

ANGER IN STUDENTS INVOLVED IN COMMUNITY SERVICE WITH SPECIAL REFERENCE TO AGRICULTURE FIELD WORK

¹Dr. Kavita Kumar, ²Kanti Singh Pawar, ³Priyanka Khandelwal

¹Assistant Professor, ²Research Scholar, ³Psychologist

¹Department of Psychology,

¹Dayalbagh Educational Institute, Dayalbagh, Agra, U.P., India.

Abstract: The aim of the present investigation is to compare the Anger in students involved in voluntary field work and those not involved in voluntary agriculture field work. It was hypothesized in the research that Anger in students who are involved in voluntary agriculture field work is lower than those who are not involved in voluntary agriculture field work. The sample consisted of 100 female college students [50 involved in voluntary agriculture field work (Group I) and 50 not involved in voluntary field work, (GroupII)]; in the age range of 18-26 years, from Dayalbagh Educational Institute, Agra. The tool used in research was Anger Scale (Das and Sharma 2012), to measure the anger. Mann–Whitney U test was computed for the data analyses in the research. The calculated Zu value indicates that there is significant difference between the Anger of students involved in voluntary field work and those not involved in voluntary field work ($Z_u = 1.90, p < 0.05$). Hence, the implication of the present research is to make the students aware about the importance of dignity of labour and selfless community service which will foster in them balanced emotional, spiritual and social life. Being involved in voluntary community service will reduce anger, stress and tensions in otherwise today's hectic life style.

Keywords: Anger, Community Service, Agricultural Field Work.

I. INTRODUCTION

Social work is a proficient and academic arena that seeks to expand the worth of being and happiness of an individual, group, or community by intervening through research, policy, crisis resolution, community shaping, direct exercise, and teaching on behalf of those afflicted with poverty or any real or perceived social injustices and violations of their civil liberties and human rights. It requires uncommon dedication to strive for social reform. Social work is a profession for those with a strong desire to improve people's lives. Social workers assist people function the finest way they can in their surroundings, deal with their relationships, and sort out personal and family problems. One form of selfless social work can be voluntary work in agricultural fields and farms belonging to one's community. The agricultural work done in farms with one's own hands develop a sense of respect for all kinds of work and learn the value of dignity of labour. It also leads to elevated feelings of commitment, dedication and service for one's community or social group.

Anger is defined as a person's response to a threat or the perception of a threat against an individual or group (Lazarus, 1991). The types of threats that tend to trigger an anger response are broad in scope and include both physical threats and psychological threats, or threats to a person's pride or dignity. Anger can be adaptive by energizing an individual and heightening cognitive awareness to take action against a threat or perceived threat (Goleman, 1995). Anger is an emotion that is often difficult to control because of the intense physiological reactions involved in the fight or flight response that triggers anger. The fight response is a response triggered naturally by the body to protect itself against the instigating situation (Lazarus, 1991). Aggression is generally

defined as a behavioral act that results in harming or hurting others. However, there are numerous types of aggression, depending on the intentions of the aggressor and the situation that stimulated the aggressive response.

LeMouse (2013) explains various types of anger as below:

- **Chronic Anger** - Chronic anger is a continuing 'underlying' form of anger, often triggered by a wide-ranging hatred of life and of other people.
- **Volatile Anger** - Volatile anger originates and splashes and can be quick-tempered and vigorous when it does. Anger management procedures frequently classify the signs and indications then compose oneself down by directing on their breathing or removing from the situation.
- **Judgmental Anger** - This is anger caused by unfavorable verdicts made about other individuals or situations and is again a form of resentment or loathing.
- **Passive Anger** - Passive anger is anger that is either cunningly concealed by the individual that comes ready in non-obvious ways. For example a frustrated worker may begin to work less efficiently as a tactic to 'get back' at their employer, and may even be unaware that they are doing so until confronted.
- **Overwhelmed Anger** - This anger is closely associated to obstruction and is an alternate response to the 'learned helplessness' response where an individual only gives up on a situation. It can be initiated either by a situation, for example, having a tight deadline and a lot of important things to do or by life in general, for example, finding a job, demanding or struggling to raise children.
- **Retaliatory Anger** - Anger that is against an individual or organization in order to 'get back at them' for a perceived fault on their behalf. For example, anger instigated by an insult or by a company denying to refunding of faulty goods.
- **Self-Inflicted Anger** - Anger that is directed towards the self, aggravation for failing on a task or for being usually 'weak' or 'incompetent' in one's own perceptiveness. This can then result in self harm either emotionally or physically.
- **Constructive Anger** - Constructive anger describes anger that motivates positive reform or action such as protesting. For example, before going to the gym one may wish to get oneself worked up and then 'take it out' on the opposition or the weights. In this manner, one's actions turn out to be a form of catharsis for resentment one has persistently moulded. Entirely our emotions have endurance worth which is why people progressed to have them from beginning.

A research done in this area by **Dodge and Godwin (2013)** also reported that the fast track preventive intervention's positive impact on antisocial behaviour in adolescence is mediated by its impact on social-cognitive processes during elementary school. Fast Track is the largest and longest federally funded preventive intervention trial for children showing aggressive behaviour at an early age. Partakers were 891 high-risk kindergarten children (69% male, 31% female; 49% ethnic minority, 51% ethnic majority) assigned randomly to an intervention or a control group by school cluster. Children having the intervention had decreased mean antisocial-behaviour score after Grade 9 by 0.16 standardized units ($p < .01$). Structural equation models designated that 27% of the intervention's effect on antisocial behaviour was intervened by its influence on three social-cognitive processes: reducing hostile-attribution biases, increasing competent response generation to social problems, and devaluing aggression. These findings support a model of antisocial behavioural development intervened by social-cognitive processes.

Another research done by **Kumar and Tripathi (2013)** compared the Working Memory, Subjective Well-Being and Spiritual Intelligence of University Students involved in Voluntary Field-Work and those not involved in Voluntary Field-Work, on a sample of 100 students was selected, out of which 50 students were involved in Voluntary Field-Work and 50 students were not

involved in Voluntary Field-Work. Results showed that students involved in Voluntary Field-Work have better Working Memory ($Z_u = 2.730$, $p < 0.01$) and Spiritual Intelligence ($Z_u = 4.938$, $p < 0.01$) than those students not involved in Voluntary Field-Work. No significant difference was found in the Subjective Well-Being ($Z_u = .745$, $p > 0.05$) of students involved in Voluntary Field-Work and those not Involved in Voluntary Field-Work.

Kawachi and Sparrow (2002) observed the relationship of anger to CHD incidence in the Veterans Administration Normative Aging Study, an ongoing cohort of older (mean age, 61 years) community-dwelling men. Sample consisted of 1305 men who were able to be diagnosed CHD completed the revised Minnesota Multiphasic Personality Inventory (MMPI-2). Subjects were categorized according to their responses to the MMPI-2 Anger Content Scale, which measures the degree to which individuals have problems controlling their anger. During an average of 7 years of follow-up, 110 cases of incident CHD occurred, including 30 cases of nonfatal myocardial infarction (MI), 20 cases of fatal CHD, and 60 cases of angina pectoris. Compared with men reporting the lowest levels of anger, the multivariate-adjusted relative risks among men reporting the highest levels of anger were 3.15 (95% confidence interval [CI]: 0.94 to 10.5) for total CHD (nonfatal MI plus fatal CHD) and 2.66 (95% CI: 1.26 to 5.61) for combined incident coronary events including angina pectoris. A dose-response relation was found between level of anger and overall CHD risk (P for trend, .008). These data concluded that high levels of expressed anger may be a risk factor for CHD among older men.

Thus, the present research would focus on understanding Anger in students involved in voluntary field work and those not involved in voluntary field work. As this area is still least explored and promise a fruitful enquiry on this issue, the present problem was undertaken.

II. CONCEPTUAL FRAMEWORK – ANGER, COMMUNITY SERVICE AND AGRICULTURE FIELD WORK

Self-consciousness is subject's capacity to entertain conscious thought about him or her and being aware of one's own feelings and emotions. Anger is an emotion that is often difficult to control because of the intense physiological reactions involved in the fight or flight response that triggers it. Community service is a kind of non-paid service rendered by an individual or an institution for the benefit of a group or community. This service is offered on humanitarian considerations and without any motive of profit. Community service is based on the ideal of brotherhood of man and is a noble activity. Service can be rendered in any form. For example: Doctor can help in attending to enhance the health of the community without any financial gains or Business man can give charities to poor and needy in the form of financial aid. One of the other ways that it can be done is by doing voluntary work in the agriculture fields for the attainment of the community's goal of being self-reliant. Students should imbibe the spirit of selfless work and dignity of labor in them, in order to contribute in nation building. This kind of selfless and dedicated work will fulfill two conditions: firstly, it will help the students to utilize their leisure time, and secondly it will enhance the society at large. Voluntary agriculture field work is being regularly done by group I students as selfless service. Group I is involved in fulfilling the welfare and ideals of their community by dedicating selfless service for the communities growth. Anger is natural for every one. It gives us the energy and the motivation to redirect our actions. Some people make positive use of their energy and some people make negative. Agriculture work like sowing, weeding, harvesting may be looked upon as outlets to frustration, aggression and anger. This kind of field work is also positive utilization of once physical energies. Hence, the present study would focus on the aforesaid groups of students and see if there is a difference between group I and group II in terms of Anger.

III. AIM

The aim of present investigation is to compare Anger in students involved in voluntary agriculture field work and those not involved in voluntary agriculture field work.

IV. HYPOTHESIS

Anger in students who are involved in voluntary agriculture field work is significantly lower than those who are not involved in voluntary agriculture field work.

V. OPERATIONAL DEFINITIONS OF THE TERMS USED

Anger: According to Videbeck (2006), "Anger as a normal emotion that involves a strong uncomfortable and emotional response to a perceived provocation."

Agriculture Field Work: Work in agricultural fields like harvesting, weeding, sowing etc. as selfless service to the community.

Community service: The spirit of serving the community to which one belongs.

VI. TOOLS

For measuring Anger the following scale was used:

ANGER SCALE: Anger scale developed by Das and Sharma (2012) was used. The scale has a split half reliability of $r = 0.86$. It consists of 30 items.

VII. VARIABLES

- **Independent Variable**
 - Voluntary field work
- **Dependent Variable**
 - Anger
- **Relevant Variables**
 - Age- 18 to 26 yrs.
 - Educational qualification- University students from under graduation to Ph.D. level.
 - Sex- Females Only

VIII. SAMPLE

Convenient sampling was done for the present investigation. The study was conducted on 100 female students, 50 students who were involved in voluntary agriculture field work (with at least 50% of the attendance annually) and 50 students who were not involved in voluntary agriculture field work. The age range of the subjects was between 18 to 26 years.

IX. DESIGN

To compare the Anger scores, two matched groups design was used. The two groups were matched on the basis of educational qualification, age and Cumulative Grade Point Average (CGPA).

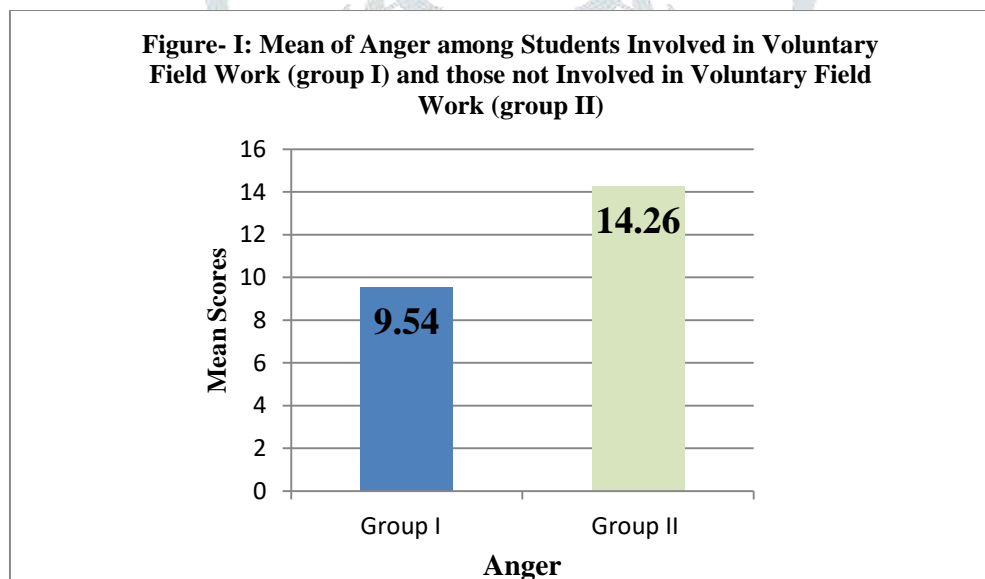
X. STATISTICS

In the present research, Mann–Whitney U test was computed.

XI. ANALYSIS, FINDINGS AND DISCUSSION

Table-I:Zu value' for Anger among Students Involved in Voluntary Field Work (group I) and those not Involved in Voluntary Field Work (group II)

Groups	Mean	SD	Zu	Significance Level
Group I	9.54	11.26	1.901	p< 0.05
Group II	14.26			



It is shown in Table-I that Zuvalue of 1.901 for Anger is significant at 0.05 level (Zu=1.901, p<0.05). It shows that there is a significant difference between the Anger of students involved in voluntary agriculture field work and those not involved in voluntary agriculture field work. The mean scores have also been depicted in Figure-I. Figure-I shows that the mean score for those not involved in voluntary agriculture field work(M=14.26) is higher than those involved in voluntary agriculture field work (M=9.54). It suggests that students of group I have lower Anger than group II. Hence, the hypothesis formulated that, “*Anger in students who are involved in voluntary agriculture field work is lower than those who are not involved in voluntary agriculture field work*” is accepted.

Hansen, Larson and Dworkin (2003), describe the adolescents' reports on different developmental and negative experiences in organized youth activities, including extracurricular and community-based activities. High school students' experiences were assessed using a newly developed instrument, the Youth Experiences Survey (YES). Youth activities were associated with experiences related to initiative, identity exploration and reflection, emotional learning, developing teamwork

skills, and forming ties with community members. The result of the present study suggests that, Anger in students who are involved in voluntary agriculture field work is lower than those who are not involved in voluntary agriculture field work. The present investigation findings also suggest that different youth activities offer distinct patterns of learning experiences. These students (group I) are devoted towards their community ideals, focused, faith-based, doing selfless team work. This may be the reason for low anger in these students. The kind of agricultural work like sowing, weeding, planting, harvesting, etc. done by group I students may be an outlet to their aggressive or angry behavior. Hence, lower anger scores are observed in group I as compared to group II.

Another study supporting the findings was done by **Prabhu, G.S., Yen, T.M., Amalaraj, J.J., Jone, E.T. and Kumar, N. (2016)** on Anger Management among Medical Undergraduate Students and Its Impact on Their Mental Health and Curricular Activities. They studied the relationship between anger management and the effects on the mental health of medical students. A survey was also done to determine duration of the feeling of anger which lasts among medical students and its consequences. A newly developed questionnaire was utilized which included a simplified version of the Novaco Anger Scale and Provocation Inventory and the modified Patient Health Questionnaire 9 (to measure the mental health). All the participants were of Malaysian origin with an average age group being 19 years (ranging from 18–20 years). The subjects were selected randomly irrespective of gender specification. Total of 157 students from two different semesters were involved in this study. The data suggests that although students with high anger tendencies display poor mental health, there is no lowering of the mental health/Patient Health Questionnaire-PHQ-9 score as the anger management technique's effectiveness rises. "Friends" was cited as the major triggering factor for anger, whereby the feelings can last for up to a day and somewhat affect their concentration on normal activities. When anger is suppressed and not let out, it can be an underlying factor for anxiety and depression. Therefore, more emphasis needs to be placed on educating students on how to manage their anger especially in a stressful environment away from home. In the present study, group I students voluntarily go to agricultural farm to do various seasonal activities associated with farming. Hence, they are able to control their anger in comparison to group II.

XII. CONCLUSION AND IMPLICATIONS

Thus, on the bases of the above findings and discussion, it can be concluded that Anger in students is important variable that may shape their personalities. The results of the present investigation lead us to understand these behaviors in the youth. Screening for violent behavior and violence prevention programs in educational settings can include strategies that address students' stressful life events, anger management, and substance use. Selfless service, devotion, community involvement, team work and dignity of labour are some of the important variables that have impact on the Anger of the person at large.

Hence, the implication of the research is that the students should be taught the importance of dignity of labor and community service which will lead them to have balanced emotional, spiritual and social life. Voluntary community service will also lead to reduced anger, stress and tensions among the youth in today's hectic life style. The process of working with hands in fields lead to catharsis of negative anger like anger into positive energy like the constructive work of agriculture, leading to feeling of worth and sense of accomplishing community goals.

REFERENCES

- Das, I. & Sharma, S. (2012). Anger Scale. Dayalbagh Educational Institute (Deemed University), Dayalbagh, Agra (Unpublished work).
- Dodge, K. & Godwin, J. (2013). Fast track preventive intervention's positive impact on antisocial behaviour in adolescence. *Journal of Psychological Science*, 25 (2).

- Goleman, D. (1995). Emotional intelligence. New York: Bantam Books.
- Hansen, D.M., Larson, R.W. & Dworkin, J.B. (2003). Adolescents' reports on different developmental and negative experiences in organized youth activities. *Journal of Research on Adolescence*, 13 (1), 25–55.
- Kawachi, I. & Sparrow, D. (2002). The relationship of anger to CHD incidence in the Veterans Administration Normative Aging Study. *Journal of educational psychology*, 56, 208-216.
- Kumar, K. & Tripathi, S. (2013). Working Memory, Subjective Well-Being and Spiritual Intelligence of University Students involved in Voluntary Field-Work and those not involved in Voluntary Field-Work. Dayalbagh Educational Institute (Deemed University), Dayalbagh, Agra (Unpublished work).
- Lazarus, R. S. (1991). Progress on a cognitive-motivational-relational theory of emotion. *American Psychologist*, 46, 819–834.
- LeMouse, M.(2013).Types of Anger. Retrieved from <http://www.healthguidance.org/pages/Terms-of-Service>.
- Martin, R., Watson, D., & Wan, C. K. (2000). A three factor model of trait anger: Dimensions of affect, behavior, and cognition. *Journal of Personality*, 68, 869–897.
- Prabhu, G.S., Yen, T.M., Amalaraj, J.J., Jone, E.T. and Kumar, N. (2016). Anger Management among Medical Undergraduate Students and Its Impact on Their Mental Health and Curricular Activities. Hindawi Publishing Corporation, Education Research International, Article ID 7461570, <http://dx.doi.org/10.1155/2016/7461570>
- Spielberg, C. D., Johnson, E. H., Russell, S. F., Crane, R. J., Jacobs, G. A., & Worden, T. J. (1985). The experience and expression of anger: Construction and validation of an anger expression scale. New York: Hemisphere/ McGraw-Hill.
- Videbeck, S. L. (2006). *Psychiatric Mental Health Nursing* (3rd Ed.). Lippincott Williams & Wilkins.
- Werner, N. E., & Crick, N. R. (2004). Maladaptive peer relationships and the development of relational and physical aggression during middle childhood. *Social Development*, 13, 495–514.

