



## A STUDY OF EFFECTIVENESS OF ANGER MANAGEMENT IN TERMS OF ACADEMIC ANXIETY OF MALE STUDENTS

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### ABSTRACT

Present study is an attempt to study effectiveness of anger management on academic anxiety of male students of middle school children in Chhattisgarh state. The study was experimental in nature the design of the study was pretest-posttest control group design. The experiment was conducted on 240 students, control group comprised of 120 students and the experimental group also comprised of 120 students. Data was collected by using Academic Anxiety Scale for Children (AASC) developed by Dr. A.K. Singh and Dr. A. Sen Gupta (1984) statistical analysis was done by employing One Way ANOVA. It was found that after the experiment the academic anxiety of male students of both experimental and Control group was found to be the same.

### KEYWORDS

Anger Management and Academic Anxiety.

### INTRODUCTION

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A bad temper is not just about the stress we feel within, but also about external expression of it; so it is much more important to learn to control anger. While the stress caused by anger has direct effect on us, but only indirectly affects others, our angry response has the potential to more directly affect our environment and other people. In other words, the stress involved in being angry can hurt slowly from inside; but an inappropriate external expression of annoyances or frustrations can cause social or legal ramifications that may be more immediate in nature, and have a potential to hurt a lot more. In extreme cases, such reactions can even be termed as a disorder. This is why it is all the more important to learn and practice Anger Management skills.

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According to Cornell University, anxiety is similar to a messenger because it alerts your body when something is wrong or worth your attention. Academic Anxiety afflicts students during school-related situations. Academic Anxiety is a common issue that students cannot ignore if they want to succeed in school. There are several forms of academic anxieties observed in educational settings that impact learners and educators alike. Regardless of the specific "form" or "type" of anxiety that a learner deals with, the general outcome is that anxiousness encountered in one or more specific academic context leads to discomfort, avoidance of learning, lowered performance levels, or related negative outcomes.

According to Cornell University, Academic Anxiety is the result of biochemical processes in the body and the brain that make your attention level increase when they occur. The changes happen in response to exposure to a stressful academic situation, such as completing school assignments, presenting a project in class or taking a test.

**Howells, K. et al (2005)** studied about the brief anger management programs with offenders: Outcomes and predictors of change. The degree of improvement was found to be predictable from pretreatment measures of anger and treatment readiness.

**Nayereh, Z. and Akram, P. (2011)** conducted a study to find out the effects of anger management training on reducing parental anger. The results of repeated measures revealed that anger management training significantly reduced the intensity

of anger in situation-induced anger and trait anger, and increased anger control-in.

**Valizadeh, S. et al (2012)** studied the effectiveness of anger management skills training on reduction of aggression in adolescents. The results revealed that the anger management skills training are able to decrease total aggression, aggressive behaviours and thoughts in high school students. Implications for practice are discussed.

**Phillips, J. B. and Endler, N. S. (1982)** "Academic examinations and anxiety: The interaction model empirically tested". The results indicated that individuals' perception of situations may be the most important factor affecting reactions to stressful situations.

**Jerrell, C. C. et al. (2002)** "The impact of cognitive test anxiety as well as emotionality and test procrastination" The results were consistent with cognitive appraisal and information processing models of test anxiety and support the conclusion that cognitive test anxiety exerts a significant stable and negative impact on academic performance measures.

**Peleg, O. (2009)** "Test Anxiety, Academic Achievement, and Self-Esteem among Arab Adolescents with and without Learning Disabilities Learning Disability Quarterly". On the whole, students with LD reported higher levels of test anxiety and lower levels of self-esteem than their nondisabled peers. Their intense distress can be expected to impair their academic performance.

### OBJECTIVES OF THE STUDY

To study the effectiveness of Anger Management in terms of Academic anxiety of male students.

### HYPOTHESES

1.	The mean pre-test score of academic anxiety of the male students will not differ significantly from their mean post-test score of academic anxiety of the experimental group.
2.	The mean pre-test score of academic anxiety of the male students will not differ significantly from their mean post-test score of academic anxiety of the control group.
3.	The mean post-test score of academic anxiety of the male students of experimental group will not differ significantly from their mean post-test score of academic anxiety of the control group.

### METHODOLOGY

#### SAMPLE

For the present study the sample was selected through Ran-

dom sampling technique. The control group comprised of 120 male students, of these 40 male students were from each class. The experimental group also comprised of 120 male students, 40 male students were from each class.

**RESEARCH DESIGN**

The present study was experimental in nature. The pretest-posttest control group design was employed for the execution of the experiment. The layout of the design is as follows:

$$\begin{matrix} R_1 & T_1 & X & T_2 \\ R_2 & T_1 & & T_2 \end{matrix}$$

Wherein:  $R_1$  and  $R_2$  : Randomly selected groups.  
 $T_1$  : Pre-test  
 $T_2$  : Post-test  
 $X$  : Experiment

In addition to this there was one control group where the testing of dependent variable was done in the same manner as done with the experimental group.

**TOOLS**

Academic anxiety was assessed by using well-developed and widely used Academic Anxiety Scale for Children (AASC) developed by Dr.A. K. Singh and Dr. A.Sen Gupta (1984) this scale consists of 20 questions.

**STATISTICAL ANALYSES**

To study the effectiveness of anger management in terms of academic anxiety of male students one way ANOVA was employed.

**RESULT AND INTERPRETATION**

**4.4.1 EFFECTIVENESS OF ANGER MANAGEMENT IN TERMS OF ACADEMIC ANXIETY OF MALE STUDENTS.**

**4.4.1a EFFECTIVENESS OF ANGER MANAGEMENT IN TERMS OF ACADEMIC ANXIETY OF MALE STUDENTS OF EXPERIMENTAL GROUP.**

**Table No. 4.16 Summary of One Way ANOVA for Pre-test and Post-test score of academic anxiety of male students of Experimental Group.**

Sources of variance	Sum of Squares	df	Mean Square	F
Between Groups	16.538	1	16.538	1.462
Within Groups	2691.258	238	11.308	
Total	2707.796	239		

From the table 4.16 it can be analyzed that F- the value 1.462 with df 1/239 was not found to be significant. This reveal that both the means do not differ significantly .Therefore the null hypothesis stated as "The mean pre-test score of academic anxiety of the male students will not differ significantly from their mean post-test score of academic anxiety of the experimental group. " Is not rejected.This reveals that the experiment did not produced a significant difference in the academic anxiety of the male students .

**4.4.1b EFFECTIVENESS OF ANGER MANAGEMENT IN TERMS OF ACADEMIC ANXIETY OF MALE STUDENTS CONTROL GROUP.**

**Table No. 4.17 Summary of One Way ANOVA for Pre-test and Post-test score of academic anxiety of male students of Control Group.**

Sources of variance	Sum of Squares	Df	Mean Square	F
Between Groups	380.017	1	380.017	33.756**
Within Groups	2679.383	238	11.258	
Total	3059.400	239		

\*\*Significant at 0.01 level

From the table 4.17 it can be analyzed that the F- value 33.75

with df 1/239 was found to be significant at 0.01 .This reveals that both the means differ significantly Therefore the null hypothesis stated as "The mean pre-test score of academic anxiety of the male students will not differ significantly from their mean post-test score of academic anxiety of the Control group " Is not rejected. This reveals that the Control group produced a significant difference in the academic anxiety of the male students of the Control group.

Further the mean pre-test score of academic anxiety of the male students was 11.24 which is significantly lower than the mean post-test score of academic anxiety of the male students of the Control group i.e. 13.24. Thus, the academic anxiety of the male students was found to be increased after a period of six months significantly.

**4.4.1c EFFECTIVENESS OF ANGER MANAGEMENT IN TERMS OF ACADEMIC ANXIETY OF THE MALE STUDENTS OF EXPERIMENTAL GROUP VIZ-A-VIZ CONTROL GROUP.**

**Table No. 4.18 Summary of One Way ANOVA for Post-test score of male students of Experimental and Control Group.**

Sources of variance	Sum of Squares	Df	Mean Square	F
Between Groups	1292.704	1	1292.704	7.340**
Within Groups	41917.258	238	176.123	
Total	43209.962	239		

\*\*Significant at 0.01 level

From the table 4.18 it can be inferred that the F- value was found to be 7.340 with df 1/239 was found to be significant at 0.01 .This reveals that both the means differ significantly. Therefore the null hypothesis stated as "The mean post-test score of academic anxiety of the male students of experimental group will not differ significantly from their mean post-test score of academic anxiety of the Control group " is rejected .

Further the mean academic anxiety score of the male students of post experimental group was 11.66 which is significantly lower than the mean post-test score of academic anxiety of the male students of the Control group i.e. 13.24. Thus, the academic anxiety of the male students of post experimental group was found to be significantly low.

**FINDINGS**

Experiment did not produce any significant difference in the academic anxiety of the male students of experimental group. Academic anxiety of the male students was found to be same after the experiment.

Control group produced a significant difference in the academic anxiety of the male students of the control group. Academic anxiety of the male students of control group was found to be increased after six months.

Experimental group produced a significant difference in the academic anxiety of the male students of control group. Academic anxiety of the male students of experimental group was found to be significantly low.

**DISCUSSION**

Experiment did not produce any significant difference in the academic anxiety of the male students Academic anxiety of the male students was found to be same after the experiment. The yoga exercises helps in maintaining emotional balance of the child and this emotional balance help in their controlled behavior which will lead to reduce the academic anxiety of the students.

Experimental group produced a significant difference in the academic anxiety of the male students of Control group.

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