

ANGER MANAGEMENT ON SOCIAL SKILLS

¹MEHALA.L, ²GRACE AGNIS.J, ³RUPA.F, ⁴MARTINIA REETA.A

¹PG STUDENT, ² PG STUDENT, ³ PG STUDENT, ⁴ PG STUDENT

¹DEPARTMENT OF MASTER OF BUSINESS ADMINISTRATION

¹PANIMALAR ENGINEERING COLLEGE,CHENNAI,INDIA.

Abstract-This paper examines how school students are practising anger management in order to reduce levels of aggression. Anger is a powerful emotion that is characterised by animosity toward someone or something. Anger management is becoming a more important field of research, and it is one of psychology's most important kingdoms. Pearson's coefficient methodology was used in the statistical analysis of the sample. The low level of negative association between social sensibility, social control, emotional sensibility, and emotional control is discovered in this research. As a result, the entire set of skills predicts anger-in, anger-out, anger-control, and quality anger expressively.

INDEXTERMS- Anger management, trait anger, anger expression, emotional sensibility, social control, anger control, social skill.

I. INTRODUCTION

Humans have a strong desire to interact with one another and with their environment. Humans form social bonds and communicate with their surroundings in order to persuade them of their desires. Building a healthy relationship is only possible if you have adequate social ability in the communication procedure. Social ability is an essential component of efficient transmission and inter-individual relationships, and it has distinct characteristics. A single individual cannot acquire and evolve adequate social skills, resulting in failure in all relationships and changes to the environment. This ailment may draw attention to a lack of social skills. This inadequacy results in negative feelings in the person. Anger is considered to be one of the negative emotions.

The theory of anger is one of the essential moods that determine a person's everyday life, along with fear, liking, and love. This theory has a profound impact on a variety of areas, including influential transmission and interpersonal relationships, professional and psychological wellbeing, academic development and a variety of other things. By skilfully communicating themselves, people with social abilities can easily interact with one another and understand and pay attention to other people. The term "social skills" refers to how a single individual with social abilities contributes to the community by demonstrating behaviours such as forming positive relationships, respecting others rights, and adhering to group ethics. The social skills have six dimensions; they are explained later.

II. TYPES OF ANGER

2.1 STATE ANGER

This form of anger is triggered by a specific incident, and the intensity of the anger varies depending on the level of attack, unfairness, or annoyance that the person perceives. It's a term for angry outbursts that last just a few seconds. In certain cases, expressing frustration is appropriate, and it frequently prompts problem-solving. Unless the severity, frequency, and length of state anger responses are well out of proportion to the triggering case, state anger responses are a natural part of a life.

2.2 TRAIT ANGER

This form of anger refers to the experience of state frustration as a result of finding certain situations or environments dull or irritating. It's a long-term personality trait that manifests itself as an almost relentless propensity to become enraged at the slightest provocation. High trait anger people have low boiling points. They have a lot of interpersonal issues and problems at work and health problems.

2.3 AGGRESSION

Aggression is described as deliberately inflicting physical or verbal harm on another person. It can be activated by a number of causes, ranging from anger over unmet targets to feeling disrespected. Human aggression can be divided into two types: direct and indirect aggression. Direct aggression is defined as physical or verbal actions intended to harm another person, while indirect aggression is defined as behaviour that is not intended to harm another person. As a consequence, aggression can be described as the deliberate harming of others, resulting in physical, social, and psychological harm to the victim.

III. SOCIAL SKILLS

3.1 EMOTIONAL EXPRESSIVITY

Impulse ability, negative expressivity, and positive expressivity are the three components of this emotional expressivity dimension. Positive Expressivity is influenced by factors such as positive mood, extraversion, and agreeability. Impulse Strength and Negative Expressivity are linked to factors such as negative mood, neuroticism, and somatic complaints. It also assesses an individual's nonverbal communication abilities, especially his or her ability to communicate emotional messages. Emotionally expressive people are vivacious and upbeat, and they have the ability to affect others.

3.2 EMOTIONAL SENSITIVITY

This measure refers to how frequently and intensely a person experiences emotions. A person with high emotional sensitivity experiences emotions more frequently and intensely than the average person, whereas someone with low emotional sensitivity experiences emotions less frequently and intensely. It requires the ability to understand and perceive nonverbal contact from others. People who are emotionally sensitive can correctly and completely read the emotions of others

3.3 EMOTIONAL CONTROL

This measure shows a person's ability to control their emotional and nonverbal responses. It's all about learning to maintain your composure in the face of adversity and responding with the appropriate level of emotion. The ability to mix specific emotions with skills, as well as the ability to hide these emotions behind a mask, is part of this structure.

3.4 SOCIAL EXPRESSIVITY

This measure takes into account verbal expressivity as well as an individual's ability to develop social contact with others and participate in communication. A social expressive person is outgoing and social and has the ability to start or change the course of a conversation about any topic.

3.5 SOCIAL SENSITIVITY

This measure includes the capacity to interpret and comprehend others' thoughts and perspectives. Socially sensitive people are mindful of other people in social settings and are conscious of behaving in harmony with the environment. They pay more attention to social expectations when exhibiting social actions.

3.6 SOCIAL CONTROL

This measure includes the ability to play social roles and socially indicate oneself. In any case, a person with social control can easily adjust to any social situation, they are self-assured, and they act in accordance with the environment. Social regulation operates at all times and in all situations.

IV. RESEARCH MODEL AND PARTICIPANTS

This study employs a general survey model. This general survey model is a method of searching the entire universe, which is made up of several elements, or a sample group of elements in the universe, in order to get a general understanding of the universe (Buyukozturk et al., 2010; karasar, 1994). This research was gathered via a random sampling process from several faculties at Selcuk University in Konya, Turkey. There were 500 participants in this study (200 females and 300 males), all of whom volunteered.

The participants' average age was 20.40 years (ranging from 18 to 25 years old), with a standard deviation of 1.80 years.

V. INSTRUMENTS

5.1 THE TRAITS ANGER AND ANGER EXPRESSION SCALE (TAAES)

Spielberger et al. (1983) developed the TAAES, which is used to measure people's levels of frustration. In 1994, Ozer followed the scale and had it translated into Turkish. The first ten items on the scale assess trait rage, while the remaining 24 items focus on how people communicate their anger (that is anger-in, anger-out and anger control). A likert-type scale with a four-point scale is used. The scale's internal consistency coefficients were 0.79 for trait rage, 0.84 for anger management, 0.78 for anger-out, and 0.62 for anger control in this study (Ozer, 1994). Higher trait anger scores indicate more anger; higher scores on the anger-in scale indicate more suppressed anger; higher scores on the anger-out sub-scale indicate easier anger expression; and higher scores on the anger-management sub-scale indicate improved anger control.

5.2 SOCIAL SKILL INVENTORY (SSI)

The SSI, which was developed by Riggio (1986) and adapted to Turkish participants by Yuksel (1997), was used to collect data on participants' social skills. The SSI is a 90-item self-report inventory used to test basic social skills. This SSI has six sub-scales. The Resnet approach was used to conduct reliability studies in the SSI, and the coefficient reliability for each sub-scale differed between 0.80 and 0.89. The social ability sub-alpha scale's Cronbach's coefficient ranges from 0.56 to 0.82. Bacanlı translated the SSI into Turkish in 1997 and checked it with the self-monitoring scale (SMS). Between -0.21 and 0.57, the correlation coefficient between the SSI sub-scale and SMS.

VI. RESEARCH RESULTS

The General Survey Model is employed in the research. A total of 200 females and 300 males volunteered to participate. The average and standard deviation ages of the participants are 20.20 and 1.80 respectively. Table 6.2 shows the Pearson product moment correlation result, which shows the association between anger expression and trait anger.

Table 6.1: Descriptive statistics

Variable	n	Minimum	Maximum	Mean	Standard deviation
Emotional expressivity	500	20	67	37.99	7.86
Emotional sensitivity	500	26	69	47.26	8.81
Emotional control	500	23	69	42.40	7.69
Social expressivity	500	22	71	42.96	8.74
Social sensitivity	500	22	69	44.40	7.99
Social control	500	15	48	37.48	7.61
Trait anger	500	1100	4000	27.90	5.82
Anger-in	500	1100	3200	23.23	3.86
Anger-out	500	900	3200	23.07	4.12
Anger control	500	800	3100	18.26	4.55

The descriptive statistics for Emotional expressivity, Emotional sensitivity, Emotional regulation, Social expressivity, Social sensitivity, Social control, Trait rage, Anger-in, Anger-Out, and Anger control are presented in table 6.1.

Table 6. 2: Correlation between Social skills and anger.

Variable	Trait anger	Anger-in	Anger-out	Anger control
Emotional expressivity	-0.08	-0.27	-0.08	0.18
Emotional Sensitivity	-0.17	-0.11	-0.13	0.23
Emotional control	-0.33	-0.26	-0.27	0.06
Social expressivity	-0.07	0.03	-0.13	0.20
Social Sensitivity	-0.26	-0.22	-0.21	0.11
Social control	-0.25	-0.33	-0.18	0.07

The association between anger expression and trait anger and social skills is shown in table 6.2. Pearson Correlation coefficient is used to measure a correlation between two sets of data. We may conclude that Emotional expressivity, Emotional sensitivity, Emotional control, Social expressivity, Social sensitivity, Social control, Trait anger, Anger-in, Anger-Out, Anger control have a low degree of correlation and Emotional expressivity, Emotional sensitivity, Emotional control, Social expressivity, Social sensitivity, Social control, Trait anger, Anger-in, Anger-Out, Anger control have a low degree of positive correlation.

VII. CONCLUSION

Based on the findings, we can deduce that anger management has both a positive and negative impact on Emotional expressivity, Emotional sensitivity, Emotional regulation, Social expressivity, Social sensitivity, Social control, Trait anger, Anger-in, Anger-Out, and Anger control. As a consequence, social skills can help to reduce the negative relationship between anger management and aggression. Anger management in the presence of social skills can help to mitigate aggression.

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