

GENDER AS AN INFLUENCING FACTOR OF ANGER MANAGEMENT AMONG SCHOOL TEACHERS

Dr. R. Boopathi

Assistant Professor, Department of Educational Technology, Tamil Nadu Teachers Education University, Chennai – 600 097.

Abstract

One of the most significant emotions that shape a person's personality is anger. Individual encounter situations in daily life that cause stress, anxiety, or sadness, which can then turn into rage. One must learn coping mechanisms and levels of resilience that will allow us to return to normal in these kinds of circumstances. When it comes to school teachers, this becomes even more crucial. By using a basic random sample approach and a normative survey design, the study aimed to investigate the impact of gender on school teachers' ability to control their anger. From the target population, just 100 sample of school teachers was chosen at random. The investigator employed a standardized and developed research tool by Nergiiz Bulut & Serin's Anger Management Scale (2019) consisted of twenty five items with three point rating scale was used for the present study to measure anger management. The present study results have shown that gender is an influencing factor of anger management, and female teachers have more anger management. This is the right moment to encourage male instructors to use various techniques for controlling their anger. To assist teacheres tackle challenges head-on and find successful solutions, regular orientations on positive therapy, stress and anger management, and effective teaching might be held. In order to lower tension and anger and raise the degree of adjustment among school instructors, the teacher should be aware of positive treatment and strategies. Consequently, anger management techniques can be helpful in learning constructive methods to communicate our emotions.

Key Words: Anger Management, and School Teachers.

Introduction: Theoretical Bases of Research

Anger is a way of showing our depressions, tensions and frustrations. On the other hand, recent studies categorized anger as an adaptive mechanism for dealing with hindered goals and perceived threats. Consequently, anger implication is situational and dependents on the handling personality, in terms of how successfully the emotion serves the basic needs of the person. A successful teacher only get succeeds goals when his/her emotional outbursts is manageable even situation is worse. Therefore, there is need to know how long teacher is managing his situation in terms of anger and where is she/he is present in the current era. So the investigator will plan to study about anger management of school teacher.

According to Blum (2001), instructors practically always have to deal with hyper active and aggressive students as schools try to incorporate students with emotional and behavioural issues. Using his own version of the wildly popular 'Everyman' initiative, he offers basic day-to-day counsel and supports schools with longer-term planning for Personal Social Health and Economic education. Practical teacher surveys on the kinds of situations they handle, the origins of anger,

the issues anger creates, and techniques for assisting specific students are among the topics covered. Teachers' personal and professional lives, as well as their capacity to effectively instruct all of their students, were negatively impacted when they were unable to cope with challenging student details.

Management of Anger

There are several initiatives available to assist people cope with their anger problems and regulate their anger. Since they usually adopt the stance that rage is evil, not many of them are effective. Their main goal is to assist the person in managing their emotions so they can stop being furious. Control is often associated with repression and sublimation, or repressing the anger or turning one's attention to something else to keep the anger from taking centre stage (Lauren Elizabeth Henshall et al. 2017).

Teaching and Anger Management

While sometimes anger is normal for kids, the consequences on their social and academic performance deteriorate when they are unable to control their anger. In addition to performing worse academically, these students are frequently seen as aggressive, have fewer goals, are more likely to be expelled or drop out of school, have low self-esteem, and a higher likelihood of becoming involved in juvenile and adult criminal activity (Blum, 2001; Robinson, Smith, & Miller, 2002; Tamaki, 1994). According to Rosenberg and Wilson, a growing number of educators are discovering that providing pupils with anger management skills is beneficial in assisting them in controlling their conduct and addressing their volatile emotions. By gaining these abilities, kids can manage their improper conduct and increase their social acceptance—both from others and from within—making schools safer for all (Robinson, and Miller, 2002).

Any anger management programme should aim to educate students how to recognise when they are furious, cope with their anger through management techniques, and communicate their emotions more effectively. A bundled programme of teaching, an integrated strategy that incorporates an anger management curriculum into a complex student intervention, or a combination of these can be used to achieve this (Guthrie, 2002). Many educational initiatives combine behavioural and cognitive methods to teach students how to control their anger by employing social skills and problem-solving techniques to monitor their thoughts about how they perceive the world and how they feel.

Research Gap Identification from Referred Studies

Bradshaw et al. (2007) discussed the issue of using negative emotional responses and tactics, such as anger, during teaching. Teven, J.J. (2007) examined the relationship between the five domains of teacher temperament and three dimensions of burnout with respect to gender. Brennan & Linda (2010) insisted that teachers should try to eliminate anger from their classroom responses and from responses to individual students. Weimer, M. (2010) identified some conditions under which the expression of teacher anger was seen as violating expected norms for teacher behaviour irrespective of gender differences.

Joel Roache, & Ramon Lewis. (2011) stressed that the nature of highly aggressive classroom management and its impacts negatively on boy students. Shokoohi Yekta, M., Akbari Zardkhaneh, S., & Shahmohammadi, K.H. (2014). investigated the effectiveness of anger control and problem solving training on mental health and teaching style of male pre-school teachers. Cevik, & Gulsen Buyuksahin. (2017) aimed to study university students' levels of anger and satisfaction with life based on gender, years of attendance, accommodation, and whether they experience adjustment problems. Brooks et al. (2017) found that the boys in the anger management plus breathing techniques group, in general, showed an increase in anger control and a decrease in discipline reports.

Mertoglu, & Munevver. (2018) determined the reasons for the anger levels of female teachers and administrators considering some variables and to recommend sustainable changes to the school system. Pasupathi, Wainryb, Oldroyd, & Bourne. (2019) tested relations between anger reduction and learning and, in a subset of participants, between narrative quality and learning. Nergiiz Bulut, & Serin. (2019) determined the effect of the group anger management training program on the anger, aggression and problem-solving skills of male adolescents through semi-experimental study based on a pre-test-post-test model with a control group.

Greenstein, Michael, Franklin, Nancy. (2020) examined three experiments in the context of eyewitness identification procedures. Kao, Chien-Che; Chiou, & Wen-Bin. (2020) conducted an experimental study to examine whether agreeableness moderated the association between anger and creative performance.

According to the aforementioned research, gender was discovered to be the common biographical factor that has been researched as a common variable; however, anger management was not the subject of any studies for school teachers. Thus, according to the researcher, the current study would be school teachers, their knowledge about anger management need to be considered as socializers when it comes to the aspect of gender.

Importance of the study

Every teacher experiences stress for a variety of reasons, including the outside world, one's own reckless actions, unfavorable thoughts and emotions, or unrealistic expectations. This results in a system breach that compromises the process of teaching and learning. Effective anger management is crucial for teachers to succeed in the classroom and provide the highest quality academic work.

Definition of the Terms

Anger is common and health emotion that can express it in normal way. Anger management is the process of learning to recognize and understand the signs of anger and taking steps to calm down and deal the situation in a productive way.

The school teachers are those who teach to the students of primary, secondary, and higher secondary levels of education.

Objective

- To ascertain if there are any gender-related differences in the way that school teachers' anger management.

Null Hypothesis

- Gender does not appear to have a substantial impact on how school teachers' anger management.

Design and Geographical Area

For this study, the researcher used normative technique. The Namakkal District served as the site of the current inquiry.

Tool Validation and Statistical Techniques Employed

The investigator will use a standardised technique verified by Nergiiz Bulut & Serin's Anger Management Scale (2019) to measure school teachers' anger management. The twenty-five score are rated on a three-point rating scale (mainly true, somewhat true, and not true are graded as 3, 2, and 1 accordingly) according to the type of scale used to determine acceptance degree. Every sentence has an optimistic tone. The scale assigned a rating of "Mostly True-3, Somewhat True - 2, and Not True -1" to each of the positive statements. The research tool has a minimum score of 25 and a maximum score of 75.

Split half reliability (0.8930) measure has been used to arrive reliability for this research tool. Luvs (1942) defined that content validity is the judgment process called face validity. The Nergiiz Bulut & Serin's Anger Management Scale(2019) is given to a team of experts to get opinion regarding the tools. The data analysis will be conducted using SPSS Version 16, the Statistical Package for Social Science. The degree of anger control has been interpreted using descriptive analysis using measures like the basic mean and standard deviation. The "t" test is a statistical tool used in differential analysis to determine whether or not there are mean differences between the chosen subgroups.

Analysis and Discussion

A "t" test was used to determine whether there was a significant difference between the mean anger management score of male and female teachers. The findings are shown in Table.1.

Table-1.1

t-test value for the Anger Management Scores of School Teachers with respect to Gender

Gender	N	Mean	SD	t-value	df	Level of Significance
Male	32	50.63	0.97	4.74	98	Significant
Female	68	53.38	3.19			

Significant at 0.01 ('t' table - 2.58), and Significant at 0.05 ('t' table - 1.96).

The t-value, which is 4.74 and higher than the table value of 2.58, is determined from the above table. At the 0.01 level, it is therefore significant. In light of this, the research hypothesis is supported and the null hypothesis is rejected. In conclusion, there are major differences between the anger management strategies between male and female school teachers.

Interpretation:

Among a chosen subsample of school teachers, there is a noteworthy variation in their handling of rage based on gender. Compared to their male colleagues, female teachers are better at controlling their fury. Thus, the control of anger is greatly influenced by gender.

Recommendations

Having happy connections is one of the biggest indicators of being happy and healthy. Thus, teachers need to build friendly and cooperative relationships with various parties involved in education. Having kindness towards others makes one happier. The secret to use acts of kindness as a therapeutic intervention is for instructors to do so deliberately and consistently.

Blaming other people or outside forces is something that teachers should refrain from doing. As a result of our incapacity to accept the circumstance or find an escape, blaming causes irritation, rage, and tension. Teachers should recognise the things that make them angry and make plans appropriately.

The teacher should think about the physical warning signs of anger. It will increase heart beats faster and results some cognitive unwanted changes. Trying to win an argument or sticking it out in an unhealthy situation will only fuel the anger. One of the best things to avoid anger is avoid to rising from any situation and get walk out from hat situation. The teacher should avoid a conversation that gets heated, take a break and if necessary to leave a meeting that going to explode. At the time talking through an issue or expressing feelings towards well-wisher will gives proper solution and get some remedy.

Anger results a rush of energy. One of the best ways to put that surge to good use is to engage it in physical activity and some creativity that improves once health and mind. The regular habit of practicing Progressive Muscle Relaxation (PMR) is an anxiety-reduction technique that involves alternating tension and relaxation in all of the body's major muscle groups.

Breathing exercises are a very easy, quick, and handy technique to reduce the detrimental consequences of chronic stress by relieving tension and reversing the stress response. In order to implement positive therapy and improve the mental health of both teachers and kids, the school administration should designate experienced psychologists and emotionally and socially mature senior teachers as school counsellors. These individuals can achieve this by holding regular workshops.

Conclusions

For school teachers, anger management is an essential skill that ought to be required since it helps them assess their own value, recognise their areas of competence, and modify their behaviour in response to the situation. It is increasingly necessary for teachers to continuously assess their competences in order to fulfil their position as role models to the best of their abilities. This ongoing evaluation of their professional skills is crucial to anger management since it would surely allow them to discover the attributes that enhance the vitality of their teaching function. Since it upholds the fundamental principles of professionalism among professionals, the notion of anger management is crucial. The primary emphasis of this study is on the management of anger among school teachers employed in certain Namakkal District schools. School teachers exhibit average

anger control, according to the study's findings, which will undoubtedly be useful and serve as a database for future research.

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