • I get so angry that I throw something. • If the driver of a car does not exercise caution while passing me, I will shout at him.

	<ul style="list-style-type: none"> • I get involved with anyone who insults me or my family. • If someone hurts me, I hurt them too. • I like rough sports. • People who harass me want to be beaten. • I argue with others when they oppose me.
Aggressive thinking	<ul style="list-style-type: none"> • It is very difficult for me to endure failure. • Some of my friends have habits that make me very angry. • I blame myself. • I am strong and stable in my mental positions • I have bad thoughts in my head that make me feel ashamed. • Others know me as violent and aggressive. • If a salesman mistreats me in a shop, I start a scandal.
Feeling aggressive	<ul style="list-style-type: none"> • Some minor issues make me nervous. • I feel involuntarily upset when I look at past events. • I do a lot of things that I later regret. • I get angry when something prevents me from researching my plans and plans. • I get angry at the injustice of others. • Even when I hide my anger from others, I think about it for a long time. • I get angry at other people's stupid actions. • I feel a heavy burden on my shoulders. • I get very angry when I am criticized. • I get angry at the delay of

	<p>others.</p> <ul style="list-style-type: none"> • I get very frustrated when you do not listen to me.
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Results and discussion

In order to better understand the population under study, it is necessary to describe the

statistical data before analyzing it. Statistical description of data is also a step towards identifying the pattern that governs them and is the basis for explaining the relationships of variables used in research.

Survey of respondents' gender

Table 2 - Frequency distribution of respondents' gender

Gender of respondents	Frequency	Frequency percentage
Girl	40	57.14
Boy	30	42.86
Total	70	100%

Source: Research Findings

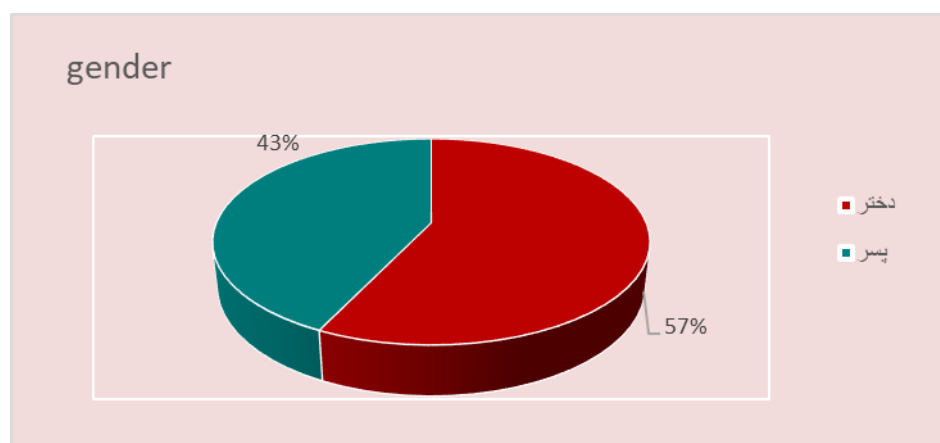


chart 1, Gender frequency distribution of respondents

According to Table 2 and Figure 1, among the respondents, 40 (57.14%) were girls and 30 (42.86) were boys.

Check the age of the respondents

Table 3, Frequency age distribution of respondents

Age of respondents	Frequency	Frequency percentage
9-7 years	5	7.14
12-10 years	20	28.57
15-13 years	15	21.42
18-16 years	30	42.86

Total	70	100%
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Source: Research Findings

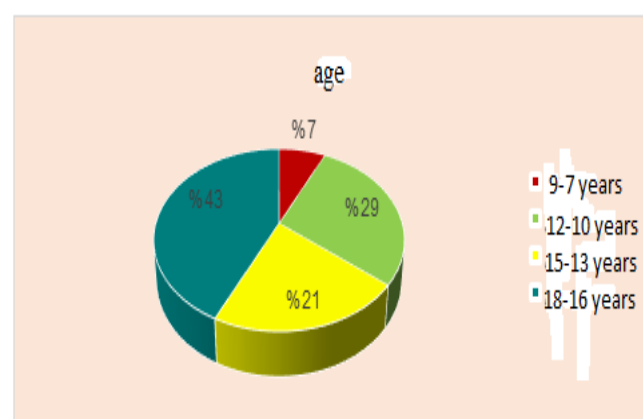


chart 2, Frequency distribution of respondents' age

According to Table 3 and Figure 2, among the respondents; 5 people (7.14%) were 7-9 years old, 20 people (28.57%) were between 12-10 years old, 15 people (21.42) were between 15-13 years old and 30 people (42.86%) were 16-18 years old.

Survey of respondents' education

Table 4 - Frequency distribution of respondents' education

Education	Frequency	Frequency percentage
Elementary of the first course	6	8.57
Elementary of the second course	19	27.14
Secondary high school	17	24.29
Secondary course	28	40
Total	70	100%

Source: Research Findings

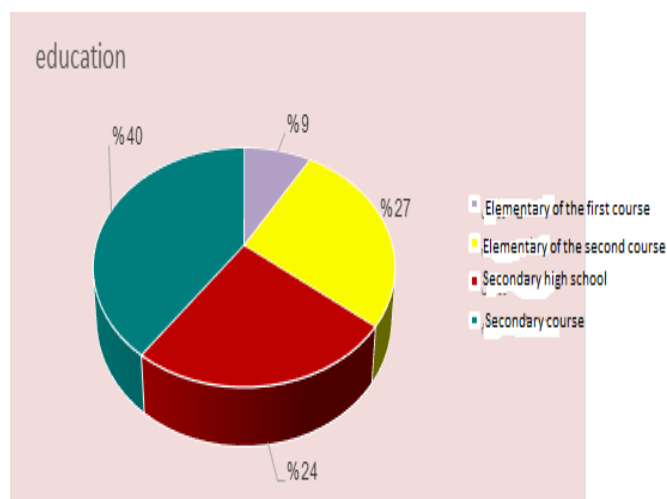


chart 3. Frequency distribution of respondents' education

According to Table 4 and Figure 3, among the respondents; 6 (8.57%) have first round primary education, 19 (27.14%) have second round primary education, 17 (24.29%) have first round secondary education and 28 (40%) had secondary education.

Descriptive statistics of research data

The first step in any statistical analysis and data analysis is to calculate descriptive indicators. Therefore, descriptive statistics including averages and standard deviations were used to enter the data analysis stage. Analysis of variance with repeated measures was used for statistical analysis of data, the results of Mauchly's Sphericity Test of subjects' scores in each component of aggression showed homogeneity of data. (Significance level 5%) Statistical characteristics (including mean and standard deviation) of the subjects' age, components of aggression and also the overall score of aggression of the experimental and control groups in the pre-test and post-test stages are shown in Table 5. The contents of Table 5 as well as the findings of the analysis of variance test with repeated measures show that there is no significant difference between the experimental and control groups in terms of aggression and its components. But after the intervention in the experimental group, the means of the above variables in this group compared to the control group decreased significantly.

Table 5 - Comparison of mean and standard deviation of age, aggression and its components in pre-test and post-test stages

Group	Age / year	Stages	General aggression	Feeling aggressive	Aggressive thinking	Aggressive behavior
control	7-18	pre-test	68.24 ± 3.25	27.35 ± 1.21	16.35 ± 1.98	24.3 ± 1.35
		post-test	68.56 ± 1.78	26.90 ± 1.10	16.15 ± 0.82	24.93 ± 1.28

experimental	7-18	pre-test	67.88 ± 2.25	26.72 ± 0.74	17.25 ± 0.88	24.82 ± 1.04
		post-test	23.35 ± 1.45	6.98 ± 0.84	9.25 ± 0.74	5.66 ± 0.88

Source: Research Findings

Table 6 shows the comparison of post-test scores (between experimental and control groups) by analysis of variance with repeated measures. According to the data in this table, the difference between the mean scores of aggression test (as well as aggression components) of the subjects in the two groups (test and control) was significant and with 95% confidence, it can be stated that the current educational intervention has had an impact on the participants. Also, the interaction between stage and group was significant in all components of aggression, this indicates the effect of intervention on post-test scores in the experimental group.

Table 6- Results of analysis of variance with repeated measures to compare the mean Intergroup of aggressive components

Variable	Degrees of	F	Average	Significance level
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	freedom		square	
Aggressive behavior	1	1125.35	590.49	0.000
Aggressive thinking	1	1458.21	267.32	0.000
Feeling aggressive	1	562.36	748.02	0.000
General aggression	1	2563.21	4626.72	0.000

Source: Research Findings

Table 7 shows interactions the group and stage in each of the subscales.

Table 7- Interaction between group and stage in each of the components of aggression

Variable	Significance level	Degrees of freedom	F	Average square
Group * Stage (Aggressive Behavior)	0.000	1	1456.20	686.44
Group * Stage (Aggressive Thought)	0.000	1	1652.25	368.64
Group * Stage (feeling aggressive)	0.000	1	642.53	862.009
Group * Stage (general aggression)	0.000	1	2988.21	4844.16

Source: Research Findings

The results of descriptive analysis of data and analysis of variance test with repeated measures in Tables (5, 6 and 7) showed that anger management training on reducing aggression and its three components of charity children and boys aged 7-18 years. Sepehr has been effective. Regarding the effect of the above intervention in reducing the aggressive behavior of children of boys and girls aged 7-18 years, Sepehr Charity should be stated that although research on the effectiveness of anger management training on

reducing aggression and its components including aggressive behavior, feelings and thoughts of children Girl and boy are limited, however, by comparing the results of the present study with the existing researches, in general, it can be said that the results of the present study are in line with the findings of domestic researchers. Therefore, it can be argued that the intervention was not only effective in reducing the aggressive behaviors of the participants in this research, but also may be useful in preventing and controlling these

behaviors in other children. The results of this research also show that training anger management skills reduces aggression due to increased individual-social adjustment of the experimental group, which is consistent with the results of Foroughi et al. (2014). Cognitive-behavioral exercises also have a positive effect on anger and aggression control performance and the effects of these exercises can be seen in the present research. On the other hand, it was found that anger management training is effective in reducing the aggressive feelings of the children of a 7-18-year-old boy and girl in Sepehr Charity. The results of this research are consistent with some of the findings of Foroughi et al. (2014), Disgosp and Tafrit (2003) and Salkhodsky, Casio and Gorman (2003). Also the findings confirmed that anger management training is effective in reducing the aggressive thinking of Sepehr Charity children and boys aged 7-18. Therefore, it can be claimed that the intervention was not only effective in reducing the aggressive thoughts of the participants in this study, but also probably in preventing and controlling these behaviors in the children of a 7-18-year-old boy and girl Sepehr Charity. According to Kleberg's (1984) theory of morality, adolescents are usually at the second level of moral development. While research suggests that there is a strong and inverse correlation between higher levels of moral reasoning and the degree of aggression. According to Zamani, Farrokhi and Jaber Moghadam, 2009 therefore, it can be said that although adolescents are at the level of customary morality and engage in immoral and aggressive behaviors to gain the approval of others, including educators, parents and spectators. However, providing appropriate educational interventions in the field of anger management and aggression can inform the difference between different aggressions, including useful aggression (required) and harmful aggression (such as hostile aggression), as well as the harms and harms that hostile aggression has for them and instead of trying to gain the approval of others with aggressive and immoral behaviors, try to lead others to moral behaviors and avoid harmful aggression by performing moral behaviors for the intrinsic value of these behaviors. Also, anger management

training interventions have reduced the overall aggression of adolescent girls and boys and on the one hand, it can cause them to learn how to adapt and even prevent various situations and areas by being aware of the emotion of anger and how to control it. Which first creates harmful thoughts and emotions of aggression and finally, causes the person with such aggression to cause resentment and hurt himself and hurt others, on the other hand, it has led to an increase in psychosocial abilities for effective and useful activities in adolescents and also prepared them to face the existing challenges. It also makes their personality resistant to traumatic events and increases people's skills in performing personal activities and establishing proper communication with the environment and people.

Summary and suggestions

This research investigated the effect of anger management training on aggression in children aged 7 to 18 years of Sepehr Charity Foundation. A GQ questionnaire and descriptive-analytical method were used to test the hypotheses and were tested the research hypotheses. The results of this study showed that anger emotion control training has been effective in reducing aggression and its three components, children and boys aged 7-18 years of Sepehr Charity. The intervention was not only effective in reducing the aggressive behaviors of the participants in this study, but also possibly in preventing and controlling these behaviors in other children. The results of this study also show that training anger management skills reduces aggression due to increased individual-social adjustment of the experimental group and anger management training is effective in reducing the aggressive thinking of Sepehr Charity 7-18 year-old boys and girls. Therefore, considering the importance of the issue, aggression control training should be considered by Sepehr officials and charitable trainers and they should take the necessary measures in this regard. This study also faced some limitations, including the inability of the researcher to control the internal and external disturbing variables, including the lack of sufficient concentration of the subjects due to ambient noise. In the end, based on the research results, the following suggestions are presented:

To research in the adolescent age group, researchers and performers of psychological interventions must be fully aware of the developmental characteristics of this group. Therefore, passing the adolescent developmental psychology course is recommended.

It is suggested that psychologists and counselors perform these interventions and anger management workshops continuously and on a large scale in all age groups of the Sepehr Charity Complex.

It is hoped that the results of the present study will provide psychologists and educators with a new perspective on preventing or reducing aggressive behaviors in educational settings.

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