

The Effects of the Anger Management Program and the Group Counseling on the Anger Management Skills of Adolescents

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Abstract

The purpose of this experimental study was to investigate the short term and the long term effectiveness of the two distinct interventions, anger management training and psychological group counseling on helping anger management skills of adolescents. The State Trait Anger Expression Inventory (STAXI) was used to test the state anger and anger expression styles of the subject as pre-test, post-test and four months follow up test applications. Two experiment groups and one control group were formed based on the trait anger scores of a group of high school students. Twelve weeks anger management training developed by the researcher and twelve weeks encounter group were conducted. To evaluate the effectivenesses and comparisons of the interventions, Kruskal Wallis, Mann-Whitney U and Wilcoxon tests were used and $p < .05$. It was found that anger management training had significant long term effect on increasing the anger management skills while the effects of psychological counseling group were limited. Both anger management training and psychological group counseling had no short term and long term effect on the anger-in levels, and had no long term effect on anger-out. The anger management training had a long term increasing effect on the anger control scores while the psychological group counseling had no significant long term effect.

Key words: anger management, prevention programs, group counseling, adolescence.

Anger is one of the basic feelings the individuals experience when they do not meet their needs in daily life. Anger often appears in these situations and it is one of the basic emotions everybody may feel (Schuenger, 1979; Witting & Belkin, 1990). According to Lerner (1989), anger is the feeling when the individuals could not get what they deserve, when they get hurt, when they could not fulfil their needs appropriately, when the things did not go well and when they ignored an important problem in their lives, with their relationships with the others. Anger is a strong emotion and an important sign that shows to the individual something is not going right when appeared like that.

Adolescence and Anger

Adolescence is a specific development period of life that has particular issues. The young people can experience intense anger quite often. While trying to understand themselves and the world, to find their identity and to set up their future, young people need to get supported and be understood by their social environment. They aim to find their own path without obstacles while they express the support they need. When they could not express themselves appropriately, they are not understood by others, and when they do not know how to manage these feelings, their' feelings can easily turn into aggressive behaviors. These behaviors can be even to harm themselves and others at the intense experiences.

The outbreaks of the adolescence are corresponded to the nature of anger. The young people may refuse the protective approaches of the adults although they still need it They strive for proving their freedom at the same time when they are trying to adjust to the physical changes in their bodies and to the emotional confusions they experience. They might easily get angry to the others, especially to the adults because they believe the adults prevent their experiences. They sometimes do not hesitate to use destructive expressions. They might join to the unhealthy social groups and/or activities to fulfil their need for feeling belonged under the effects of those repressions. The reality is that both the youngsters and the adults have the same aim of that these adolescents could develop a healthy and realistic freedom. With the effect of hormonal and emotional changes and the lack of life experiences, the intense anger may not be expressed appropriately. If the adolescents can express their anger with constructive ways, they might be happier as independent individuals on their environments (Meadow, 1972; Köknel, 1995).

Stearns (1972), mentioned about the social context of the incidents that cause anger during adolescence, like unfairness, to be lied, bullied, commanded, and humiliated. These kinds of situations are quite common during adolescence and are among the reasons of

continuing anger. Bilge (1992), stated that adolescents might feel anger due to the self-esteem threatening responses while they strive for shaping their self-identity. Through the adolescence years, obstruction of the demands, unfair blames, humiliating comments, unpleasant advices, interruption of the activities may stimulate anger easily. Experiences that damage the self-esteem during and after the adolescence are the determinants of the basic anger tendencies of the individual. Young people mostly use verbal reactions when they are hurt. When the suppressed anger reactions turn against themselves, it can be seen as self-criticism, self-blame, fear of failure and self-pity.

Research shows that the anger level and the anger expression styles of the individuals are affected by the social and cultural variables, family structures and cognitive processes. Emotions like anxiety, aggressiveness, hostility and health issues like cardiologic problems, high blood pressure and psychosomatic symptoms were found related to the anger level and anger expression styles. While gender effects the anger expression styles on adults, it was commonly stated that it does not have effects on adolescents' trait anger including clinically followed adolescents. On the other hand, causes of anger, anger management styles and targets of anger are differentiated at male and female adolescents (Rosselini & Word, 1985; Friedman, 1993; Kopper & Epperson, 1996).

Anger Management Interventions

According to Schuerger (1979), all of the anger management intervention methods should be developed considering the two main points: 1) Each individual might experience obstructions, unmeaningfulness, insecurities, unfulfilled potentials, fear, curiosity and drawbacks, 2) Most of the people's lives follow a similar continuum from birth to death and some of these periods might include dangers, obstructions and unfulfilled potentials. In the effective anger management interventions variety of characteristics of the individuals should be taken into consideration. They should include psychological regulation for wellbeing, social skill trainings, systematic desensitization, rational-emotional-behaviour therapies, stress immunization training approaches (Berkowitz, 1993; Deffenbacher and others., 1994; Bilge, 1996; Corey, 1996).

Anger management interventions aim the individuals could develop awareness about their anger experiences while working on the roots and context of their anger, their typical anger expression styles, functions and meaning of the anger in their life, physical and psychological effects of the anger, more appropriate anger expression styles, emotional catharsis, physical relaxation methods and practices (Novaco, 1975; Schuerger, 1979).

Using emotional relaxation methods alone is not enough to understand anger and to develop anger management skills. The intervention programs which include the rational-emotional-behavioral techniques are found most effective methods on developing management skills for anger and related feelings. These interventions focus on the internal dynamics of the feeling and behaviour rather than the behaviour. Those include the irrational belief systems of the individuals and the following emotional processes. The main target of the anger management programs is to help the clients to understand their own ineffective belief systems and emotions, to develop rational thinking, and then to gain positive coping skills. Within these intervention programs, the clients are encouraged to practice new behaviours. It is aimed to help them learn to cope with the negative feelings with constructive and positive ways, and to custom these new skills in the course of time (Tavris, 1982; Corey, 1996).

Literature shows that psychological group counseling or group training applications are effective to solve the problems which are related to the self-awareness and to the habits of expressing emotions and needs. When it is applied during adolescence, the individual can get its' benefits the most to manage the problems of this period as well as to develop a healthier and more positive self-identity (Novaco, 1975; Donohue & Kolt, 1992). In this experimental study, it was aimed to develop an effective anger management program for the adolescents who strive for self-understanding and for shaping their own identities, based on the theoretical and experimental knowledge

Purpose of the Study

In this experimental study, whether there were the short term and long term effects of an anger management program and a group counseling on the trait anger and anger expression styles of the adolescents between ages 14-18 were investigated. It was also searched for that which one of the group programs was more effective on the state anger, anger-in, anger-out and anger control levels of adolescents. The problem was investigated under the three main questions below: 1) When they were compared to each other and to a control group, whether the anger management program and the group counseling had significant short term and long term effects on the trait anger, anger-in, anger-out and anger control levels of adolescents? 2) Whether the anger management program had significant short term and long term effects on the trait anger, anger-in, anger-out and anger control levels of adolescents? 3) Whether the group counseling had significant short term and long term effects on the trait anger, anger-in, anger-out and anger control levels of adolescents?

Method

Research Model

The model of this study was the experimental model with pre-post-follow up tests and with a control group as shown at the Table 1. Pre-test - post-test with control group model is a common mixed model. Participants' dependent variable scores are evaluated before and after the experimental procedure. It is a correlation model because the same participants are evaluated twice for the dependent variable. At the same time, it is nonrelational due to the comparisons of scores of the experiment and control groups which are composed by separate group members. That is why this pre-test - post-test with a control group is a mixed model (Büyüköztürk, 2001).

Table 1

Research Model

Groups	Pre test	Experiment	Post Test	Follow up Test
Anger Management Program (T1)	\bar{X}	\bar{X}	\bar{X}	\bar{X}
Group Counseling (T2)	\bar{X}	\bar{X}	\bar{X}	\bar{X}
Control Group (C)	\bar{X}	-	\bar{X}	\bar{X}

Research Measures

To define the participants and to measure the effects of the treatments on the trait anger and anger expression styles of the participants, State-Trait Anger Expression Inventory (STAXI) which was developed by Spielberger (1988) and adapted to Turkish by Özer (1994) was used. STAXI consists of 44 items which are rated on a 4-point scale and three subscales. 10 items measure the State Anger, 10 items measure the Trait Anger and 24 items measure the Anger Expression Styles. Anger Expression Styles sub-scale measure the Anger-in, Anger-out and Anger-control levels with 8 items each. It can be used for the adolescents after 13 years old and for the adults. Beside the wide range of validity and reliability studies in worldwide and in Turkey (Özer, 1994), the researcher provided the validity and reliability results of this inventory specifically for this research. The criterion validity with the Aggressiveness Scale of Tuzgöl (1998) which was held on with the 84 students of the experiment school was .58 Test - re-test reliability was conducted with 105 student at the same school in three weeks period. The Pearson correlation was found .93 for trait anger, .77 for anger-in, .86 for anger-out and .90 for anger-control.

Participants

The participants of the study were chosen from the 603 students of a high school in Balıkesir in 2001-2002. Due to the reasons that the 11th grade students were getting prepared to the central university exams and this situation could affect their scores related to the possible stress and anxiety and they would have been graduated before the follow up tests, they were not included in the study sample. Students of the 9th and 10th grades who scored 1 sd and above the mean of the sample on Trait Anger subscale of STAXI were invited to participate to the two treatment groups and one control group. The information about gender and grade range of the students, mean and standard deviation values of the trait anger scores were given at the Table 2.

Table 2
State Anger Information of the Sample

	Female	Male	Total	Score interval	\bar{X}	sd
Grade 9	175	169	344	12-37	22	4
Grade 10	119	123	242			
Total	294	292	586			

Based on the statistical analysis, the students whose trait anger scores were 26 and above, which were above 1 sd, were invited to the three groups via individual interviews. They were informed about the time period of the treatments and post-test - follow up test applications. The trait anger score means of the anger management group, the psychological group counseling and the control group were 28, 29 and 28 in order and each included 14 volunteer students at the beginning of the treatments. Gender was not considered as a variable while the treatment and control groups were formed because the independent samples scores t values for trait anger of the female and male students did not show a significant difference.

Experimental Procedure

The anger management group training and the psychological group counseling sessions were conducted by the researcher in two different days at the school counseling centre during twelve weeks, each continued about 90 minutes. There were two drop-outs in each of the treatment groups. One of the members of the anger management group moved to

another school and could not continue to the sessions. One of the group counseling members left the group at the fourth week of the treatment. Also, one of the anger management group members passed away before the follow up tests. The final participant numbers of the treatment groups for the post and follow up tests were 12 for the anger management group, and 13 for the counseling group. The pre, post and follow up tests were conducted to the 14 control group members at the same time they were applied to the treatment groups. The control group was not exposed to any treatment activity during the experimental process. After the follow up tests were applied, a two days marathon group treatment on anger management was conducted to the control group by the researcher.

Anger Management Program

The twelve weeks anger management group training for adolescents was developed by the researcher based on the cognitive-behavioral-emotional restructuring. It was aimed to help adolescents develop behavior management skills. One year before the study, the researcher developed and applied an eight weeks pilot program at a high school. The researcher rearranged the program, and she extended it twelve weeks after the pilot program evaluation and under the updated theoretical and practical framework, and considering the developmental and socio-cultural characteristics of the target groups.

The basic components of the program were sharing information, discussions, sharing didactic learning materials, giving support to the members to open themselves in-session and daily life exercises. Each session was ended with the session evaluation forms so that to provide descriptive information for the program, to make concrete follow up for each session and enriching the program. Also relaxation techniques and homeworks were used (Egan, 1994; Corey, 1996; Woolfe & Dryden, 1996; Erkan, 2000). The main aim and the context of each session of the program were as explained:

Session 1: Meeting, explaining the group processes, defining the personal goals, learning the self-observation, understanding that the anger experiences are normal feelings.

Session 2: Understanding the adolescence and anger experiences during this developmental stage, developmental issues in adolescence and adjustment to these changes, meaning of the identity formation, roots of the anger during adolescence.

Session 3: Communication skills, awareness to the self-destructive behaviors, effective communication skills, expressing ourselves with positive skills.

Session 4: Observing the negative and unrealistics problem solving behaviors, problem solving approaches and using them on conflict resolution, practicing new behaviors.

Session 5: Understanding the anger and the related emotions, connection between the emotions and the behaviors, accepting anger is normal, observing personal anger experiences and behaviors.

Session 6: Anger experiences in detail, cognitive, physical and emotional dimensions of the anger experience, the clues of the anger, awareness to the personal anger experiences and its roots.

Session 7: Meaning of the anger management, appropriate and inappropriate anger reactions, importance of emotion control, anger-in and anger-out expressions.

Session 8: The concept of the irrational belief systems of Albert Ellis, understanding the relationship between cognition-emotion-behavior, awareness to the personal irrational beliefs and their effects on anger, searching for the rational thinking and expression skills.

Session 9: Working on Ellis's ABC Model to change irrational beliefs into realistic thinking, finding alternative thinking, behavior and expression styles to practice.

Session 10: Understanding and practicing the effective anger management skills, observing the changes they make in daily life.

Session 11: Learning to make realistic judgements and to choose positive reactions in the anger situations, finding the positive approaches to the angry people, getting ready for the termination,

Session 12: Ending the group treatment, evaluation of the treatment period and themselves, certification, post test application.

Group Counseling

Psychological group counseling was conducted as an encounter group. The therapeutic conditions were applied during the sessions and therapeutic skills were used appropriately (Voltan-Acar, 1994). It was aimed and helped that the group members would understand their own and other people's emotions and behaviors, open themselves to get insight into their experiences, define personal targets, actively join to the group experiences, and find out their own solutions for themselves via group experiences. Relaxation techniques, group counseling exercises and homework practices were used during the treatment. The certification and the post-test were applied at the termination session.

Data Analysis

Nonparametric analysis techniques were used to analyse the data because the participant numbers of the each group were less than 30, the groups were homogenous by the means of anger levels, and the group anger scores did not meet normal distribution conditions. The data of the members who could not be included in the post-test and follow up tests were not counted in the analysis. The comparisons and evaluations of the groups were done with the trait anger and anger expression styles pre-test, post-test and follow up test scores of the 12 anger management group members, 13 group counseling members, and 14 control group members.

To analyse the first research question, the Kruskal Wallis test was used for the comparisons of the two intervention groups and one control group with each other for pre-test - post-test, pre-test - follow up test and post-test - follow up test scores. When there were differences on the mean of the groups, Mann-Whitney U test which compares the separate sample groups was used to test which one of the treatments was more effective compared to the other. The second and the third questions of the study which were the comparisons of the pre-test - post-test, pre-test - follow up test and post-test - follow up test scores of the two treatment group effects separately were tested by the Wilcoxon paired samples test which is used for the dependent samples (Büyüköztürk, 2002). $p < .05$ was accepted for the significance.

Findings

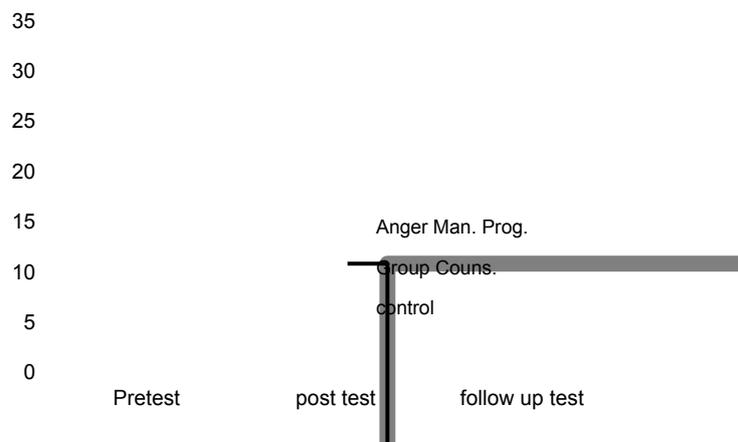
The findings of the study were represented under the three broad headings to state the results of the comparisons of the two treatment groups with each other and with the control group first, and then the effects of these two treatment groups' separately:

Findings About the Differences on the Trait Anger and Anger Expression Styles Pre-test - Post-test, Pre-test - Follow Up Test, Post-test - Follow Up Test Scores of Treatment and Control Groups

As it is shown in Figure 1, the trait anger scores of each group decreased during the first phase and during the follow up phase, and the decreases on the treatment groups seemed higher than the control group.

Figure 1

Changes on the Trait Anger Scores of the Groups on Time Span



The changes on the anger control scores on the pre-post-follow up tests were given at the Figure 2.

Figure 2

Group Comparisons of the Changes on Anger Management Scores

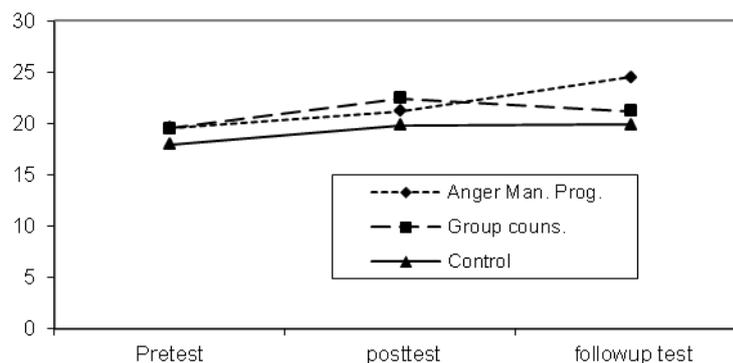


Figure 2 shows the anger management levels of the members of the anger management group, group counseling and control group increased after the treatments ended. As it is seen, only the anger management group members' anger-control levels continued to increase while the group counseling and control group levels remained the same at the end of the follow up period.

To test the significance of the differences between the anger management group (T1), group counseling (T2) and the control group (C) for the trait anger on the pre-test - post test scores, Kruskal Wallis independent samples test was used (Table 3).

Table 3

Kruskal Wallis Test Results of the Treatment Groups and the Control Group the Trait Anger and Anger Expression Styles on the Pre, Post, Follow up Test Scores

Grup	n	Trait Anger and Anger Expression Styles	Mean Rank	sd	χ^2	p
T1	12	Trait Anger	25.08 - 22.17 - 14.58	2	7.870 - 2.746 - 4.632	.020 - .263 - .099
T2	13		22.50 - 22.35 - 20.58			
C	14		13.32 - 15.96 - 24.11			
		Anger-in	23.00 - 22.29 - 18.42		1.58 - 1.159 - 2.875	.454 - .56 - .238
			20.04 - 17.46 - 17.12			
			17.39 - 20.39 - 24.04			
		Anger-out	22.63 - 19.54 - 14.67		6.736 - .336 - 10.061	.034 - .845 - .007
			24.31 - 21.46 - 16.73			
			13.75 - 19.04 - 27.61			
		Anger Control	20.50 - 14.67 - 11.75		.296 - 3.909 - 9.36	.862 - .142 - .009
			18.62 - 21.69 - 24.54			
			20.86 - 23.00 - 22.86			

p<.05

The $\chi^2=7.87$ with $p=.020$ implied that there was a significant difference between the T1, T2 and C by the means of trait anger pre-test - post test comparisons. There was also a significant difference between T1 and C for the favor of T1. For the trait anger pre-test - follow up comparisons of the three groups, the difference was not significant ($\chi^2=2.746$; $p=.253$). For the trait anger post-test - follow up test comparisons of the groups, the difference was not significant ($\chi^2=4.632$; $p=.099$). Anger-in pre-test - post test comparisons showed that there was no significant difference between T1, T2, C ($p=.454$; .56; .238). It was found that the anger-out scores decreased at the both of the treatment groups (T1,T2). But these scores were not permanent while the anger-out scores of the control group members decreased at the follow up tests. There was a significant difference between the three groups by the means of anger-out pre-test - post-test scores ($\chi^2=6.737$; $p=.034$), and post-test - follow up test scores ($\chi^2=10.06$; $p=.007$). Anger-control post-test - follow up test scores also showed a significant difference between the three groups with $\chi^2=9.36$, $p=.009$.

The Mann-Whitney U test results which was done to compare the effects of the two treatment group were given at the Table 4.

Table 4

The Mann-Whitney U Test Results of the Treatment Groups Trait Anger, Anger-out and Anger Control Pre-test - Post-test Score Comparisons

Group	Trait Anger		Anger-out		Anger-control	
	Mean rank	p	Mean rank	p	Mean rank	p
T1-T2	13.63 - 12.42	.681	12.04 - 13.88	.53	8.83 - 16.85	.006
T1-C	17.96 - 9.68	.006	17.08 - 10.43	.26	9.42 - 17.00	.011
T2-C	17.08 - 11.14	.051	17.42 - 10.82	.030	14.49 - 13.36	.659

p<.05

The Effects of the Anger Management Program on Adolescents' Trait Anger and Anger Expression Styles: Pre-test, Post-test, Follow up Test Findings

Table 5 shows the trait anger and anger expression styles pre-test, post-test, follow up test results of the anger management training group members.

Table 5

Anger Management Group Trait Anger and Anger Expression Styles Pre, Post, Follow up Wilcoxon Test Results

	Pre-test - Post-test		Pre-test - Follow up test		Post-test - Follow up test	
	z	p	z	p	z	p
Trait Anger	-3.066*	.002	2.708*	.007	.793	.428
Anger-in	1.842*	.065	1.219*	.358	.358	.721
Anger-out	2.162*	0.31	1.811*	.070	1.028*	.304
Anger Control	1.248	.212	2.483	.013	2.769	.006

p<.01

Table 5 shows that there were significant differences between the trait anger pre-test - post-test scores and pretest-follow up test scores of the anger management group subjects in the favor of post-test and follow up tests ($z=3.066$; $z=2.708$; $p<.01$). Also the significance on the post-test-follow up test in the favor of follow up test proved that the anger management program had a 4 months long term effect on the trait anger levels of the subjects ($z=.793$; $p>.01$). No significant effect was found on the anger-in scores of the subjects in long term period, but the available anger-in levels remained the same on follow up tests. The program also had a short term effect on the anger-out levels of the subjects as it is shown on the Table 5. The findings showed that there was no short term significant effect on the anger-control levels of the subjects ($z=1.248$, $P>.05$), but there was a long term significant and increasing effect on anger-control as it was seen on the post-test - follow up score differences ($z=2.769$, $p<.01$).

*Effects of the Group Counseling On Adolescents' Trait Anger and Anger Expression Styles:
Pre-test, Post-test, Follow up Test Findings*

The findings of the psychological group counseling on the trait anger and anger expression styles pre-test, post-test, follow up scores were given at the Table 6.

Table 6

Counselling Group Trait Anger and Anger Expression Styles Pre, Post, Follow up Wilcoxon Test Results

	Pretest-Posttest		Pretest-Follow up test		Posttest-Follow up test	
	z	p	z	p	z	p
Trait Anger	2.751*	.006	2.770*	.006	.872*	.383
Anger-in	1.338*	.181	.000*	1.000	.750*	.454
Anger-out	2.136*	.033	1.682	.093	.316	.752
Anger Control	1.927	.054	.757	.449	.768	.442

p<.01

According to the findings on the Table 6, there was a significant difference on the trait anger pre-test and post-test scores of the subjects in the favor of post-test ($z=2.751$, $p<.01$). Considering the sum of the difference scores, group counseling had a short term and long term positive effect on the trait anger levels of the subjects. There was no short term and long term significant effect on the anger-in scores of the group counseling members ($p=.181$; $.1.000$; $.454$). While the group counseling did not have a short term significant effect on anger-out scores, ($z=2.136$, $p>.01$), post-test anger-out levels remained the same in the 4 months period after the treatments. Also the group counseling had no short term and 4 months long term significant effects on the anger-control levels as it is seen on the Table 6.

Discussion

One of the basic findings of this study which searched for the effects of the group interventions on the trait anger and anger expression styles is that exposing the adolescents to a group experience had significant short term and long term effects on the trait anger levels of the adolescents. It was seen that both of the group treatments had significant short term effects and the anger management program had significant short term and long term positive effects on the trait anger levels of the adolescents when compared to the group counseling. There was no significant difference between the two treatment groups and the control group by the means of anger-in pre, post, follow up tests and the anger-in levels remained the same during this experimental study. Both of the group treatments had positive short term effect on the

anger-out levels, and this effect remained the same during the 4 months follow up at the each group while the anger-out levels of the control group decreased. While the anger management program and the group counseling had significant short term effects on the anger-control levels of the adolescents, the group counseling members' anger-control did not remain at the same level. Also, the anger-control levels of the anger management group members continued to increase during the 4 months follow up period and the group counseling members' anger-control levels decreased. Based on these results, the hypothesis that the adolescents who joined a group intervention with their peers would develop awareness about their own feelings, anger experiences, anger reactions, thoughts, emotions and about the connection between these dimensions, and more effective coping strategies and skills over time was supported (Deffenbacher and others, 1996; Lochman, 1992; Bilge, 1996; Edmonson & Conger, 1996; Ayttek, 1997; Timmon & others, 1997; Hovell & others, 2001). Beside these target results, there were some unexpected findings as well.

The group treatments did not effect the anger-in levels of the adolescents significantly. Also anger-out levels were not significantly effected in long term period by the group treatment interventions. These findings would be explained by the factors that the emotional complications of the adolescence, the social-cultural environments they lived, common family customs as a model to their kids, the young person's perceptions about the obstacles and learned reaction choices (Meadow, 1972; Baygöl, 1997; Okman, 1999). As a result of all findings about the significant short term and long term effects of the anger management program which was tested in this study, it would be recommended that using this anger management program for the adolescents who continue to the high schools to be effective. On the other hand, not only the trait anger but also the state anger should be considered while working on the anger management interventions for adolescents because young people need to learn to control themselves without harming themselves and others as they can not control outside conditions and factors, and the other people's behaviors (Spielberger & Sarason, 1996; Frey and others, 2000).

As mentioned in the literature, anger management interventions for the adolescents which include the social skills trainings with cognitive restructuring methods to help the individuals learn emotion-behavior connection were found highly effective. The cognitive changes adolescents develop might take time to be internalized and to be reflected to their behaviors. These kind of group interventions were proved effective on the behavioral skills of the adolescents in long term (Novaco, 1975; Schuerger, 1979; Goldstein, 1983; Feindler and others, 1984; Deffenbacher and others, 1994; Bilge, 1996; Ayttek, 1999). Similar to the

literature, the results of this study proved that a group treatment experience was effective at least in short term period to decrease the trait anger, but a structured psychoeducational program might be more useful than an encounter group counseling to get the long term changes (Kurtines and others, 2008; Wang and others, 2012).

One important result of this study was that including developmental issues of the adolescence might be an important subject of the anger management programs on cognitive restructuring process. Informing the subjects about the specific developmental roots of the anger besides using self-observation forms and activities helped the group members get awareness about their feelings and typical behavior patterns. It was also recommended that adopting the program activities based on the common needs, the social-cultural characteristics and the daily issues of the target groups while developing the anger management program was one of the key factors to get effective results. Another basic gain of the study was to prove that this kind of interventions for adolescents should be better if they continue at least twelve weeks so that the individuals could understand their emotions and experiences, could restructure their cognitions and could develop permanent behavior changes after they learn and develop new customs (Musante et al., 2000; Feder, Levant & Dean, 2007; Snyder et al., 2010).

A recommendation could be made to take into consideration the learning to reflect the emotions appropriately instead of suppressing them or vice versa might be important components of the future studies to manage the anger-in and anger-out expressions (Potegal, Stemmler & Spielberger, 2010). Another recommendation for the future research is about the group counseling interventions on similar issues. It was thought that twelve weeks were not enough for this study maybe because the group was a problem focused homogenous group. If the group members would be focused on their own emotions with the same problem, they might need more time to explore themselves personally, and to develop new behaviors in the course of time.

As a result, the importance of working on the multiple dimensions of human behavior on this kind of preventive and developmental interventions for the young people who are searching for the pathways for their identity developments and life skills might be one of the key issues for the researchers and the practitioners (Faver, 2010; Kurtines et al., 2008). Adolescence is a key stage to develop functional emotional and behavioral skills because these skills will remain once they are learned and they will shape the experiences of the individual in the future. That is why it is recommended especially to the school counselors to

prepare and apply these programs more often to help the young people develop deep understanding to their own feelings, perceptions and behaviors.

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