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THE EFFECTS OF 16 WEEKS ANGER MANAGEMENT TRAINING ON VOLLEYBALL PLAYING TEENAGE GIRLS

Abstract:

The goal of this study is to research the effects of a 16 weeks anger management training on volleyball playing teenage girls. It is searched that whether The Anger Management Programme (TAMP) is effective on girl players between 16 - 18 ages, prepared according to the principles and methods of the cognitive behavior approach. The research is an experimental study suitable to "pre-test-post-test" modelling with a control group which analyzes whether TAMP reduces the level of anger or not. The pre-test scores of the experimental and control groups are being compared to "t test" and there is not any significant difference. Then, the players in the experimental group were applied a 90 minutes' cognitive behavior approach control programme for 16 weeks. During the implementation of the programme, therapeutics conditions were provided and some cognitive elements like as faith, thought and perception were emphasized. Then breathing exercises and relaxation techniques were practiced and the illogical thinking and beliefs, underlying the anger, were tried to be changed. After the experiment, the control and experimental groups were given State Trait Anger Scale once again. In the group, there are 60 teenage girls (Xage=17,20±,80). The State Trait Anger Scale is used to reach the study's goal which was developed by Spielberger (1983). While analyzing and interpreting the data, descriptive statistics techniques and Paired-Sample T-Test are used. In the study, the consistent level of anger of the experimental group pre-test (23,73±3,30) and post-test (23,53±2,43), the level of anger control pre-test (19,73±2,07) and post-test (22,10±1,47), intrinsic anger levels pre-test (28,20±2,16) and post-test (25,57±1,87) and extrinsic anger levels pre-test (20,70±2,34) and post-test (18,46±1,78). The difference among the average scorings are significant (P<0,05).In this study; TAMP is applied which aims to assist the teenage volleyball player girls aged between 16-18 to control the level of their anger and to become skillful at using the appropriate stress managing strategies. In the study; when the experimental groups were compared to the control groups with regards to consistent anger level, intrinsic anger, extrinsic anger, and controlling their anger, it was seen that the levels of consistent anger, intrinsic anger and extrinsic anger of the students in the experimental group were reduced significantly and the level of anger control were increased significantly compared to the students in the control group. The research findings of this study show parallelism with the findings of the some studies in literature.

Keywords:

anger, girls, volleyball players

JEL Classification: L83

Introduction

Today, especially in the elite sport of combat including encounter with an angry athletes in all of sports. Both the stadium we went to watch when we met with angry cases of athletes at the beginning of both the screen, sports science and one of the lower branches of psychology, we as the sports psychology researchers have begun to think about what she can do. We started designing this study to investigate the long-term on a literature review and after observations of young athletes in the event of problems in athletes anger anger management received training at a young age in relation to the solution.

Basically anger, Novacom, (1975, 1977) by 'frustrating to the individual's perception of a stimulus and a feeling in the host response following stimulation, higher intensity' is defined as. Anger basically "Inner Rage" and "external anger" (Spielberger, Krasner and Solomon, 1988; Spielberger, 1991) have been classified as two different types of üzre.

State and trait anger (Spielberger, 1991) regarding the concept of the trait anger; any contingency, event or condition can be defined as the growing anger against instant improvement (John et al, 2006). Situational anger rage involving a single process, you can follow it with a new situation, and that is to return to the state after the above-mentioned trait anger (John et al, 2006).

The inner anger, as individuals or suppress their anger when they led them to internalize their anger is defined as a condition that directly or indirectly be open (Spielberger et al, 1988). You are self-directed anger toward the individual, the inner feelings of guilt, depression and anger, eating in parallel often comes to light after it (Spielberger et al, 1988; Spielberger, 1991). On the other hand, individuals will continue to experience an emotional state of anger consciously to suppress anger. These symptoms are called internal results contain the emotions experienced in person.Possible outcomes concentration destroys and result in reduced performance (Hahn, 1989; Vallerand, 1983).

Regarding the directed out of the anger that a repetition of the changing of the aggressive behavior mode, objects to other people or the environment knows told defined as directed anger (Spielberger, 1991; Spielberger et al, 1988). As if shot out of the anger, such as physical attacks to hit the doors with a tendency to hurt others feelings statement said. Even express verbally with severe criticism. Insults, threats, excessive use of concepts such as swearing is an example to them (Spielberger et al, 1988: 92). In general, we had seen on television or in the field, it is precisely that kind of anger as a witness.

The external process as mentioned in the previous paragraph anger, physical or verbal symptoms occur. This growing sense of provocation in the form of process conditions, or the orientation directed toward the true source of the anger by being

provoked by a person located in or near the active agent can be established. External anger in the vicinity of live inanimate objects can be involved in the process on this issue (Falcon 2014). For example, a football player kicking the goal post could constitute an example of external anger directed at inanimate objects. In this case, as stated in the relevant field in the summer it was emphasized that, depending on the individual characteristics known to occur (Star et al., 2011; Star, 2009).

Vallerand (1983) The results of the emotional and interpersonal describe these conditions. When the day's sporting events, considering that the sport does not consist only of performance, rather than performance, external and exogenous anger resulting from the indirect effects can be widely used to observe realsiyonel.

Self, teammates, opponents, coaches and the outbursts of individuals against officials often exhibit aggressive behavior in different ways, disruption of team harmony, the official penalties, ejections or it is thought that it results in events related (John et al, 2006).

Enger (2011) as reported by Lazarus (1991) figure out how they differ in explaining the emergence of feelings and emphasizes the importance of evaluating the shape of the incidents. Aim for the event to occur where people live Lazarus must be based on emotions or goals; otherwise it will emerge feeling. The aim of the events and the people with compatible goals, if that positive emotions people closer to the event purposes; It is incompatible, so if distancing from the person revealed negative feelings purposes. The resulting positive emotions, not about the events a person's self "happiness", people related to ego and self-confidence if it is to support the "pride", joint / With regards to the mutual relationship of "love" can take place in the form. The resulting negative feelings, events of a person's self-confidence will be shaken if it is "anger / rage" while threatening content "fear / anxiety", and the loss of life "sadness" as experienced. Studies conducted with healthy participants show that there was frequent negative emotions than positive emotions.

Despite the intervention of controlled anger that is almost negligible impact on the sport, two anger control methods are also used with consistency and success in other areas (John et al., 2006).

Despite the negligible impact on the sport psychological training for anger management, especially anger awareness for the anger control, including individual programs by experts in psychology and acting methods sonderece gives good results (Novacom, 1975; Novacom, 1977; Nayar, 1995). This method has long been used in sports psychology are two basic methods are suitable for use in the Base area (Brunelle et al., 1999).

Anger awareness; which it is a very effective method to help the negative mood and the circumstances surrounding the formation of the characteristics of emotion, which is to raise awareness strategy (John et al., 2006).

Awareness training, anger and aggression is routinely used as a cognitive-behavioral therapy. Effective as both individual and groups was applied (Miller et al, 1994; Nay, 1995). The overall objective of the application is to identify the individuals and individuals cope with their feelings is to integrate the individual methods. To be experienced and controlled as much as possible about their feelings in any critical situation is aimed more to increase their knowledge (Brunelle et al., 1999).

With a detailed explain; an individual's sense of consciously such embodiments provide an efficient way to upgrade and how to express himself in the best way it should, it brings awareness of behavioral and emotional individual. When you look at the theoretical framework itself and the mood in which case the individual realizes his reviving the city lacks in mind the need for positive and negative process can provide a performing speech (Lazarus, 1991; Enger, 2011).

It is associated with making role; Cognitive - behavioral intervention is a popular method used by sports psychologists. Role of individuals, pass a psychological sense more interactive process during training or during competition in general. In the sports context, one method of increasing the effectiveness of these interventions has been suggested that anger with awareness training.In fact, were examined were considered as anger management treatment program. In the following accepted practice by sports psychologists have found only one study in sports yıllarda literature on this method. Elite players with a racket Jones' (1993) case study treatment, including a role as an important step in anger management programs to the successful implementation revealed. On this basis, over a 6 month period, the athlete effective and genuine competition in the simulated cases, anger was strengthened by this method. The fury of the anger by making fundamental role in changing the perception of the main reasons to move in and begin to act (Brunelle et al., 1999).

Alone of people who made extensive studies on the method of acting in other cases not related to behavioral processes, varies with awareness strategy. Usually widely used in anger in both methods. Teleological content for individual behavior that will help to be successful in this method is of intense anger in the host of a program nature. We know the mention of the name of the method, this method is behavioral change as a convenient opportunity to measure their proficiency in implementing and anger management, active individuals. This method is also supported in a very convenient and efficient yöntemlerle giving this opportunity (Novacom, 1977: 330-331).

Novacom (1977), based on role or value is adequate activity and density ability analogy in real situations. Immediately perceive a situation similar tmel philosophy of anger and people are angry about the individual factors. People often dependent on their own perspective by reflecting on alternative and act without thinking (Brunelle et al., 1999).

Accordingly; role-playing ability, offers a chance to adopt other perspectives. Loading stress situation for anger management in a successful angry feelings and reactions aims to prevent that, you can reinterpret the provocation in the way (Radley, 1978; Tavris, 1989; Novacom, 1975, 1977).

Radley (1978), role play and re-defining the individual effects is a condition that creates a typical anger to recognize the benefits of alternative responded by saying interprets the .Goldste and Glick (1987, 1994), is the attacker of young people "Anger Replacement Training" and the role -Don't training for anger management It can be taken together with the successful results have been reported. Trainers in conflict situations, modeling appropriate behavior and stated with clear definitions of shows with repetitive use of behavioral rehearsal.

Making the role and scope of practice prepared for the actual behavior, appropriate and feasible model for the sport. The repeat nature's fury Sports offers absolutely right common approach to the situation and repeated anger. The desensitization common sports athletes in the events of repeated rehearsal and at the same time strengthen their sense of furious reaction with less re-interpret similar situations (Falcon 2014).

An individual applications on the basis of learning and skills training through role-playing, and the results are consistent in identifying the appropriate response in stressful situations is to ensure the success (Levenson and Herman, 1991; Novacom, 1975).

The youngest daughter of 16-week anger management training main objective of the study is defined as the study of the effects of anger, the level of volleyball. This information will be answered the following questions in the light;

1- The level of trait anger scores show a significant reduction in post-intervention?

2- The level of anger scores show a significant reduction in post-intervention?

3- The level of anger-out scores show a significant reduction in post-intervention?

4- The level of anger control scores show a significant increase in post-intervention?

5- Located at the lower end of the title contains information on the method of research.

Study Methods

The materials and methods used in the study was referred to in this section. First as a research design for the study are described below.

Research Design

Research Design This study was carried out experimental designs. Pretest-posttest control group to test sub-problems of the research design was used. So, regarding the testing of the effect on the dependent variable experimental procedure that allows a

high statistical power to researchers, the interpretation of the results of context why the findings that allow and said that a strong pattern frequently used in the behavioral sciences (Babbie, 2007; Büyüköztürk, 2001). Take part in the pre-test experimental design, the degree of similarity of the known pre-test and post-test results helps groups adjusted accordingly (Babbie, 2007; Karas, 2006).

Try one of these research, including pre-test and post-test on two measurements determined as the other two groups, a control group was carried out (Campbell and Stanley, 1963), anger control training program was conducted by the researchers.

Study Group

Research was carried out in the 2014-2015 year with two sports clubs, athletes, which operates in the province of Antalya. Research also rich in terms of information in the context of the purpose of work to do in-depth research to be selected for sampling method was used (Babbie, 2007). In this context, located 245 girls volleyball clubs in different anger scale continuously applied to the state and 60 girls volleyball player with the highest score of them were included in the research to create the experimental and control group of the study.

60 girls ages 16-18 participated in the study volleyball. 60 athletes from 30 random way experimental group and the control group were the other 30. The number of female athletes in the experimental and control groups are treated equally. The research is based on voluntary participation.

Data Collection Tools

Data collection instruments used in the study are described below under main headings.

Personal Information Form

Try and personal information they need to create similar features as possible from the control group, which was developed by the researchers' personal information form "was measured. Sex of the student in the form of personal information, age, residence district, family income, number of siblings parents' level of education, they are working, questions about the agreement or they are divorced and sports experiences have been asked.

State-Trait Anger Scale

By Spielberger (Spielberger, 1983) developed by the State Trait Anger Scale consists of 20 items original form. In studies with the reliability of the scale, item-total correlations of .14 and .56, .73 and .84 in the alpha reliability it was determined. Criterion-related validity is calculated for four animosity correlations between the Scale Anger Scale; Buse-Durka animosity Inventory correlations between .66 and .73; Shullz between .32 to .27 in correlation with open animosity Scale; Anger about the

state scale correlations were found between the .22 and .41. All correlations were statistically significantly increased levels (proposed 1997) Scale of Self by the Turkish community in 1992 as a State-Trait Anger Expression Inventory is adapted. After the Turkish translation process scale 337 people applied and were determined the following four sub-scales. .79 For trait anger size alpha value calculated for reliability, .84 for anger size under control for the outside shot size is determined to be .62 to .78 anger and pent-up anger size. Original form and the scores obtained for the implementation of the Turkish version of Varimax rotation technique with 3 subtests subjected to factor analysis and factor structure was examined for validity studies. College students for Criteria in related validity, neurotic patients and managers applied to the group Trait Anxiety (Trait-Anxiety), Navaco Anger Scale (AU), Depression Adjective Checlist (DACL), the results were compared to the scale, which is significant at the .01 and .001 the correlations obtained respectively (Refer, 1997).

Treatment

Research, Anger Control anger by reducing the level of reduction that the control group viewing of the program "öntest- posttest" is an experimental work according to the model. Research prepared on the basis of principles and methods of cognitive-behavioral approach Anger Control Programme has investigated whether an effect on volleyball girls in the 16-18 age range. For this purpose, Antalya 60 girls in the 16-18 age range continued its active sports life in the province of volleyball on the State Trait Anger Scale were applied. Pretest scores of the experimental and control groups "t test" and compared with a significant difference was found. Then the athletes in the experimental group and 16 weeks of cognitive-behavioral approach 90-minute anger management program was implemented. Program preparation of Brunelle et al. (2014), Brunelle et al. (1999), Goldstein and Glick (1987, 1994) and Levenson and Herman (1991) made by research is considered. During the implementation of the program by providing therapeutic conditions, beliefs, thoughts are focused on cognitive elements such as perception, breathing exercises and relaxation techniques applied, it was tried behind the anger irrational thoughts and beliefs to change. After the test, control and State-Trait Anger Scale was given to the experimental group again. The age distribution of the experimental and control groups in Figure 1, Figure 2 and Figure 3. As can be seen.

Figure 1: Average age Regarding the experimental and control groups

	Average age of experimental groups	Average age of Control groups
N	30	30
Average	17,1	17,3
SD	0,80	0,79

Figure 2: Distribution of Experimental Group Age

		N	%
	16 age	8	26,7
	17 age	11	36,7
	18 age	11	36,7
	Total	30	100,0

Figure 3: Distribution of Control Group Age

		N	%
	16 age	6	20,0
	17 age	9	30,0
	18 age	15	50,0
	Total	30	100,0

Research Ethics

• For the study, University of the Mediterranean were allowed to ethical permission from the ethics committee. In addition, students described the purpose of the study, after receiving verbal and written consent of the research process was initiated.

Assumptions

• 15 weeks of the study process is assumed to be at the level of individuals try to influence the level of maturation. Also in the process of anger management interventions related to individuals it is assumed to have equal environmental conditions.

Limitations

• In a survey conducted during the study with a quantitative approach used by only a single measurement instrument constitutes one of the main limitations.

• Participants of the pre-test that participated in the research - recent test scores Based on observed changes in the arguments between the place and the environmental factors (family structure, daily living conditions, social environmental impacts and so on.) Is the other one of the main limitations cannot be controlled.

Research Problem

In this context, it has sought answers to the questions set forth below in this research: 1. Young girls volleyball anger control program athletes "trait anger", "inner-directed rage" directed outward anger and 'anger management' 'in size compared to the prior

application of measured anger level applications It is affected in a meaningful way after?

Results

This section is devoted to the research findings.

Table 1: Trait Anger levels in the experimental group of young girls volleyball Comparison of pre-and post-test scores.

		N	Mean	S.D.	t	p
Trait Anger	Pre-tests	30	23.73	3,30	10,91	0,000
	Last test	30	23,53	2,43		

When Table 1 is examined, levels of trait anger preliminary test of the experimental group (23.73 ± 3.30) and final test (23.53 ± 2.43), the difference between the average scores were found to be statistically significant (t = 10.91, P = 000 <0.05).

Table 2: Anger Control levels in the experimental group of young girls volleyball Comparison of pre-test and post-test scores.

		N	Mean	S.D.	t	p
Anger Control	Pre-test	30	19,73	2,07	-7,57	0,000
	Last test	30	22,10	1,47		

When Table 2 is examined, anger control levels pre-test of the experimental group (19.73 ± 2.07) and final test (22.10 ± 1.47), the difference between the average scores were found to be statistically significant (t = -7.57; P = 000 <0.05).

Table 3: Import of anger IDPS in the experimental group of young girls volleyball Comparison of pre-and post-test scores.

		N	Mean	S.D.	t	p
Anger directed by inward	Pre-test	30	28,20	2,16	11,10	0,000
	Last Test	30	25,57	1,87		

When examining Table 3, inward-directed anger level pre-test of the experimental group (28.20 ± 2.16) and final test (25.57 ± 1.87), the difference between the average scores were found to be statistically significant (t = 11.10, P = 000 <0.05).

Table 4: Conducted Outside of anger in the experimental group of young girls volleyball Comparison of pre-test and post-test scores.

		N	Mean	S.D.	t	p
Anger directed by outward	Pre-test	30	20,70	2,34	6,13	0,000
	Last Test	30	18,46	1,78		

When Table 4 is examined, the level of anger directed to the outside of the pre-test experimental group (20.70 ± 2.34) and final test (18.46 ± 1.78), the difference between the average scores were found to be statistically significant (t = 6.13; P = 000 <0.05).

Table 5: Trait Anger levels of the volleyball girls in the control group Comparison of pre-test and post-test scores.

		N	Mean	S.D.	t	p
Trait Anger	Pre-tests	30	26,83	3,33	-0,593	0,56
	Last test	30	26.93	3,27		

When examining Table 5, a pre-test levels of trait anger control group (26.83 ± 3.33) and final test (26.93 ± 3.27) scores showed no statistically significant difference between the mean (t = -, 593; P = 56> 0.05).

Table 6: Anger Control level of volleyball girls in the control group Comparison of pre- and post-test scores.

		N	Mean	S.D.	t	p
Anger Control	Pre-test	30	19.60	2,47	0,205	0,84
	Last test	30	19,57	2,50		

When examining Table 6, anger control levels pre-test of the control group (19.60 ± 2.47) and final test (19.57 ± 2.50), the difference between the average scores were found to be statistically significant (t = 205; P = 84> 0.05).

Table 7: Import of anger IDPS volleyball young girls in the control group Comparison of pre-and post-test scores.

		N	Mean	S.D.	t	p
Anger directed by inward	Pre-test	30	27,78	2.51	0,756	0,46
	Last test	30	27,30	2,63		

When Table 7 analyzed, inward directed anger level pre-test control group (27.78 ± 2.51) and final test (27.30 ± 2.63), the difference between the average scores were found to be statistically significant (t = 756; P = 46> 0.05).

Table 8: Conducted Outside of anger volleyball young girls in the control group Comparison of pre-and post-test scores.

		N	Mean	S.D.	t	p
Anger directed by outward	Pre-test	30	20.87	2.22	-1,50	0,15
	Last test	30	21,13	1,89		

Table 8 when analyzed, the level of anger directed to the outside of the control group pre-test (20.87 ± 2.22) and final test (21.13 ± 1.89), the difference between the average scores were found to be statistically significant (t = -1.50; P = 15> 0.05).

Table 9: Levels of trait anger volleyball girls in the experimental and control groups to compare the differences in pretest and posttest score average

		N	Mean	S.D.	t	p
Trait Anger	Experimental Group difference	30	3,20	1,61	11,48	0,000
	Control group difference	30	-0,10	0,92		

Table 9 when examined, and trait anger levels of pre-test experimental and control groups (3.20 ± 1.61) and final test (± 0,10, 92) points are the difference was statistically significant difference between the mean (t = 11.48; P =, 000 <0.05).

Table 10: Testing and anger control levels of volleyball girls in the control group to compare the differences in pretest and posttest score average

		N	Mean	S.D.	t	p
Control anger	Experimental group difference	30	-2.37	1,71	-6,54	0,000
	Control group difference	30	0,03	0,89		

When examining Table 10, a pre-test levels of anger control experiment and control group (-2.37 ± 1.71) and final test (03 ± 89) points are the difference was statistically significant difference between the mean (t = -6.54 ; P =, 000 <0.05).

Table 11: The level of anger directed to the interior of the experiment and girls volleyball in the control group to compare the differences in pretest and posttest score average

		N	Mean	S.D.	t	p
Anger by directed inward	Experimental Group difference	30	2,63	1,30	3,83	0,001
	Control group difference	30	0,47	3,38		

When Table 11 is examined, experimental and control groups of inner-directed rage levels of pre-test (2.63 ± 1.30) and final test (47 ± 3.38) score differences were found to be statistically significant difference between the mean (t = 3.83; P = .001 <0.05).

Table 12: Testing and anger level against the outside of the volleyball girls in the control group to compare the differences in pretest and posttest score average

		N	Mean	S.D.	t	p
Anger by directed outward	Experimental group difference	30	2,33	2,00	7,71	0,000
	Control group difference	30	-0,27	0,98		

When Table 12 examination, testing and directed to the outside of the control group anger level pre-test (2.33 ± 2.00) and final test (-, 27 ± 98) the difference between the points difference on average was found to be statistically significant (t = 11.48 ; P =, 000 <0.05).

Discussion

This search field of styrene; You can control the level of anger young girl volleyball players aged 16-18, and in order to be able to use appropriate coping strategies to gain the skills required in Anger Control Program was implemented aimed at helping them. Anger levels of the experimental and control groups in the study, anger inward, outward-directed rage and anger of the students in the experimental group as a result of the comparison of terms they can control, than students in the control group, trait anger, anger inward, the anger level for non-significantly reduced; It has been shown to increase the level of anger management in a meaningful way. Parents Attachment Duran and the findings of this study (2005), Wise (1996) and Brunelle et al. (2014) conducted by the research is consistent with the findings.

Anger and control over many of its trial of (Hanton, & Connaughton, 2002; Hanton et al., 2003; Craft et al., 2003; Robazz to, & Bortoli, 2007) feeling that is associated with anger were determined situational factors. Anger, self-esteem, self-efficacy as a team is known as the relational factors (Craft et al., 2003; Mowlam et al., 2011). We know the saying obtained starting from these results that; anger control training provided positive contributions to anger management level, but also constant anger, the anger directed inward and outward directed anger level is also determined that the significant reduction in the statistical sense.

Results

Girls surveyed Trait Anger levels of volleyball, when examined in parallel the findings of anger management training in female athletes, anger management training to women at lower levels than the athlete was observed with trait anger. In general, the research findings support this view and said it was able to move the character.

Girls surveyed anger of volleyball control levels, when examined in parallel the findings of anger management training in female athletes, anger management training to women at higher levels than the athlete was observed with anger. In general, the research findings support this view and said it was able to move the character.

Surveyed the young girl inner-directed rage levels of volleyball, when examined in parallel the findings of anger management training in female athletes, anger management training to women at lower levels than the athlete was observed with anger level directed inward. In general, the research findings support this view and said it was able to move the character.

Outward directed anger levels of the young girl volleyball players participated in the study, when examined in parallel the findings of anger management training in female athletes, anger management training to women at lower levels than the athlete was observed with anger level against the outside. In general, the research findings support this view and said it was able to move the character.

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