

Study the Effect of Anger Management Group Education on Self-Esteem of Female Students in Pakdasht Secondary Schools

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ABSTRACT

Introduction: Self-esteem is the most fundamental factor in sustainable personality development in children and adolescents. Having a strong will and self-esteem, decision-making, initiative, creativity and innovation, healthy thoughts and mental health are directly related to the amount of self-esteem and feelings of individual self-worth. **Objective:** The aim of this study was to determine the efficacy of Group education of anger management by a cognitive-behavioral approach on self-esteem of female students in Pakdasht secondary schools. Group education of anger management with a cognitive-behavioral approach is effective on enhancing self-esteem of the students which is selected as a research hypothesis. **Methodology:** The method of the research is quasi-experimental, pretest- posttest by two experimental groups and one control group. The population consists of all students of Girls' secondary schools in Pakdasht. The research method is simple random sampling and the sample's number is 45 persons and they are placed in three groups containing 15 persons by random placement method (two experimental group and one control group). The measurement used to measure participants' self-esteem is Couper Smith Self-Esteem Test. **Findings:** According to the gained information from self-esteem posttest and comparing them with the pretest by the help of variance analysis, 48% of post-intervention changes is observed in the experimental group indicating total increase of self-esteem in the participants after group education of the anger management and control.

Keywords: effectiveness of group training, anger management, self-esteem

INTRODUCTION

At present, one of the default treatment and educational assumptions of psychologists and other individuals associated with psychological and educational problems is to improve self-esteem in order to reduce psychological disorders, including aggression. The hypothesis that increasing self-esteem may decrease aggression has been an stimulus for the last two decades for broad researches on self-esteem in the aggressives and delinquents.

For example, Auxerre has studied the relationship between self-esteem and motivation of committing a crime among detainees and he states his motivation of doing this research to study the right view in this matter.

In contrast of the theory of Bamyster et al regarding self-esteem and aggression, there are considerable evidences indicating the relationship between low self-esteem and aggression in conceptual and empirical terms. A number of experts have stated that the low self-esteem assists in aggression creation [26].

It seems that the aggressives make efforts to compensate their low self-esteem by demonstration of superiority and dominance over others to defend their own threatening feeling. Negative emotions caused by external confirmation to design

individual's negative words provide context base of aggression. Low self esteem after attachment is associated with insecure attachment and provokes jealous reactions of anger. Therefore, aggressive teenagers fall in a void round and humiliation and hurting the peers is a way to display superiority or dominance over them causing being excommunicated by friends so that malfunction of the attachment is intensified and the self-esteem is further reduced. At least three distinct traditions in social science have stated the association between low self-esteem and externalized disorders. Based on the theory of social ties, weak tie with the community results in reduced adherence to social norms and increased delinquency.

Humanistic psychologists such as Rogers (1987) believe that the lack of unconditional positive self-esteem is concerned with psychological disorders such as aggression.

People defend themselves against feelings of inferiority and shame caused by their own mistakes which lead to anger and hostility toward people. Therefore, the three distinct theoretical perspectives consider motivating factor for externalizing behavior somewhat low self-esteem [26]. Recent studies have shown that self-esteem plays an important functional role in the adaptation of any individual than formerly thought. There are evidences that self-esteem is not

only a predictor of of variable outcomes, but also a mediator or moderator for various clinical problems.

Self-esteem holds a moderating role between social support and adequacy of children and their academic motivation. Moreover, its mediator role has been identified between perceiving harassment by peers and academic achievement. In addition to the impact of self-esteem on peers' relationships, it is a good predictor for the interindividual problems. Thus, self-esteem plays a role in etiology and long persistence of several species of children and y adolescents' pathology. Therefore, a child who has a biased view in cognitive terms toward themselves or others (for example, they feel unable to defend their rights or they consider others' intentions as hostile) may suffer from a number of problems in communicating with others due to low self-esteem constantly even in adult times.

Various researchers in their studies found a strong correlation between low self-esteem and externalized disorders, [26]. Most results of these studies suggest that self-esteem can predict the future externalized disorders. In the research of Donlan et al. [26] it is found that 11 years old children with low self-esteem usually show more aggression at their thirteen.

The results of certain researches also indicated the effect of self-esteem on aggression irrelevant and independant on narcissism. In fact, when the prohibition of self-healthy is separated from narcissistic self-concepts, the realtion between low self-esteem and aggression turns to be even stronger.

In Iran, several studies found the association between anger, aggression [22], externalized disorders [3] and self-esteem significant and negative. Falsafi Nejad in their own study showed that the increased self-esteem influences behavioral adaptation of teen students with classroom. Although findings of the recent researches is a confirm for strong tie between low self-esteem and aggression, it seems that the theory of low self-esteem should not be hasty confirmed. Ther is still a long way to work on this issue. In addition, in the world and in Iran most researches oon aggression or self-esteem in any individual are conducted in typical workplaces with the culture of general publicconducted not in military communities, so that they have their own specific culture and conditions. Aggression is often associated with intensified emotions, anger, violence, hatred, malice, rage, resentment, irritation, jealousy, resentment, prejudice, humiliation or discomfort. Clinique (2002), quoted by. Gentry (2007) believes that "anger is a part of survival mechanism in human being which is attack fuel and energy supplier for aggression.

Anger could have destructive effects such as injury and harm, harmful attack to oneself or others, sudden death and risky behaviours, constructive influences like feeling expression, finding and maintain the role and position among people and

making good social relationship which caused this characteristic to be interpreted as" a double-edged sword".

Mohammadi [18], quoting Abraham Maslow writes: "All human beings are in a constant and steady evaluation of self, or self-esteem need. The issue of self-esteem and self-value is one of the most important factors in personality development in children and adolescents. Having a strong will and self-esteem, decision-making, initiative, creativity and innovation, healthy thoughts and mental health are directly related to the amount of self-esteem and feelings of individual self-worth".

Today, the first setp or the most significant one in modification and treatment of most personality and behavioral disorders in children and adolescents, such as shyness and withdrawal, stubbornness and aggression, laziness and tardiness is to evaluate and foster self-esteem, to enhance self-confidence and individual and social skills. To enable children and adolescents to take advantages of the maximum mental capacity and potential abilities, they must have a positive attitude toward thelselfes and the environment along with rich motivation to make efforts.

Undoubtedly, children who have remarkable self-value and self-esteem indicate more educational success and higher efficiency comparing to their peers at the same condition. In addition, some examples of divergent thoughtful and creative people are having high confidence and self-value. Therefore, fostering self-esteem in children and adolescents is of the main responsibilities of family and people who are in harge of education. Here, the behavior pattern holds the most significant role [18].

ShafiAbadi [9] says, "Cooper Smith who considers himself as a key factor in creating the kind of behavior believe people with positive self-concept are more society friendly than those who have a negative self-concept.

Coopersmith's research which specifically studies self-Esteem includes the following areas:

A) The effect of social context and background: in this dimension social class, religion, history, and continuity of the parent's employment and length of their job are taken into consideration. Smith's findings obtained the relationship between social class and self-esteem.

B) The characteristics of parents and self-esteem: Cooper Smith studies the characteristics of parents with their child's self-esteem including: stability of mother's self-esteem, mother's level of emotional stability, family values, tensions and contradictions between them, religion differences, history of previous marriages, acceptance of motherhood role, parent's interaction, parent's decision that the independence given to the child.

C) Characteristics of participants: age of participants, level of physical development, intelligence, ability, and anxiety of their desire level

and children's self-idealism with their self-esteem is examined.

D) Early childhood events and experiences: in this area of research the relation between self-esteem, number of the family member, and type of child nutrition, previous illnesses and childhood accidents and relationship with peers are examined.

Generally, Coopersmith's findings conclude that people with high self-esteem are confident and it is obvious from their judgement and comments.

On the other hand, this group is able to find a solution to resolve the issue. They hold a positive view about themselves, they feel valuable as well as participating more in discussions and group activities. On the contrary, people with low self-esteem are less confident and their understanding their own is not rich.

They live in other social groups and before participating in activities or discussions, they prefer to listen and observe. Coopersmith concluded from his researches that there is somehow a relationship between social class and self-concept. Children who have better socioeconomic status hold strong self-concept but what matters more than the social class is the relationship between the child and parents.

Because it's been observed that even a child with poor social-economic status which had a friendly and intimate family full of reasoning have strong self-concept. Salimi believed that to create "self-esteem" in children, it is better to help them learn:

1- There is no human alike: none of the human being were alike during the history and they won't either. You should tell yourself that there is no one as me, I love what I am and I feel good about myself.

2- Accept your limitations and capabilities: accept your weaknesses without fear and discomfort and don't be ashamed of them because no-one can be complete and aware and capable of doing of everything so that you feel satisfied and content by awareness and acceptance of your strengths and weak points.

Generally speaking, amount of self-esteem during adolescence increases along with aging. Note that there is a difference between girls and boys in terms of self-esteem evolution. According to the recently done researches on 3000 adolescents, the girls have poor self-esteem and lower life expectations comparing to the boys and they are at the lower level in terms of self-confidence and confidence of their own capabilities. In elementary schools, most girls have self-confidence, they confirm themselves and have a positive view over their identity. But in the beginning of adolescence, less than one third of them maintain this understanding. There is also a fall in boys' self-esteem but their proportions differ. For example, 67% of elementary school boys state they are happy with what they are whereas at high school level, 46 % of them have the same answer. Regarding the girls, this ratio is 60 and 29% respectively but we may find

gradually that social acceptance by the peers has increasingly a significant role in forming general self-esteem of the adolescents.

There are a number of ways to build and develop confidence in students that Esfandabad offered the following advice to students:

1- Provide the students with an opportunity to select.

2- Treat respectfully with students but take him serious and do not treat him/her as a child.

3- Praise him/her growing.

4- Offer him/her the required freedom with no reproach (balanced and reasonable level).

5- Try to recognize his thoughts and feelings formally.

It is also recommended to the teachers in order to strengthen the confidence and self-esteem of students as below:

1- Attention of teachers to the growth characteristics in maturity time and various dimensions of moral and physical in adolescents at this stage.

2- Comprehensive acquaintance over needs of this stage about age including to cope with the physical changes and the need for children's dependency release and constraints, the need to obtain independency, the need to socialize and make friend, kindness seeking, the need for show-off and ego-centrism and the need for acceptance and praise.

3- Right satisfaction of some emotional needs such as the need for love, acceptance and becoming important.

4- Learning the correct way to satisfy some needs of the adolescents.

5- Deciding and inducing this thought that teenagers should limit their level of expectations based on their facilities.

6- Teen guidance to find the right way to meet their needs and to determine the level of expectation.

7- Expression of love and friendship with the teen at all times, especially when his behavior is inconsistent and he/she has contradictory tendencies.

8- Using the comments and guidance of counselors specializing in dealing with various problems of adolescents.

9- Listening with interest to the speech of adolescents and avoid mocking them, and considering his/her future dreams.

10- Strengthening the power of faith and using it to prevent slippage and deviance of adolescents and decreasing anxiety and enhancing self-reliance through guidance and being role models for the youth

11- Using the role of peers in class and doing various and targeted educational activities to utilize adolescents' tendencies in meeting different needs.

12- Training social skills such as etiquette, proper eating habits, sitting and so on which could be effective on their socialization.

13- Paying serious attention to the role of exercising vigorously to discharge the adolescents.

14- Keeping away children from adventurous and bad friends.

15- Considering this issue helps us find the reason for all fault-finding and criticisms of the adolescents; they want to enhance judgement skills and power of evaluation and recognition by the help of it. Therefore, this behavior is considered as an exercise to grow-up and evolution.

16- Teen years are the time of growth and flexibility. There is possibility of renewing relationship with the adolescent at any time.

17- The social status have been altered comparing to the last generation and various changes have occurred in educational methods.

18- Deviance or any act of juvenile shouldn't be regarded as his/her delinquency and do not mind the harsh treatment. 19- Never put ironical and humiliating titles because it has negative effect.

20- Do not put a label.

21- In the end, in order to foster a child with high self-esteem, we should firstly have remarkable self-esteem.

Marefat [19] in a research studied the relationship of self-esteem and educational progress of students in the secondary level of governmental and non-governmental school and achieved to a positive relationship between self-esteem and educational progress in the non-governmental schools comparing to the governmental schools. FathiAshtiani [13] in his Master thesis "study the characteristics of adolescents and its relationship with educational progress" over 1314 students of high-school grade in educational centers of Tehran concluded that the self-concept is related to self-esteem and these two factors have positive effect on increase of educational progress.

He also found that there is a significant relationship between self-concept and self-esteem with depression which leads to decrease academic performance. Mir Ali Yari [21] in his research "the relationship between self-esteem educational progress of girls and boys students in the third grade of the new system of mathematical physics" found there is a significant relationship between educational progress and self-esteem.

The assumption that there is a significant difference between self-esteem and gender with educational progress is likely confirmed by 99%. Balouchi [5] in a research "study the relation of presence and absence of father with educational progress, discipline score and self-esteem of the first grade of high school students" conducted on 200 students of the first grade of high school which were selected randomly and he found the presence of the father had no effect on educational progress of the students. In addition, regarding the discipline score, he learned the presence of the father was effective.

But there was no significant difference between boys and girls. In relation to self-esteem, this research showed the students whose fathers were present had higher self-esteem comparing to the ones whose fathers weren't present. But there was no significant difference between self-esteem of boys and girls.

Aghajani in his research found that there is a significant relationship between inner control resource, development motivation and educational progress. Meftah [20] in his Master thesis "the relation of shyness and self-esteem with educational progress of students in secondary schools of Tehran" understood self-esteem and educational progress are significantly related.

He also found that among shyness and self-esteem, self-esteem is able to predict educational progress and there is no significant difference between self-esteems of girls and boys. Veris stated that self-esteem and class scores of students are positively related to high self-esteem and the received validity from the class scores among the students with low self-esteem is adversely related.

Gordon Ronaldo found in his research that high self-esteem and inner control resource are directly related to the educational progress and it means an inner control resource is significantly related with educational progress and high self-esteem.

Namdar et al. studied the effect of self-esteem on educational progress through a research among 569 students of 9 -11 grades and they concluded there is a significant and positive relationship between self-esteem and educational progress.

But there is no significant relationship between self-esteem and gender (boy and girl). Butler in study of the relationship between self-esteem and educational progress found there is a significant relationship between self-esteem of students and educational progress and people with higher educational progress have higher self-esteem.

The researcher has considered the hypothesis of Gusser Selection as a base after study various views and comments to analyze and interpret the research findings because in this hypothesis, it's mainly believed that only someone could do something for his or her own and no one could do anything without his or her permission [28].

The hypothesis of selection in counseling [33], management [34]. Education [17], intercultural studies [33] and relations have been effective applications [34]. The researcher chose the selection theory due to some reasons: due to the emphasis it has on human actions and the responsibility it offers to human and the reason that human being is not victim of his/her feeling based on this theory and he/she could make new choices at any time he wants along with having the most effective attitude over controlling the life and the researcher has studied the research from this point of view.

Based on the conducted researches [2] and also the relationship of the researcher with the students as a counselor, the adolescent students who study in the secondary schools of military communities deal with problems of low self-esteem and Irritability so that these two factors affects directly education fall for the students.

According to the above reasons, it is necessary to conduct more researches in this matter, it is noteworthy to mention that a few researchs have been done in this issue and the effects of anger management education on increasing self-esteem of students in military communities have been less considered. Considering the above mentioned research findings and the stated necessities, the actual research intends to study the effect of anger management group education by cognitive-behavioral approach on self-esteem in female secondary-schools' students of Pakdasht

Research Objective:

The aim of this study was to "determine the effectiveness of anger management group education by cognitive-behavioral approach on self-esteem in female secondary-schools' students of Pakdasht. The research hypothesis is" anger management group education has effect on increasing self-esteem in female secondary-schools' students of Pakdasht. "

Research Methodology:

This study was of quasi-experimental studies. The research population consists of all female students in secondary school of Pakdasht. The sample includes 45 persons for which an anger and aggression test was conducted on female students of secondary school. Knowledge of school girls were to. 52 out of 135 students which were participated in the said test scored above 50. 45 persons among those who had achieved higher scores above the average in the aggression test were selected randomly as research sample.

The sample was randomly put into three groups of 15 people (two experimental groups and one control group). To implement the self-esteem test of Cooper Smith after determination of the research sample (45 persons) using random replacement method, these people were placed in two experimental groups and one control group, therefore, all necessary coordination was performed with the school principal.

By initial training meeting and providing required comments and explanation to the participants at the pre-test phase, Self Esteem inventory of Cooper Smith was explained to them. Therefore, a self-esteem inventory was given to each experimental and control group. After completion, the inventories were collected and the scores were extracted and registered in the relevant table. Thus,

along with planning for holding educational workgroups over anger management and commenting from the experimental group regarding time and place of holding the workgroups, the participants were invited to take part in those workgroups.

The control group did not receive any education whether direct or indirect (Reading books, watching TV and movies, listen to radio, extracurricular courses and similar education as the content taught to the experimental groups in anger management and they just passed in ordinary educational programs.

Experimental groups conducted the anger management techniques in eight 90-minute sessions over 8 weeks, and they performed the necessary training. So that, the effect of these trainings on self-esteem as a variable could be studied.

After completing the anger management and anger and aggression training, the self-esteem test was conducted on the entire sample (experimental and control groups) under identical conditions using the self-esteem inventories of Coopersmith. In order to quantify the data collected and to make decision regarding research theories, descriptive and inferential statistics methods have been used.

In data description section, central tendency indicators and dispersion such as mean, standard deviation, percent, and cumulative frequency are used.

In inferential statistics section, the variance analysis methods are utilized to make decisions about research hypotheses.

Research Measurement:

In this research, the library method was used to collect data in the literature and research review. The researchers operated Coopersmith self-esteem test (has desirable reliability and validity inside and outside the country) to collect data regarding the self-esteem of experimental and control group along with study of various self-esteem test.

Self-esteem inventory (SEI) includes 58 articles describing feeling, beliefs of individual reaction and the participants must answer by putting a cross in four squares (similar to me (yes)) or (non-similar to me (No)).

The components of each subscales are as follow: general scale (26 articles), social scale (8 articles), family scale (8 articles), institutional scale (8 articles) and lying scale (8 articles). The scores of the sub-scales as well as the general score provide the possibility of recognizing the base in which people hold a positive image of their own [25].

Studies in Iran and outside of Iran indicate that the test is valid and holds an acceptable validity. Herz and Gulen have reported 0/88 alpha coefficient for total score of test. Moreover, to assess the validity of total test scores with subscale of Neuroticism in a personality test Ysnk, negative and significant

divergent validity with subscale of positive and significant convergent extraversion validity is obtained.

Edmondsun et al also reported the internal consistency coefficient 0/86 – 0/90 for Self Esteem test of Coopersmith. Additionally, Coopersmith et al. [25] reported the retest coefficient 0/88 after 5 weeks and 0/70 after one year. By the use of re-test coefficient, the validity of this test in Iran has been reported 0/77 and 0/80 with intervals of 4 weeks and twelve days respectively.

Internal consistency coefficient reported between 0/89 and 0/83 has been varied in different studies. Pour Shafei by split-half coefficient reported coefficient of 0/87. To study the validity of self-

esteem test, Sabet and NayebiFard found positive convergent validity between Coopersmith and Ysnak Self-Esteem test. This amount has been 0/80 in Sabet's research and 0/78 in Neyebi's Research. Moreover, the validity coefficients of this test by the use of re-test have been reported as 0/90 and 0/92 respectively for girls and boys. It's noteworthy a research has been done on students in Iran on the reliability of this test. In this study, 200 students of the third and fourth year of high school students and 100 students of Tehran University participated.

The reliability coefficient for the group of students was more than 0/8. The following results were obtained from students:

Number of participants	Mean	Variance	SD	Reliability coefficient
100	3/25	49/57	7/58	0/857

Due to the above coefficients, it could be claimed that the said scale hold stability, accuracy, repeatability, reliability, and high predictability which could be safely used (AbdollahNejad, 1999).

Results:

First of all, in order to proof normality of the self-esteem scores' distribution, Kolmogorov – Smirnov test was used that the results are shown in the column "level of significance" in table 1. The level of significance for the self-esteem variable in

pre-test and post-test is 0/0001 which displays the normality of distribution in the self-esteem variable in pre-test and post-test and finally the significance of covariance test. The analysis of covariance, effect of anger management education on the general scores of self-esteem of students is all indicated in table 1. The scores of pre-test and demographic variables are controlled in this analysis. It means that their effects are derived from the post-test scores and the two groups are compared based on the remained scores.

Table 1: the results of Covariance analysis of anger management group education effect on self-esteem

Participant variables	The regression coefficient	Sum of squares	Degrees of freedom	Variance	F	Significance level	R2
The results of the pretest Self-esteem groups	0/54	174/33	1	174/33	/0021	0/0001	0/35
Education level of mother	-	7/01	1	7/01	0/65	0/45	/0170
Subject education base	-	4/35	1	4/35	0/35	0/53	0/02
Education level of father	-	18/26	1	18/26	1/78	0/165	/0450
Average of the grade	0/86	146/12	1	146/12	/9516	0/012	0/25
Birth order	0/20	6/55	1	6/55	0/61	0/43	/0120
Age	0/90	0/39	1	0/39	0/54	0/83	000
Number of Children	-	5/01	1	5/01	0/56	0/42	0/01
Results of self-esteem post-test Experimental group	-	260/31	1	260/31	/0231	0/0001	0/48

The results of the aforesaid table that display the amount of the general self-esteem of the students with aggression problem (experimental group) which are under group education of the anger management is increased significantly comparing to the control group. As the table 1 shows there is a significant

difference between the experimental and control group. Namely, (p=0) the effect of anger management education has been 0/48. It means 48% of the remained variance is related to anger management training. The group education of anger management by a cognitive-behavioral approach is

effective on increase of self-esteem of adolescent girls' secondary-school students in Pakdasht and has led to significant increase of their self-esteem.

Moreover, the remained score average of self-esteem scores between the two groups is shown in Table (2).

Table 2: the remained score average of self-esteem scores between the two experimental and control groups

Group	Mean	Standard error
Experimental	27/11	0/61
Control	25/21	0/62

As observed, the average of the scores in the general self-esteem of the experimental group is significantly more than the control group. As a result, the research hypothesis, namely (the group education of anger management by a cognitive-behavioral approach is effective on increasing the self-esteem of female students in Pakdasht secondary schools) is verified.

Discussion and Conclusion:

The results from this research showed that 48% of the changes made in scores variance of self-esteem in experimental group was related to anger management. Namely, group education of anger management by a cognitive-behavioral approach has been influential on the self-esteem of female students in Pakdasht secondary schools and caused significant increase in their self-esteem. Results from the researches of many researchers in this field have explored such Spyrak, Davies and Taylor, Yalmer, quoted Poursina. Additionally, the researches of Barnes et al. Thomas [32], Davrn and Srayn, Sadook, Summers and Shakibaei is consistent. In general, we could say that the findings from this study revealed the usefulness of treatment and effectiveness of the interventions in aggression. Therefore, it is suggested to consider the output of this study as an effective way to boost the self-esteem of teachers and school counselors.

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