

# Research-Community, an Approach in Reducing Adolescent Rage Mode

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## ABSTRACT

The purpose of the present study is to examine the impact of the program execution of "Philosophy for Children" (p4c) in research community way on reduce anger mode in the first grade for sun high school students in region 14 Tehran. The study was performed in semi-empirical method and the use of the preliminary and finally test study design with the control group and without the use random selection. The population of this study were formed by all of the first grade for sun high school students in region 14 Tehran in school year 2011-2012 that Among them 60 people was selected as the sample with a cluster multi-stage sampling method, (n = 30 people in control group and n=30 persons in experimental group). After the holding training course in order to collecting data was used Spielberger emotional state expression and anger personality trait questionnaire (STAXI-2) and to analyze the data was used analysis of covariance method. The findings of this research in general, was approved the validity and reliability of Philosophy program for Children in reducing adolescent rage mode and its two components, namely, the need for anger verbal expression and the need feeling to physical expression of rage.

**KEYWORDS:** Anger, State Anger, Anger Expression, Philosophy For Children, The Research-Community

## 1. INTRODUCTION

Adolescence is one of the development important and overriding stages and social and psychological evolution development of human that is associated with many factors causing stress. This period represents a profound change that separate the child and Adult and makes various changes [1]. In this period is created mismatch between physiological maturity and social maturity due to social structural changes and physical growth and cause to rise to many specific problems in adolescence period [2]. One of the most important of these issues is anger and aggression which adolescents show.

Anger is an emotion which, access when faced with the threat of emotional, physical and psychological. Appropriate anger expressing allows us to protect ourselves against the damages and the emotional and physical dangers. A fit rage is a normal reaction to the lack, loss and damage. Behind this rage, usually natural emotions, such as feelings of vulnerability, helplessness and fear of loss exist. Actually the anger is not a problem but if we when are angry what are we doing, may be a problem.

Anger can be led to a lot of psychological, mental, social and physical harms.

Psychological harms of anger are include stress, tension and physical stress such as heart problems, headaches, joint pains, etc.. . Social disadvantages of anger include frustration, loneliness and isolation at home, school and community. The performed studies showing the link between anger with learning difficulties so that the inability in control and restrain it, is associated with the poor academic achievement and school failure. [3]. According to Psychiatric Association of America comments (1994) Problems associated with anger is formed disruptive behavior disorder structure and attention deficit hyperactivity disorder and at other disorders of childhood and adolescence period are also shown. Reviews DSN-IV reveals different diagnoses from disorders of childhood and adolescence that are associated with anger during adolescence. Tantrums and irritability are one of the prominent structures such as bipolar disorders and depressive disorder. In compatibility disorders such as emotional disturbance or conduct there are often violate the rules and rights of others, aggressively behavior and frequent angry. Intermittent explosive disorder is defined by the lack of anger control and finally Tourette disorder and obsessive - mandatory disorder in adolescents may be occurred associated with irritability and anger state and confronting behavior [4]. Sulston et al. [6] found in research the behavioral adjustment in these patients is often immature and it is considered that do not learn the essential and initial social skills to start and to maintain positive social relationships with others. Groups of peers often avoid them or to dismiss them or corporal punishment, and consequently they are deprived of positively learning experiences with others. It can be concluded that defects of types psychological skills, especially interpersonal skills is manifest characteristic of deficient adolescents in anger control [6].

## Anger

To provide a conceptual definition of anger there are two important prerequisite: Separation of anger and hostility and aggression and breakdown of rage mode from anger trait. At many theories of personality, the anger, hostility and aggression are considered as three fundamental concepts. Although these concepts are implicated to

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the different phenomena and at the same time related to each other, But at research resources, these structures are defined as ambiguous and sometimes contradictory, and often are used interchangeably. [7] This created widespread conceptual confusions and making scuppered validity of many of the tools for which created evaluating of them.

Spilbergr [8] believes that anger is usually predicated to a mental- physical emotional state or a situation that be included the feelings which change from mild irritability and resentment to thick and severe wrath in terms of vehemence. The anger is associated with the activation of neural-glandular processes and autonomic nervous system arousal. The hostility led to repeated experience of angry feeling but this concept is mentioned to also a group of complex attitudes which is containing malice and aggressive behaviors and often vindictively toward. While the anger is predicate to feelings the concepts of hostility and aggression in generally used to describe negative and destructive attitudes and is used to punitive actions.

The evidence of research indicates that can be decreased the prevalence amount of anger and aggression with start a preventive program in childhood and increasing the power of reasoning and flexibility and improvement of competence and social qualifications, because the prognosis of violent behavior at children is a combination of low competence or lack of social incompetence, aggression and emotional and cognitive poor [9] also several studies have confirmed that can be decreased the violent and aggressive behavior through create the peaceful social environment in schools [10], especially with emphasizing to children encouraging for positive and community-friendly behavior, improve social competence and at the same time reducing stimulating factors of hostility and increase the power of empathy [11, 12].

Nowadays, despite the deep cultural changes creation and changes in lifestyle, many people have not basic and essential ability deal with life's problems, and this issue has been vulnerable them in dealing with the problems of life. [12], the inability to manage anger has adverse consequences in addition to personal distress, impaired general health and interpersonal relationships, conflict. Therefore, according to the individual and social negative and destructive effects of anger, controlling it has the great importance. The purpose of treatment and anger management interventions are reducing the emotional feelings and the physiological arousal caused by anger and increase awareness of individual than anger and training the practices and effective strategies to control it. [13] In this regard, various theories have been offered about ways to reduce anger, for example, it can be mentioned to the analyst's theory, behaviorism view, family therapist, information processing theory [14] and cognitive and behavioral outcomes such as Ellis and the pattern Novakov [14]. Experimental evaluation of reduce and anger management educational program led to various results. Some studies have pointed to only behavioral treatments correction [15], some of other have not even managed to make the correction clear and stable [16] So that empirical researches inform the failure of solutions which only is transferred to child a set of low quality rational knowledge, in order to effect on changes and related issues to anger and aggression. [10]

### **Philosophy Program for Children**

The innovation and design spark in mind of Metiolipman after involvement and violence observation among students and teachers on campus which indicates inflexibility and not refers to reason and argument. From view of him, a program that creates habit to reflectively think and rational argument and high-level thinking in individuals will be capable of moral development and violence prevention. But adulthood is too late to create this habit and should be start from childhood.

The view that are pushing children towards dialogue and scrutiny, will be able him to independent behavior control. As the inventors are considered about the program, philosophy is a philosophical process basis of Socratic questions for children, which encourages people to raise questions about their interest and strengthen their ability about thinking in a space of questioning. Lippmann and colleagues believe that children who participating in the program being with confidence and are valued for his intellectual activities. Within the program rather than students simply memorize the results obtained by others and accept them without any interference and comment, dialogue, research and practice on any topic in a way that become young and skilled explorers in practice [18].

One of the main elements of the philosophy program for children is form of class and how directing it namely managing the classroom. The used methods in the program, is known the community of inquiry. In order to the research and studies be the center of education it is necessary to convert classrooms to investigation ring or community of inquiry and in which are welcome the relations of friendship and cooperation to a positive contribute in learning environment [19].

The community of inquiry term was first presented by Pierce (1955) in a paper entitled: "belief consolidation" [20]. It limits the community of inquiry concept to scientific researches and believes that we are participating in the science production and not spectator [17]. Actually, the view of Pierce about the use of the community of inquiry term is applying the research process in the classroom. After Peirce, Dewey also noted the community of inquiry and entered the community of inquiry to scope of the education. But Lippmann has a different conception of this term and generalized the concept to different scopes. It treat classroom as a lab and the most important of activities of the learner. He believes that the classroom achieve to real goals if be immersed in research and in it everyone and everything is invited to research. In this case, the community of inquiry is formed, ideas grow, creativity grows and the ethical principles namely tolerance and forbearance, acceptance of ambiguity would be appearing [21].

The communities of inquiry not only provide the exploration and practice the cognitive and perceptual skills for children, but also create the context of discovery and the creation of values and ideals that they think are important and respected. These classes create an environment for children that have cognitive development along with social- and emotional development. Within this context they experience a genuine dialogue, respect for the views of others, increasing mutual trust, and the ability to communicate at different levels and thus participation in such an environment where are respected to opinions and given the opportunity to them to express their questions, the child reaches to self-esteem and finds more courage to express themselves. In addition to respecting their ideas they learn to respect to the beliefs and opinions of others, listen to them carefully, not to mock any idea and instead of negative positions see different opinions with positive look and overall communicate to the world a healthy and more effectively relationships. Sharp the Lippmann's collaborator say in the dialogue with the Naji in this regard that: " the goals that this plan is followed are kindness to others, asking critical questions, responsibility thinking, respect for self and others, rational discovery and hesitation, wisely humility, a sense of unity and empathy with other people of group, a thinking along with the considering the possibilities, design fictional worlds and fictional characters, develop an interest in egalitarianism and rationalism" [22].

### **Goals of Philosophy Program for Children**

Philosophy program have clear cognitive goals for children. It forces the mind to work. It performed this work through the challenges, principled thinking and structural interactions. It also has a social purpose and it is democratic decision-making process training. According to Lippmann, the main objective of this program is to help children learn how to think for themselves. [19] Philosophy is the notion of Socratic discussion and dialogue (question and explore ideas), one of the means to achieve creative thinking, critical thinking and problem solving. In addition to these skills, philosophy program seeks for children to strengthen kidneys such as empathy, cooperation, mutual respect and responsibility. Also, the careful observation capabilities reinforcement, asking questions and presentation clear explanations to students are another important objective of the program. [23]

## **LITERATURE REVIEW**

Constantineaut [24], in Laval University of Canada run a research project entitled "Violence Prevention Program with Fbk". One hundred teachers were trained in order to perform the research project. More than 12 of primary school participated in this research project in Quebec. The classes were converted to form of community of inquiry of Fbk research. The outcomes of the test of students demonstrated the moral improvement and the reduction of violence in the classes. Philip Constantine moderator's research, stated its result: "The most convenient mode of citizenship and ethics education is program Fbk" [25].

Trickey and Topping [26] in a study titled "Impact of the Social philosophical investigation on interactive behavior of the students" investigated the impacts of the program on quality and quantity of children's interactive talks ten years. The results research suggested the changes in the participation of many students in the classroom discourse and better reasoning of them to justify their beliefs.

In another study which Sanjana has done (2005) at India, Seventh grade students participated in the curriculum philosophy for children. Purpose of this study was to investigate the influence of the philosophy curriculum for children in growing the social and moral reasoning skills in students. Results indicate a better performance of students in social, cognitive and moral skills and students participating in this program are the ability to apply their knowledge and skills in their daily lives [11].

Daniel [11] examined the impact of the Fbk program for five-year children and found very positive results in control aggressive behavior among children. Herman and Mcwhirter [27] in a research performed anger control program training (include: problem solving skills, social skills and group discussion) on teenagers. The results indicate that the people who received the intervention had significantly degree of aggression at home and school and greater control over the anger than the control group.

### **Research aims and hypotheses**

The purpose of this study is investigate the effect of philosophy program for children with community of inquiry approach on reducing and staying the anger in the first grade of for son high school students of district 14 in Tehran. To investigate this objective the hypothesis was formulated as follows:

1. Philosophy program execution for children led to reducing and staying the anger in the first grade of high school students.
2. Philosophy program execution for children led to reducing the need for verbal expression of anger in the first grade of high school students.
3. Philosophy program execution for children led to reducing the need for physical expression of anger in the first grade of high school students.

## **2. MATERIALS AND METHODS**

The used method research at present study is semi-empirical research methodology in which used plan of research, preliminary and final tests with control group and without use of random. To performance the present

research was formed one class in form of one workshop in 20 sessions sequential and in this workshop was used the Sharp-Lipmann class management and search ring method and edited stories by Philip Camm. In this research were used 2, 3 book of thinking stories by Philip Camm and the different classes and ring investigation of the and the and its training guide translated by Farzaneh Shahrtash as education context of search ring.

Population of the research are the total students of for son high school first grade in district 14 Tehran city that educating in 2011-2012 education year. For choice sample in the research is used the cluster multi stage sampling method. In this manner that at first was chosen one for son high school among high schools of district 14 of Tehran city randomly. In second stage was chosen two classes (all students) randomly among classes of the mentioned high school as sample. Then one of the classes was selected as the control group and another one as the experimental group. The sample volume is 60 people (30 at each of groups) on basis mean of the similar three research volume. In order to collecting information at present research was used Spielberger anger trait - mode questionnaire.

### Research Tools

The Spielberger's 57-point anger questionnaire (STAXI-2) includes six scales, five subscales and provides a total size of anger expression and control. The implementation of the questionnaire is easy and its grading is objective and is applicable for ages 15 and older. This questionnaire has validity and sufficient reliability and its validity has been confirmed by numerous researches. [15] Spielberger's scales of the anger questionnaire are as follows:

1. **Scale of anger mode (S.Ang):** This scale consists of 15 intense and measures feeling intensity of anger and willingness amount of individuals to express anger verbally or physically at a given time. The scale consists of three subscales as follows:

A) Sense of anger (S.Ang / F): This subscale contains 5 phrases and measures the severity of the feelings of anger which a person experiment in present circumstances.

B) Tendency to express anger verbally (S.Ang / V): This subscale includes 5 phrases and is assessed the present severity of the feelings of anger which person is willing to express verbally.

C) Desire to express anger physically (S.Ang / P): This subscale with 5 words, measures the present severity of the feelings of anger that person wishes to express physically.

2. **Scale of anger trait (T.Ang):** This scale measures individual differences in the tendency to anger experience. In other words, the scale consists of two subscales, measure the frequency of anger experience over time:

D) Angry temperament (T.Ang / T): This scale includes 4 words and measures the tendency to anger experience without a specific provocation.

E) Angry reaction (T.Ang / R): This subscale with 4 items measures the abundance of anger feeling that is encountered a person in situations with failure or negative evaluation by others [7].

3. **Exocrine Anger Expression Scale (AX-O):** This scale has 8 items and measures the abundance of anger feeling which is directed in form of verbal or physically aggressive behavior towards other people or objects in the environment.

4. **Endocrine Anger Expression Scale (AX-I):** This scale has 8 items and measures the abundance of anger feeling which is experienced but is not expressed (is suppressed).

5. **Exocrine anger control scale (AC-O):** This scale has 8 items and measures the abundance of cases which a person controls express his anger outward feeling.

6. **Endocrine anger control scale (AC-I):** This scale has 8 items and measures the frequency of cases which a person tries to control his rage with relaxation or cooling.

**The general expression index of anger (AX-Index):** This index has 32 words and the score of each person for this index is on basis of its answering to phrases of outward express anger outwards, express anger toward, control anger outward and control the rage toward.

## 3. RESULTS

### A) Descriptive findings

In this section has investigated the described findings including mean, standard deviation of the under study variable at present study and has provided the results in Table 1.

The findings of Table 1 shows that the mean scores of anger (the overall index and its two components) of test group in the final test phase is decreased significantly than the preliminary test phase, whereas no significant change has occurred in the control group.

### B) Analytical findings

In the present study was used covariance analysis (ANCOVA) test to hypotheses test and to determine significant differences between scores of experimental group and the control at dependent variable namely the anger and five components of it. It is noted for using covariance analysis first should be checked default of variances equality. To test this issue was used Leven test. The variance equalizing of experimental and the control groups were verified based on the results of the Leven test ( $P > 0.05$ ).

### First hypothesis of research

Philosophy program execution for children (P4c) leads to reduce the overall index of anger in the first grade of for son high school students. To analyze this hypothesis the overall index scores averages of anger of control and experimental groups were compared using ANCOVA that their result has shown in Table 2.

The results of Table 2 shows that there is a significant difference between the experimental group and control group in terms of the overall index variable of anger in level of ( $P < 0.001$ ), so the first research hypothesis is confirmed. In other word, the Philosophy program execution for children leads to a reduction and management of anger in the first grade students of for son high school.

**Table 1.** Average, Standard deviation, the minimum and maximum score of anger, subjects and experimental and control groups in preliminary and final test

Stage	Groups	Variable	Average	Standard deviation	Min.	Max.	Number
Preliminary test	Control	The overall index of anger	39.7	39.7	12	75	30
		Feeling the need to express anger verbally	7.3	7.3	5	13	30
		Feeling the need for physical expression of anger	8	8	5	17	30
	Experiment	The overall index of anger	41.6	41.6	17	65	30
		Feeling the need to express anger verbally	13.8	13.8	5	16	30
		Feeling the need for physical expression of anger	7.4	7.4	5	14	30
The final test	Control	The overall index of anger	48.1	48.1	10	84	30
		Feeling the need to express anger verbally	8.15	8.15	5	13	30
		Feeling the need for physical expression of anger	8.3	8.3	5	15	30
	Experiment	The overall index of anger	33/3	33/3	14	69	30
		Feeling the need to express anger verbally	6.6	6.6	5	12	30
		Feeling the need for physical expression of anger	6.2	6.2	5	16	30

**Table 2.** The results of analysis of covariance analysis to compare the index scores averages of anger of control and experimental groups

The overall index score of anger	Value F	Degrees of freedom	Significance level	Mean square	Effect	Statistical power
Pretest	3.96	1	0.001	6889	0.628	1
Gregarious join	6.9	1	0.001	1499	0.296	0.994

### The second hypothesis of the study

Philosophy program executions for children (P4c) leads to decrease feel the need to express anger verbally in the first grade students of for son high school. The results of Table 3 shows there are significant differences between the experimental group and control group in terms of feel the need variable to express anger verbally in level of ( $P < 0.001$ ), so the second hypothesis of research is confirmed. In other word, Philosophy program executions for children leads to reduce feel the need to express anger verbally in the first grade students of for son high school.

**Table 3.** The results of covariance analysis to compare the scores mean of feel the need to express anger verbally of experimental and control groups

Feel the need to express anger verbally	Value F	Degrees of freedom	Significance level	Mean square	Effect	Statistical power
Pretest	11.7	1	0.001	47	0.178	0.919
Gregarious join	12.3	1	0.001	49	0.186	0.931

### The third hypothesis of the study:

Philosophy program execution for children (P4c) leads to decrease feeling the need for physical expression of anger in the first grade students of for son high school. The results of Table "4" Shows there is a significant difference between subjects of the experimental group and control group in terms feeling the need to express physical anger variable in level of ( $P < 0.001$ ). So, third hypothesis is confirmed. In other word the Philosophy program execution for children leads to reduce feeling the need to express physical of anger in students of the first grade of for son high school.

**Table 4.** Results of covariance analysis to compare the scores mean of feeling the need to express anger physically of control and experimental groups

Feeling the need for physical expression of anger	Value F	Degrees of freedom	Significance level	Mean square	Effect	Statistical power
<b>Pretest</b>	12	1	0.001	56	0.191	0.938
<b>Gregarious join</b>	10	1	0.001	45	0.159	0.88

#### 4. DISCUSSION AND CONCLUSION

In the present study was examined a part of Lippmann proposed program among Iranian adolescents. This program was executed with some selected scenarios near the Iranian culture. The research data analysis showed that Philosophy program execution for children leads to decrease and control of anger and its two main components. The present research findings are consistent with the findings of Daniel [11], Tajali Nia [24], Gharamaleki [25], Trickey and Topping [26], Hansen [27], William [28], Jackson and Henriksen [30], Norouzi (2006), Hedayati [31]. In this research has been determined that thinking training in form Philosophy program execution for children leads to reduce violence and aggression, training the logic and reasoning skills, improvement interpersonal relationships and self-esteem in the students.

The community of inquiry is center and key to success of Philosophy program for children. The exploring naturally is exploratory, social and collaborative and leads to self-criticism and to self-reform. The children will know with the dialogue skills in collective exploring process, gradually, and learn to listen to each other with respect and consideration. Set their ideas along together and complete them more, criticize others to provide logical reasoning for not approved opinions, ideas and without backing, tolerate dissenting views and when their opinions were faced with the cash, do not be sad and angry. In fact, the ring is small model of society that the teacher and students practice governing principles on peaceful society and out of violence in it, in practice.

The results of Philosophy implementation of the program for children around the different countries of world suggests that it could be have considerable influence about children's intellectual and behavioral skills in a short period. Many of these effects lead directly to a reduction of anger and violence and negative behavioral and verbal interactions in children and adolescents, this means that the philosophical research society, the children achieve to natural sense of moral values and strengthens the spirit of respect, cooperation and empathy with others. The results also show that the program has very impact on children's critical thinking and logical reasoning and skills. As previously mentioned, the most important feature of critical thinking are self-criticism and self-reform that makes children patience to listen to others' criticisms logically with tolerance and not be anger quickly and to refine their judgments, they also try to criticize of others without resorting to violence and with resorting to rational arguments. This type of thinking also leads to a reduction of prejudice and stereotypical attitudes of children, because critical thinking is based on the questioning, questioning all beliefs and underpin of them on the reasoning and logic. Another result of this program is to strengthen the creative thinking reinforcement that focused on ability of bold imagination and search beliefs, assumptions, attitudes, solutions and new ideas and enables children to solve their problems and questions just not looking for solutions of preconditioning-like violence, but trying to find creative solutions and be peaceful. The results of Philosophy program implementation for children also suggest that this program has led to the development of adolescent and children's judgment. Lippmann believes that the thinking skills reinforcement namely critical, creative and caring thinking can be growth potential of judgment and a good judge. The judge and jury could be appearing in produce something, to do an action or saying a something. Good arbitration is a production of good thinking and inquiry [17]. Thus, violence and inappropriate acts and behavior is caused by irrational and hasty judgment and good judgment reinforcement in individuals will lead to a reduction in violence [32].

The self-esteem boost, too, that is one of other results of the Philosophy program execution for children, which will lead to a reduction in violence, because whatever self-esteem is increased a person less puts self at risk of abuse and violence. In other word, self-esteem demands that person resist against abuses that are violence generally and avoid acquiescing to some of the activities in which they refused.

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