

THE EFFECT OF STRESS MANAGEMENT TRAINING ON ANGER CONTROL AND QUALITY OF STUDENT LIFE

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ABSTRACT

The main purpose of this study was to investigate the effect of stress management training on anger control and life quality of student in high schools of Alborz province. This is a quasi-experimental study and the pretest-posttest design is related to the control and experimental groups. The statistical population of this study included all high school students in Alborz province who were studying in the academic year 2015-2016. For this purpose, 70 high school students were selected by stratified random sampling and were randomly divided into two groups of 35 subjects under the titles of experimental and control groups. The stress management training package of Valla (1995) and Aghajani (2003) was presented for the experimental group in 10 sessions (about 2 hours in the afternoon) three times a week inside high school. The data before and after education were assembled via Moghimi's anger control questionnaire (2001) and World Health Organization Quality of Life questionnaire (1996). The results of the analysis of covariance between the two groups indicated that there was a significant difference between the direct confronting, solving the planned problem and the positive re-evaluation and as a result, training was effective on coping strategies.

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Introduction

Nowadays, quality of life is one of the important issues that have drawn attention of the intellectuals with all-round expansion of technology and the process of industrialization in Western countries. The growing expansion of the industrialization process, which shows itself through the massive production of a variety of goods and various services in quantitative dimension, has brought many problems to modern humans. These problems include air pollution and environmental degradation which with an increased in pressures and psychological stress has caused irreparable damages to humans. Therefore, many scholars and experts drew their attention to the quality of life to make efforts in promoting the conditions and improving the qualitative dimension of human life [1].

Hence, in the middle of the 20th century, with the economic, social and cultural development of countries and the advancement of human science and technology, humans gradually experienced higher welfare and requested a life with higher quality. For this reason, the quality of life has received great attention in the twentieth century [2]. Despite the general agreement on the potential value of elements, dimensions and scales of life quality, no clear agreement can be seen on the definition of life quality and each field offers a specific definition in relation to this concept according to their own viewpoint and in line with the purpose of the research. However, the reality of being multi-dimensional has been accepted for life quality and this further indicates the physical, spiritual and social dimensions of life. In fact, people consider different things to be important in the quality of their life but what is important in defining the quality of life is that health dimension should always be considered [2].

Although life quality is a general concept, and there is no generally accepted definition, the results of the studies indicate that a new approach has emerged in the development literature since the early 1970s which didn't believe that development equates to economic growth and the improvement of economic indicators such as domestic gross production, National Gross production, and National Revenue. This approach emphasized on social indicators and improvement of biological conditions or, in other words, human well-being. The concept of life quality emerged as part of the social life indicators in late 1960s and early 1970s [3]. This concept was initially limited to the fields of health, environmental and mental illness but has been expanded to a multi-dimensional concept in the past two decades. At the same time, as the theorists and international

organizations started to pay attention to the social, political and cultural dimensions of development, the promotion of life quality, not only as a means for dealing with undesirable outcomes of customary growth and development policies, but also was emphasized as the main goal of development. In this regard, indicators related to the assessment of programs' performance also experienced some qualitative changes and in addition to the individual and objective elements, also included social and mental components. In other words, welfare needs have gone above and beyond objective issues such as food, clothing, health and housing and has seen new dimensions such as social security, promotion of quality aspects of life, environmental protection, national solidarity and preparing the ground for people's participation at different levels of the development process. [4]. Therefore, the quality of a conceptual life is multifaceted that is used in both micro and macro levels. The sustainable development approach uses this concept at the macro-social level. The study of this concept requires an interdisciplinary approach; in addition, it must be said that this concept has a combination of objective and the subjective conditions of life. Its subjective aspect refers to the sense of satisfaction in general and its objective aspect is originated from the cultural and social demands for material wealth, social base and physical well-being [3].

However, in general terms, quality of life is related to the components of success or more or less satisfaction in people's lives. In other words, the quality of life is an individual's sense of well-being that originates from his satisfaction or dissatisfaction from important dimensions of his life. And these dimensions include health, economic, social, psychological, religious, Family and welfare [2].

Hence, life quality is a descriptive term of the well-being, physical, emotional and social condition of a person and their ability to perform their daily routine. University of Toronto quality of life research unit (2007) defines the quality of life as the amount of individual pleasure from the basic facilities of life. In another definition, quality of life is in fact an abstract of all health care goals that measure the influence of health on the individual's life [5]. The World Health Organization (1974) defined quality of life not only with the lack of disease, but also as a complete physical, psychological and social well-being and since then, it was attempted to define and specify the variables of life quality [6].

A great number of studies show that there is a relationship between quality of life and psychological variables such as stress, social capital, self-esteem and other variables [2]. [7] found that there is a reverse correlation between the amount of students' general worries and their quality of life which means the quality of life decreases as the worries increase.

One of the other important variables of this research is the anger control. An examination of statistics and information in this field shows that in recent decades anger and aggression have increased and many empirical evidence has shown the destructive effects of anger in human relationships[5, 8]. For this reason, this issue attracted the attention of specialists, especially psychologists. Over the past years, research has been done to find out the causes of anger and its effects on interpersonal relationships and methods for controlling them. Research shows that anger is one of those emotions that parents and teachers typically experience among children and students [9, 10,11].

According to its personal and social negative and destructive consequences of anger as one of the negative emotions, anger management is an important issue. Recent research has focused on the emotion of rage, measuring and understanding the consequences of anger and the impact of educational interventions [12]. Novaco was the one who designed a stress management training program to help people manage their anger in angry situations. Most research conducted on anger management is based on anger theory [12]. This theory has been used dramatically to understand and treat anger and aggression in the last three decades [13]. Hence, anger management training is a kind of cognitive behavioral therapy approach with the aim of changing the knowledge and behavior of individuals [14] and includes influential components in interpersonal relationships. In fact, training skills for challenging and changing the vain behaviors and thoughts and controlling severe emotional responses through their control method is considered. All anger management interventions emphasize on Severity adjustment, duration, and frequency of anger expression and increasing non-aggressive responses in interpersonal relationships [15]. In the majority of models presented for managing anger, the components of cognitive preparation, acquisition of skills and practical training are known as the main components of anger management program.

Generally, management and organizational experts point out that stress is perhaps the most common issue in everyday life; therefore, some people have named stress the common illness of the century saying that our age is the age of stress and nervous pressure. A period in which man is more exposed to stressors than ever before and has surrounded by countless problems and issues. Therefore, stress management is the important issue which can be identified and reduced by applying relevant methods and techniques [16]. On the other hand, today, with the economic, social and cultural development of countries and the advancement of science and technology, gradually humans are experiencing a higher level of welfare demanding a better quality of life. For this reason, life quality has already attracted the attention of many people. Considering that the percentage of crime and delinquency among high school students in our society is increasing due to a rise in the amount of stress among adolescents and lack of skills for controlling anger and less attention has been paid to this issue and no practical and scientific solutions have been presented yet. Therefore, it is necessary to assess this category by identifying stressors and managing stress in controlling anger. Also, stress in adolescents has been created due to various reasons including internal and hormonal causes of adolescents due to their puberty and physical changes as well as the presence of external factors including the socio-economic pressures which has a dominant role in the society and class gap that results in adolescent humiliation in their peer group. Therefore, it is essential to conduct comprehensive research on stress management and anger control methods that improves the living conditions of adolescents and provide serious and practical measures in high schools and the education which prompted the researcher to take into account the effectiveness of stress management training on controlling student anger and their quality of life.

Research method

Society, Sample and Sampling Method

According to the aim of this study that was investigating the effect of stress management training on anger management and quality of life among high school students in Alborz province, therefore, a quasi-experimental research method was used with pre-test and post-test design with the control group. The statistical population in this study consists of all high school students

of Alborz province who were studying in the academic year of 2015-2016. In this research, a stratified random sampling was used to select the subjects. For this purpose, 70 high school students were selected by stratified random sampling. In the first stage, the subjects were randomly divided into experimental and control groups. In the next step, the test group was under stress management training, while the control group did not receive that training. This training package is based on the educational package of Olla (1995) containing three stress management training pamphlets as well as the educational package of Syafollah Aghajani (2003) containing a brochure which are all related to the stress management training levels that was arranged in form of short-term training sessions in a group with a predetermined instruction which was presented during 10 sessions (for 2 hours) three times a week in the afternoon inside high school. At the end of the test, Moghimi's anger control test (2001) and life quality of the World Health Organization (1996) were conducted for both experimental and control groups.

Research tools and information gathering method

In this study, two questionnaires were used to collect information and data which are:

The anger control questionnaire: This questionnaire consists of 20 methods of management that are categorized by methods of focusing on issue and methods of focusing on anger. Its validity and reliability have been confirmed. In this study, the Cronbach's alpha coefficient was calculated and reported at 0.93.

World Health Organization Quality of Life Questionnaire:

This scale was developed by a group of experts in the World Health Organization in 1996 that has 26 items and 4 components of physical health, mental health, social relationships, and environmental health that after confirming the content validity of that coefficient, Cronbach's Alpha was reported at 0.83.

Research findings

Research descriptive findings:

In this section, statistical description, mean and standard deviation of the research variables have been studied.

Table 1. Descriptive Statistics of Research Variables

Variables	group	Pretest		Posttest		Consistency	
		mean	Standard deviation	mean	Standard deviation	mean	Standard deviation
Anger control	Examination group	2.01	0.714	4.42	0.581	3.09	0.574
	Control group	2.28	0.748	2.74	0.981	2.59	0.742
Public health	Examination group	2.17	0.692	4.59	0.836	3.14	0.41
	Control group	2.39	0.614	2.59	0.588	2.82	0.893
Physical health	Examination group	2.75	0.874	4.41	0.569	4.28	0.537
	Control group	2.61	0.796	2.86	1.54	2.78	1.25
Mental health	Examination group	2.64	0.796	4.76	0.618	3.16	0.678
	Control group	2.71	0.513	2.83	0.785	2.29	0.792
Environmental health	Examination group	2.85	0.631	4.78	0.537	3.34	0.423
	Control group	2.18	0.527	2.75	0.718	2.96	0.679
Social relationships health	Examination group	2.67	0.586	4.52	0.731	3.12	0.617
	Control group	2.86	0.753	3.43	0.701	3.18	0.708

Inferential review of the research findings

First research hypothesis:

Stress management training is effective in controlling anger among students.

In order to test the research hypothesis, students' performance was measured in relation with anger control in form of pretest and posttest using covariance analysis. The use of covariance analysis test requires the existence of conditions including

normality in groups and variance equality. Therefore, Kolmogorov-Smirnov (KS) test was used to ensure the normality of the groups, which was reported in Table (1).

Table 2. Results of the Kolmogorov-Smirnov test

	Pretest	Posttest	Consistency
N numbers	70	70	70
kolmogorov smirnov test	0.923	0.955	0.947
Sig. (2-tailed)	0.362	0.321	0.346

The analysis results of Table (2) show that the significance values are greater than 0.05 in the above test. According to the p-value and the non-rejected zero hypothesis, data distribution is considered to be in accordance with the normal distribution. Also, Levene test can be used in order to examine the homogeneity assumption of variances. The following information is reported in the table.

Table 3. Results of Levine test for the homogeneity of the groups' variance

	Levene Statistic	df1	df2	Sig
Pretest	0.081	1	34	0.923
Protest	0.711	1	34	0.500
Consistency	0.638	1	34	0.374

The results obtained from table 3 indicate that the variance equality hypothesis is observed at the test level (0.05) for all the dependent variables (post-test) in examination and control groups and the conditions for using the covariance analysis test is provided. In summary, the results of the covariance analysis test, pre-test and post-test scores between the two groups, were reported in relation to the research hypothesis in the following tables.

Table 4. Comparing the variable of anger control in both control and experimental groups before training

Anger control	Test	Squares	Degrees of freedom	Average squares	F value	sig	Effect level
Pretest	Protest	22.421	1	22.421	54.123	0.000	0.54
	Consistency	3.178	1	3.178	3.639	0.061	0.11

On the basis of the results of Table 4, the effect of stress management training on students' anger control is obvious. Therefore, stress management training is effective in controlling the students' anger and there is a significant difference between the pretest and posttest scores and as a result, the alternative hypothesis is confirmed.

Second hypothesis of the research: Stress management training is effective on life quality

Table 5. Comparing the subscales of life quality in both control and experimental groups after the training course

Public health	Test	Squares	Degrees of freedom	Average squares	F value	sig	Effect level
Anger control	Protest	27.525	1	27.525	63.147	0.000	0.57
	Consistency	23.039	1	23.039	40.415	0.072	0.47
Physical health	Protest	6.152	1	6.152	15.218	0.000	0.39
	Consistency	0.614	1	0.614	0.568	0.639	0.063
Mental health	Protest	35.657	1	35.657	36.241	0.000	0.51
	Consistency	25.123	1	25.123	32.276	0.000	0.39
Environmental health	Protest	17.341	1	17.341	19.130	0.000	0.36

		Consistency	12.521	1	12.521	9.319	0.000	0.23
Social relationship health	Protest	Protest	22.54	1	22.54	17.734	0.000	0.42
		Consistency	24.521	1	24.521	13.78	0.000	0.37

The results of the covariance analysis in Table 5 for comparing the subscales of life quality in both control and examination groups after the training course shows that there is a significant difference between the pretest and posttest scores and, therefore, it can be concluded that stress management training affects all aspects of life quality.

Discussion and conclusion

The findings of the current study indicate that intervention in the form of stress management training has been able to differentiate the anger control and quality of life among high school students in Alborz province, whereas no such change was observed in the control group. The hypothesis of this study on the basis of this statement: the stress management training has an effect on anger control skills and the life quality of high school students, was approved. In other words, the results of the study showed that the mean of the anger control component for the experimental group is 2.32 in the pretest and 4.21 in the posttest. However, the mean in the posttest and pretest of the control group did not show a significant difference and has risen from 2.47 to 2.91. Therefore, it can be concluded that stress management training is effective in controlling anger among students. Also, according to the results, the effect of stress management training on the quality of life is evident. The results showed that the mean of life quality for the experimental group is different in the pretest and posttest, while the mean in the posttest and pretest of the control group did not differ significantly. Therefore, it can be concluded that stress management training can be effective in life quality and there is a significant difference between pretest and posttest scores.

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