

Vol II Issue V Nov 2012

Impact Factor : 0.1870

ISSN No :2231-5063

Monthly Multidisciplinary Research Journal

Golden Research Thoughts

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RNI MAHMUL/2011/38595

ISSN No.2230-7850

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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ANGER MANAGEMENT AMONG STUDENTS

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Abstract:

The health of mind and body are unquestionably interrelated as both positive and negative emotions have a tremendous ability to affect the quality of our life emotions are powerful forces influencing our everyday affairs. From the time we join the nursery class, our educational system focuses on making us intellectuals and shaping us good products for the job markets. In fact, no emphasis is laid in our curriculum on teaching children to manage their anxiety, anger, inner conflicts and emotions, learning to manage emotions can ensure achievement of mental and physical serenity. In anger child may refuse to go school, to eat to play and to talk. He may complain of different problems, may fight with others, may be unable to sleep and become a problem child. If not managed properly these students may become slaves to anger, crying and aggression. On the other hand, students who know how to manage their emotions will be successful. High intelligence will be of no use to those who lack this skill and who may end up with less self respect and poor self awareness. Cognitive ability is not the sole critical determinant of our life. One also needs good communication and interpersonal skills which one can acquire only through anger management. We parents, teachers and social workers, can play a vital role in helping students handle their anger and develop emotional security with fair and consistent limits and responsibilities. There are several ways through which we can effectively help students to understand their emotions, recognize the feeling of others, differentiate between feelings and actions, act in more acceptable ways and most importantly be good role models for our little ones. Each one teach one is a good policy.

KEY WORDS:

Management, Emotions, Feelings, Stresses, Anger.

INTRODUCTION

Angry feelings are normal emotional reactions to daily stresses in life that range from minor irritation to white hot rage. Although any emotion may be heightened in the sense that it occurs more frequently and more intensely than is normal for that particular individual, heightened emotionality in early childhood is characterized by temper tantrums, intense fears and unreasonable outbursts of jealousy much of the heightened emotionality characteristics of this stage is psychological rather than psychological in origin. The most common emotions among the students in early and late childhood are anger, fear, jealousy, curiosity, envy, joy and grief. The Challenge is to treat each student with almost care as their emotional needs are not identical. But together we can achieve this goal, It is important to teach our children to manage their anger. That will be a threat to our dignity and even existence.

“Anyone can become angry- that is easy. But to be angry with the right person, at the right time for the right purpose and in the right way, that is not within everyone's power and that is not easy.”

...Aristotle

Anger is a completely normal and usually healthy human emotion which allows us to respond and take action against danger or injustices. Anger is usually a signal that something is wrong. It may mean we are hurt, our rights are violated or our wants are not being met. When it is not properly expressed, or dealt with, it will lead to hurtful conduct such as vandalism, fighting, self harming actions. Retention of feeling anger may also lead to hostility, hatred and patterns of aggressive behavior. Anger is a normal, basic but the most self-destructive emotion, anger is frequently a result of frustration or feeling blocked or thwarted from something important. Anger can also be a defensive response to underlying fear or feelings of vulnerability or powerlessness.

·ORIGIN OF ANGER :-

Anger may arise from doubting others motives and values. Hostility is let another cause of health problems. Williams maintain that about one in five Americans suffer from levels of hostility sufficient to be threatening to health. Social learning (environment) plays an even greater part, probably in interaction with biological (heredity) tendencies. Since anger is learned, it can be prevented, arrested and even unlearned/removed. There are different approaches to managing anger.

·REASONS OF ANGER :-

Psychologist DOLF Zillmann of University of Alabama has found after conducting a series of experiments the universal trigger of anger as the sense of being endangered.

- A physical treat (like the driver of a car that comes dangerously close to you).
- A symbol threat to self-esteem or dignity: being treated unjustly or rudely, being insulted (orally or by gestures).
- Demeaned, being frustrated in pursuing an important goal.
- Disturbance by loud noise or unwelcome interruption.
- Betrayal of one's trust (infidelity of spouse, cheating by business partner etc.)

INDICATORS OF ANGER :-

Tantrums among students that are perfectly normal and short lived can be handled by parents and teachers. However long-lasting and severe tantrums may be indicators for professional intervention. The feelings expressed out of anger if not managed properly may result in destructive emotions like contempt, jealousy, hatred and guilt that are very negative that may dominate the student's personality and spoil the social development.

- The Student needs help when anger becomes severe, if the students behavior poses a danger to himself or others.
- Attention has to be paid if the anger in the student is sustained, persistent, rude, verbally abusive or more than an hour and if the student has performed the act violence/physical aggression against others (Vishala, 2006).
- The student needs help when he outburst himself and when anger turned inward through starvation, avoidance of friends and self injury/mutilation.
- The student should be properly taken care of when he is found to misbehave in school and have performance problem.

Thus anger management in the right time is very crucial to protect our children in falling prey to this problem. The secret of successful anger management is to intervene early. Most students use anger because it is their only coping mechanism for daily stresses (fabes, esenberg, 1992). By identifying problem situations and providing them new techniques for coping, we can keep the anger at bay.

STAGES OF ANGER :-

There are more techniques of anger management. Logically it follows that if one controls his passion he can get a handle on his anger. Anger starts with a minor irritation and it can grow into an obsession that affects the mind. Anger can be corrected with behavior modification. There are three major stages in the development of anger in a person-

- 1) Thought Stage
- 2) Speech Stage
- 3) Action Stage

A man of perfection is one who will nip the anger in its bud, he will not even entertain angry thoughts. He will neutralize them by various thought management techniques. After constant practice, there may not be even traces of anger left in such a human being.

THOUGHT STAGE :-

This is the best stage for any anger to be controlled. It is like the beginning of the formation of hurricane in the nearby ocean. If one does not check the progressive formation of anger at the thought stage, it could develop into its final stage of wrath. Anger at the thought stage is like a thief. If one gives it a stern look, it will flee, from the backyard of ones mind. More important, one has to be aware of when he is getting angry and this awareness alone can remove traces of anger.

SPEECH STAGE :-

If one is unable to control anger at the thought stage, he should do so before it enters the speech stage. We know that thoughts have already been formed and we cannot undo whatever the teacher says or does. Therefore, it is the moral responsibility of the teacher to set standards and manage the students emotions. Parents should trust their children and respect them like adults. It will boost their morale to act in socially approval manner. When anger is persistent, diagnostic and remedial instructions are helpful.

Students who consistently have temper tantrums, require, professional help from social workers and counselors. Proper intervention to handle the emotional outbursts of the students include emotional literacy, life skill education, prevention, control, correction and enrichment programmes.

A conscious effort to clean up ones vocabulary is more important. Silence is the best remedy to control anger before it reaches the speech stage. One should not utter a word if thoughts of anger dominate the mind. One must be constantly watching the conditions of his mind like a meteorologist watching the atmosphere for early detection of dangerous formations in the air. Once he is able to control his mental atmosphere, he will be keenly aware of every change taking place in the realm of the mind. When thoughts of anger arise in a person, he is there to flush them out before they can develop into threatening emotions. In the beginning until one becomes familiar with anger management, he must have a ready plan to tackle anger.

ACTION STAGE :-

When anger has crossed the speech stage, it is in a dangerous zone. It is probably going to take violent eruptions unless checked. It is a good idea even in modern times to have a designated room to enter when anger has crossed over to the speech stage.

The following rooms could be used for that purpose.

Bedroom :- Enter the room and lie down even if you cannot sleep. No violence will erupt from a person lying down.

Prayer room :- Wash your face with cold water before entering. Close your eyes and try to enter into a meditative state. Even if you cannot meditate, the silence in the prayer room will help you to get out of the agitated mood.

Take a walk :- You can even leave the house but don't drive. (Those with suicide thought may be restrained from leaving ones home.)

Breathing some fresh air can change the mental state and help one out of rage.

Take a shower :- Another effective method is to take a shower in cold or semi-cold water.

Change of scene :- Under any circumstances, one must get away from the person/situation that caused anger in the first place. This will avoid any untoward or violent actions toward that person.

SOME MORE INTERVENTIONS :-

Since anger is correlated with health problems, particularly cardiovascular diseases such as essential hypertension and coronary artery diseases, the individuals whose anger levels are high could benefit from psychological interventions such as applied relaxation, cognitive, coping skills training, social and communication skills training and anger focused process oriented group therapy. These interventions have proved to be effective in reducing anger and its outward negative expression and in enhancing a calmer, controlled expression. There is a feasibility of adapting anger management interventions as part of cardiac rehabilitation which can help in preventing re-infarction and in promoting physical and psychological wellbeing.

•The dangerous four feelings :-

Contempt, jealousy, hatred and guilt are very negative manifestations of anger, because they are difficult to be employed constructively. They are difficult to be employed constructively. All four imply stasis, inaction or reckless destruction.

Contempt implies illusory superiority and does nothing to help a person constructively, it perpetuates separation, oppression and exploitation.

Jealousy is an emotion of lack of security and obsession to fantasize.

Hatred is rarely acted upon and is brooding emotion, dynamic sending oozing negativity into physical and enteric environment and atrophying the soul. Hatred leads to destabilizing destruction.

Guilt is futile attempt by a person to change the past brooding about which is another major negative emotion.

EFFECTS OF ANGER :-

- 1)Effect on your body tension, shaking, racing heart, going red in the face and restlessness.
- 2)Effect on your feelings :- Resentment, confusion, frustration, fear, pain, feeling detached or uncaring.
- 3)Effects on your behavior :- Shouting demanding that other change, fighting, hitting and calling people names.
- 4)Effects on your thinking :- Disturbance, distortion, rumination about wrongs received and about what you would like to as a result.
- 5)Effects on your relationships :- People keep away, rejection, complaints, retaliation, more pain and diminished trust.

•HANDLING ANGER :-

The following strategies may be followed to handle anger among students.

Identifying abnormal anger for early intervention is the first step towards recovery from anger.

Rewards serve to reinforce motivation to learn to behave in a socially approved manner.

A loving family that provides the four "A" s of happiness affection, acceptance, approval by others and achievements will encourage students to like and accept themselves. (Vishala, 2006)

Reasonable and appropriate expressions of affection and recognition by parents and teachers such as showing pride in students achievements and spending time with them and doing things they want to do will make them appropriate themselves as well as others. Wreak havoc on their fellow humans. Anger, annoyance and irritation course through the minds and bodies of many perfectly normal people.

ANGER MANAGEMENT :-

Childhood is an age of development. Students learn and discover new things every moment. School children's are not very good at communicating, their feelings and emotions are not tuned. All these collectively lead to anger in students. Anxiety is one of the most prevalent issued among students. At that Moment the students have to be given unconditional love when their mercury levels begin to rise. The care giver must offer support to comfort the child. Involve the students in creative activities such as dance, music or art. By making use of any of these creative mediums, students can express their feelings in a better way. When handling angry students the teacher should first ascertain the reason for their anger and then find a solution accordingly. As reasons differ from student to student, solutions should also be tailor made.

STEPS IN MANAGING ANGER :-

Emotionally driven automatic responses are usually learnt in childhood. So by adulthood reacting angrily can become a habit.

Acknowledge the need to control and manage anger.
Believe that there are always better ways to respond to a situation than to become angry.
Learn new practices that would help bring down anger which in the long run become a habit.
Avoid and be away from the things and people who support your anger. Change the way you interact with others or leave certain lifestyles and people behind.
Explore events, people and situations that trigger anger.

TIPS TO MANAGE ANGER :-

Develop more positive behavior.
Learn to assert yourself.
Cultivate a sense of humour.
Develop activities and hobbies.
Become more aware of feeling.
Avoid displacing your anger towards individuals who are not the cause of your anger.
Keep an anger log to identify the situations that provoke you.
De-escalate with a time out when you recognize the signs of the anger.

MINIMIZE ANGER :-

First steps are borrowed from William's recommendations in anger skills.

- 1.Improve your relationships with others through community service, tolerance, forgiveness, even caring for a pet.
- 2.Adapt positive attitudes towards life through humour, religion and by acting as if today is your last day.
- 3.Listen to others practice trusting others.
- 4.Have a confidant, make a friend and talk regularly, even before you feel stress building.
- 5.Laugh at yourself.
- 6.Meditate, calm yourself, get in touch with your inner being.
- 7.Avoid overstimulation from work stress, noise and speed.
- 8.Be tolerant.
- 9.Forgive, let go of your need to blame somebody for everything that goes wrong in life.

CAN ANGER BE TAMED ? :-

During the interval between the initial onset of anger and the time the anger is actual out, if the person gets any mitigating information, the anger can be completely short-circuited. For example, when you know that the person jumping the queue is a cripple and unaided you relent. The mitigating information is the 'Disability of the person' and you show empathy in place of anger. This however does not work when you are engulfed in successive triggers of arousal.

CONSEQUENCES OF ANGER :-

Physiological :-

Uncontrolled, excess and frequent anger has a cumulative effect on the body system and leads to increased heart rate, blood pressure, stress hormones such as cortisol, leading to ailments such as migraine, hypertension and heart disease. Nowadays one. Often hears of youngsters as young as twenty years collapsing after myocardial information. Excess, uncontrolled anger could be a reason.

Anger can lead to aggression. Aggressive people, although of the I am right, you are wrong attitude, have egodystonic emotions. Anger outbursts, they hate themselves and can get depressed or become even more violent. Violence can be in the form of suicide (anger turned inwards) or homicide (anger turned outwards)

Social :-

Students ostracize uncompetitive friends. A student who raves and rants with rage all the time is not accepted by the peer group. He/She gets labeled and becomes an outcast. He is not involved in group activities and may be feared. This fear is enjoyed by the tormentor who is further reinforced to display anger liberally. Eventually, it can lead to isolation too.

Academic :-

Excess anger interferes with productivity and can lead to failure because of reduced ability to concentrate. There can be memory disturbances also because of the perpetual emotional instability and pre-occupation with intense anger. The child fails to rationalize, does not think of the consequences of his anger becomes very impulsive. This can affect his/her academic progress negatively.

WHO SUGGESTIONS :-

Human beings will have positive and negative emotions.
Anger, sadness, fear and guilt are the negative emotions, whereas happiness is the positive emotion.
One cannot say that the human being will have equal amount of emotions at all times.
Every emotion will have at least one basic reason. People may or may not understand. The reasons for such emotions. This gives the clue that emotions will not occur in a vacuum.
People will express all emotions and this expression is based on their life experiences. For example, the expression by an elderly person for anger or sadness would be different by younger persons.
Such experiences in the life of an individual would also explain the fact that there are better ways to express the emotions that too without affecting the feeling of others.

STRESS AND ANGER :-

Anger in students often comes from stress. Stress is a part of students' life as much as it is part of adults' life. There are other valid causes for anger in students that require immediate attention and perhaps even professional intervention, there are students who are angry because of family separation and child custody issues or they may be victims of sexual abuse or their anger can be due to rape trauma.

COPYING WITH ANGER :-

Students who were viewed as highly socially competent by their peers and school personnel were found to cope with anger in more constructive, nonaggressive ways (Fabes and Eisenberg, 1992). Then children when not recognized and rewarded for their achievements feel rejected and behave with anger. Another study of students copying mechanism for anger examined responses towards anger occurring between adults but not directed toward the student (Cummings, 1987). Children may respond to adults' angry interactions by incorporating negative copying behaviors into their own interpersonal interactions.

There are several studies that focus on causes of students' anger. Covell and Abramovitch (1987) studied 123 predominantly middle-class family students between the ages of 5 and 15. The traits of happiness, sadness and anger were studied. The children were interviewed to identify causes of anger. This study showed that the children believe themselves to be the cause of their mother's anger and their perception of the family as an environment in which one is made and makes others angry. Not only school-going students, even the college-going students desire to have their parents close by and to attend to their needs. Students are not able to comprehend why parents must have other preoccupations than them. The feelings of the child are likely to be that if parents liked them, they would want to be with the children. If they aren't, the resentment arises (Vishala, 2006).

ANGER IN STUDENTS :-

It is natural for students to experience emotions of anger and anger itself is not a negative emotion if transformed. Only when repressed does it cause problems. Anger in students is often triggered by frustration. They cannot understand their situation and they do not know how to change it. Helpless and unable to verbalize their feelings, they respond with anger. The emotions of anger when repressed transform to the following basic four feelings that can be regarded as more dangerous.

Students Learn Anger :-

Anger is considered to be harmful component for the type 'A' personality pattern which may affect the students health. As students grow older they see and understand the world around them through T.V., Internet and computer games. As they grow they face a number of situations in which anger is aroused. Students learn from observing their parents. So parents need to be aware of methods in dealing with anger which are observed and imitated by their children.

CONCLUSION :-

Help students / children to express their feelings and emotions in a positive way. Don't suppress their emotions and feeling as it causes innumerable after effects. The emotion of anger provides extra energy. You can choose to waste that energy by keeping it focused on your anger or you can use it to achieve your goal.

What is needed is the spread of emotional literacy among students and children right from the school age. Beginning with the identification of each emotion like anger, fear and sadness the training proceeds with the asking of response of students as to how each emotion affects them and how they handling emotions like anger without getting hurt.

I understand that we need to know the management methodologies for anger. We need to analyze our unrealistic expectations and finally we need to know the ways of expressing and managing anger.

The process of anger management is one of unlearning and relearning. In order to effectively channelize anger one should be mentally and emotionally prepared to undergo the painful sharpening of the learning process.

If the work is hard, tedious and painful you will almost always need support on this journey. Avoid seeking help from those who are still plugged into old patterns that you are trying to shed. Seek out those who can show you compassion. If you need professional support, seek out a psychotherapist / counselor understands where you are and who you are.

Learning to deal with anger and being in control all the time contribute to a mentally healthy individual. If all students are taught techniques, there will be sharp fall in incidents of uncontrolled rage which we come across so often in newspapers such as homicide, suicide, rape and ragging. Even incidence of stress included psychosomatic illness such as migraine, hypertension and heart attacks will decreased.

When anger is managed effectively it promotes for wellness for self and for others. Anger management is especially useful for the students. Who are stressed due to many factors over which they have no control. So catch them young and teach them to manage.

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