CHAPTER I

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All living organisms are made to gain all factors that will help them to satisfy their needs. The person acts only when his/her actions have the sense. To every action acted, an emotion is attached with as emotions are the innate and are the sudden reaction to the certain event. The cognitive process forms the mental image and the emotional processes give the selectivity of the behaviour.

The word "emotion" comes from the Latin that is translated as "to excite", "to worry". Emotions mean the state of the person connected with his/her value of the factors that influence him/her and is reflected in the form of experiencing the satisfaction or dissatisfaction of his/her desires. Emotions are also the inner feelings of the person or the reflection of this feeling. Very often the strongest but not long-lasting emotions are called affect and the emotions that are deep and constant are usually called feelings. Emotion is the psychological process of the impulse behaviour regulation based on the sensitive reflection of the outer events importance level and their either good or bad impact on the activity of the individuality. The role of emotions can be shown by the characteristic music "emo". The word comes from the word "emotional" and means the emotional music in which the whisper, screams, etc. are reflected vividly.

Emotions are considered and discussed not only from psychological point of view but also from the social point of view. The basic emotions of mammals are the interest, satisfaction, hope, joy, indifference, sorrow and anger. Some scientists say about ten basic emotions that are the joy, surprise, sorrow, anger, repugnance, contempt, fear, shame, interest and guilt. The necessity of anger, envy, love, hate, interest, sorrow and many other emotions are proper for humans' souls and hearts. That is why people feel them. In fact emotions makes people look like what they are. It differentiates them from robots and machines. If the person looses his/her ability to feel something he/she turns into the cool and emotionless mechanism and nothing more. Emotions are the integral part of humans life and all emotions are very important even the negative ones. People need to feel the joy and the sorrow, love and
hater, happiness and misery. There are so many emotions that people don’t even suspect they feel some kind of emotions.

Emotions and feelings are personal manifestations. There can be for example the feeling of anger and the emotion of anger. Feelings unlike emotions develop and are elaborated being improved. They make the range of levels starting with the practical feelings such as the feeling of self-property, the feeling of the certain activity satisfaction, etc. and to the feelings that are referred to the spiritual values and ideals. The person has the certain kind of reactions that regulate the behaviour of people and their mood. In fact the mood is the most long-lasting emotion or the combination of emotions.

So, from psychological point of view it can be concluded that emotion is nothing more but the chemical and psychological phenomenon caused by the certain reason. But emotion is something more for every person who experiences it and for every person who is the witness of these emotions.

CONCEPTUALIZATION OF ANGER

All the species are associated with different kind of emotions but the most complex emotions are associated with Homo sapiens and they are subtle creations which originated along with the evolution of Human beings. Anger is a basic human emotion that is experienced by all people. Typically triggered by an emotional hurt, anger is usually experienced as an unpleasant feeling that occurs when people think that they have been injured, mistreated, opposed in their long-held views, or when they are faced with obstacles that keep them from attaining personal goals. The experience of anger varies widely; how often anger occurs, how intensely it is felt, and how long it lasts are different for each person. People also vary in how easily they get angry (their anger threshold), as well as how comfortable they are with feeling angry. Some people are always getting angry while others seldom feel angry. Some people are very aware of their anger, while others fail to recognize anger when it occurs. Some experts suggest that the average adult gets angry about once a day and annoyed or peeved about three times a day. Other anger management experts suggest that getting angry fifteen times a day is more likely a realistic average. Regardless of how often a person actually experiences anger, it is a common and unavoidable emotion.
Anger can be constructive or destructive. When well managed, anger or annoyance has very few detrimental health or interpersonal consequences. At its roots, anger is a signal to the person that something in his/her environment isn't right. It captures a person attention and motivates him/her to take action to correct that wrong thing. How the person end up handling the anger signal has very important consequences for his/her overall health and welfare. However, when a person expresses anger, his/her actions trigger others to become defensive and angry too. Blood pressures raises and stress hormones flow. He/She may develop a reputation as a dangerous 'loose cannon' that no one wants to be around. Out of control anger alienates friends, co-workers and family members. It also has a clear relationship with health problems and early mortality. Hostile, aggressive anger not only increases his/her risk for an early death, but also risks for social isolation, which itself is a major risk factor for serious illness and death. These are two of many reasons, why managing anger properly is a good idea.

HISTORY AND PERSPECTIVES OF ANGER

The original notion contained in this word “Anger” was of ‘distress’ or ‘affliction’; ‘rage’ did not begin to enter the picture until the 13th century. English acquired it from Old Norse anger ‘grief’, and it is connected with a group of words which contain connotations of ‘constriction’: German and Dutch eng (and Old English enge) mean ‘narrow’, Greek ánkhēin meant ‘squeeze, strangle’ (English gets angina from it), and Latin angustus (source of English anguish) also meant ‘narrow’. All these forms point back to an Indo-European base ‘angg- ‘narrow’.

‘Anger’ can be traced long back in Indian history and mythology Bhagawad Gita explained ‘Anger’ as most negative characteristic of human kind as it leads to bewilderment and that to loss of memory, failure of intelligence follows and this resulting in destruction (Sharma, Sharma and Yadava, 2003).

Stories, myths, and religious beliefs reveal the powerful role that anger has played in human affairs since the beginning of recorded history. The projections of anger into the supernatural by ancient and pre-literate societies trying to account for the terrifying vagaries of nature testify to their experience with, and appreciation of, the baleful influence of anger in the human sphere. It has served as an instrument of the moral order, as cast in religious narratives and works of art, literature, and drama,
and as legitimized in social rules. Various philosophies of human nature, moral conduct, and the search for perfection in human behavior have struggled to determine the essentials of anger. It is fundamentally linked to human representations of personal and societal order and disorder (Potegal and Novaco, 2010).

**PHILOSOPHICAL PERSPECTIVES**

**Antiquity:** Ancient Greek philosophers, describing and commenting on the uncontrolled anger, particularly toward slaves, in their society generally showed a hostile attitude towards anger. Galen (129-199 AD) and Seneca (ca. 4 BC – 65 AD) regarded anger as a kind of madness. They all rejected the spontaneous, uncontrolled fits of anger and agreed on both the possibility and value of controlling anger. There were however disagreements regarding the value of anger. For Seneca, anger was "worthless even for war." Seneca (ca. 4 BC – 65 AD) believed that the disciplined Roman army was regularly able to beat the Germans, who were known for their fury. He argued that "...in sporting contests, it is a mistake to become angry" (Kemp and Strongman, 1995).

Aristotle (384-322 BC) on the other hand, ascribed some value to anger that has arisen from perceived injustice because it is useful for preventing injustice. Furthermore, the opposite of anger is a kind of insensitivity, Aristotle stated. The difference in people's temperaments was generally viewed as a result of the different mix of qualities or humors people contained. Seneca held that "red-haired and red-faced people are hot-tempered because of excessive hot and dry humors.

**Medieval era:** During the period of the Roman Empire and the Middle Ages, philosophers elaborated on the existing conception of anger, many of whom did not make major contributions to the concept. Animal will is "conditioned by anger and appetite" in contrast to human will which is "conditioned by the intellect (Haque and Amber, 2004).

**Modern times:** The modern understanding of anger may not be greatly advanced over that of Aristotle. Immanuel Kant rejects vengeance as vicious because it goes beyond defence of one's dignity and at the same time rejects insensitivity to social injustice as a sign of lacking "manhood." Regarding the latter, David Hume argues that because "anger and hatred are passions inherent in our very frame and constitution, the lack of them are sometimes evidence of weakness and imbecility
(Hughes, 2001). Two main differences between the modern understanding and ancient understanding of anger can be detected, Kemp and Strongman state: one is that early philosophers were not concerned with possible harmful effects of the suppression of anger; the other is that, recently, studies of anger take the issue of gender differences into account. The latter does not seem to have been of much concern to earlier philosophers (Kemp and Strongman, 1995).

Anger, rage, and fury partly have roots in the philosophical meanings and assumptions through which human beings interpret transgression (Ellis and Albert, 2001).

**INTERNAL SOURCES OF ANGER**

One's internal sources of anger come from his/her irrational perceptions of reality. Psychologists have identified four types of thinking that contribute to anger.

1. **Emotional reasoning:** People who reason emotionally misinterpret normal events and things that other people say as being directly threatening to their needs and goals. People who use emotional reasoning tend to become irritated at something innocent that other people tell them because they perceive it as an attack on themselves. Emotional reasoning can lead to dysfunctional anger in the long run.

2. **Low frustration tolerance:** All the persons at some point have experienced a time where their tolerance for frustration was low. Often stress-related anxiety lowers their tolerance for frustration and we begin to perceive normal things as threats to their well-being or threats to their ego.

3. **Unreasonable expectations:** When people make demands, they see things as how they should be and not as they really are. This lowers their frustration tolerance because people who have unreasonable expectations expect others to act a certain way, or for uncontrollable events to behave in a predictable manner. When these things do not go their way, then anger, frustration, and eventually depression set in.

4. **People-rating:** People-rating is an anger-causing type of thinking where the person applies a derogatory label on someone else. By rating someone as a “bitch” or a “bastard,” it dehumanizes them and makes it easier for them to become angry at the person.
EXTERNAL SOURCES OF ANGER

There are hundreds of internal and external events that can make a person angry, but given the parameters of a negotiating situation, one can narrow these factors down to four general events.

1. The person makes personal attacks against any person. The other side attacks a person along with the problem in the form of verbal abuse.

2. The person attacks one’s ideas. The other side chops down one’s ideas, opinions, and options.

3. The person threatens one’s needs. The person threatens to take away a basic need of him/her if they do not get their way i.e. “I’ll make sure you’ll never work in this city again.”

4. One gets frustrated. His/her tolerance level for getting things done might be low or affected by any number of environmental factors in his/her lives.

TYPES OF ANGER

1. Anger at Self: This type of anger is directed inwardly at oneself. The anger sits inside and burns and festers. After enough anger has been turned inward, it eventually leads to inappropriate angry outbursts at undeserving and unsuspecting people. Studies show that most people turn 90% of their anger inwards at themselves. Most of this anger is an attempt to control and contain the frightening emotion of anger. Anger can lead us to rage-filled, uncontrollable behaviors. Rather than feel the anger, honoring the feeling, and
releasing it, most of us bottle it up. This stuffed anger is toxic and leads to all sorts of negative health outcomes. It also leads to displaced anger where you get angry with the wrong person, at the wrong time, and to the wrong degree.

2. **Anger at Other**: A second type of anger is directed outward. This type of anger builds upon itself and can frequently lead to rage. This form of outward-directed anger is typically displaced onto the wrong person, at the wrong time and in the wrong manner. Both of the first two types of anger are destructive. Destructive anger includes anger that is directed inward and never released and anger that is inappropriately directed outward at others. Anger directed at others may be inappropriate in terms of its target, its intensity, its timing, and the manner in which it is communicated.

3. **Disappointment**: The third type of anger exists in tandem with sadness and most closely resembles disappointment. Disappointment usually involves a judgment that has not been met. Judgments cause trouble for everyone. Judgments usually involve an element of moral superiority, as if one knows what is best for someone else.

4. **Constructive Anger**: The final type of anger is the type used as a positive motivator to act to remove an obstacle that is preventing one from reaching a goal. This type of anger can be a constructive anger, that is, an anger that is quickly released and prompts one to act in a positive manner to remove the obstacle from his/her path. Constructive anger actually provides one with a persistent attitude which enables to push forward to solve a given problem.

These four types of anger have been demonstrated via several methods - reports from subjects in scientific studies, physiological evidence, and behavioral data.

**ANGER AND AGE**

However, there is no apparent relationship between age and anger but different developmental age periods are important in light of anger and its effects. Adolescence period is considered to be most significant age period where its management is most crucial.
**ADOLESCENCE**

Adolescence, the transitional stage of development between childhood and adulthood, represents the period of time during which a person experiences a variety of biological changes and encounters a number of emotional issues. The ages which are considered to be part of adolescence vary by culture, and ranges from preteens to 19 years. According to the World Health Organization (WHO), adolescence covers the period of life between 10 and 20 years of age. Adolescence is often divided by psychologists into three distinct phases: early, mid, and late adolescence. Adolescence is the period of life between the onset of puberty and the full commitment to an adult social role, such as worker, parent, and/or citizen. Intelligence is demonstrated through the logical use of symbols related to abstract concepts and formal reasoning. A return to egocentric thought often occurs early in the period. Only 35% develop the capacity to reason formally during adolescence or adulthood (Huitt and Hummel, 1998).

It is divided into two parts namely:

1. **Early Adolescence**: 13 to 16 years and
2. **Late Adolescence**: 16 to 19 years

The adolescent unconsciously explores questions such as "Who am I? Who do I want to be?" Like toddlers, adolescents must explore, test limits, become autonomous, and commit to an identity, or sense of self. Different roles, behaviors and ideologies must be tried out to select an identity. Role confusion and inability to choose vocation can result from a failure to achieve a sense of identity. Adolescence can be a specifically turbulent as well as a dynamic period of one's life. It has been identified as a period in which young people develop abstract thinking abilities, become more aware of their sexuality, develop a clearer sense of psychological identity, and increase their independence from parents. Hall (1904) denoted this period as one of "Storm and Stress" and, according to him, conflict at this developmental stage is normal and not unusual. On the other hand, attributed the behavior of adolescents to their culture and upbringing, as the majority of problems associated with adolescence in western society are not present in other cultures.

Several developmental stage models have placed adolescence in a period of human development. Sigmund Freud saw it as the "genital phase" of psychosexual
development, where the child recaptures the sexual awareness of infancy. Jean Piaget (1983) focused on cognitive development, seeing adolescence as the "formal operative stage" where the young person develops the ability to think abstractly and draw conclusions from the information available. Erik Erikson's theory of psychosocial development identified the identity crisis as central to the notion of adolescence. Adolescent psychology addresses the issues associated with adolescence, such as whether or not the aforementioned "storm and stress" is a normal part of this period. The American Psychological Association has a separate division (division 53) dedicated to adolescence, and the psychologists specializing in this topic attempt to answer questions dealing with the age group. One issue in adolescent psychology discusses whether adolescence is in fact a discrete developmental period, a point along a continuum of human development, or a social construction.

**CAUSES AND EFFECTS OF ANGER IN ADOLESCENTS**

The five poisons, i.e. desire, anger, ignorance, pride and jealousy affect mind. Among these five poisons, anger is the most damaging one.
SOCIAL BEHAVIOR PATTERNS:

The social behavior of mammals changes as they enter adolescence. In humans, adolescents typically increase the amount of time spent with their peers. Nearly eight hours are usually spent communicating with others, but only eight percent of this time is spent talking to adults. Adolescents report that they are far happier spending time with similarly-aged peers as compared to adults. Consequently, conflict between adolescents and their parents increase at this time as adolescents strive to create a separation and sense of independence. These interactions are not always positive; peer pressure is very prevalent during adolescence, leading to increases in cheating and misdemeanor crime. Young adolescents are particularly susceptible to conforming to the behavior of their peers.

Early adolescence is a stage at which the peer group becomes increasingly important, with conformity to peers peaking at 11–13 years (Costanzo and Shaw 1966). Approx 90% of adolescents identify themselves with a peer group (Palmonari, 1989). According to Judith Rich Harris's theory of group socialization, children and adolescents are shaped more by their peers than their parents (Harris 1997). Peers can encourage both pro-social behavior, which peaks at 11–12 years, or anti-social behavior, which peaks at 14–15 years (Bendt, 1979). Adolescents are less likely to feel depressed or anxious if the peer group provides emotional support (Buhrmester, 1992). Arguments between parents and children increase considerably during adolescence (Feeney, 1999). However, adolescents with few or no close friends are closer to their parents and are less likely to be subject to peer pressure.

Non-human mammals also exhibit changes in social attitude during adolescence. Adolescent rodents have also been observed spending more of their time with rodents of similar age. Conflicts between adolescents and parents have been noted in other primates, and overall increases in aggressiveness have been observed during this time period. Despite this, social bonding between adolescents and adults tends to improve due to reconciliatory behavior. The maternal behavior increases among females in several species, including humans, nonhuman primates, and rodents. However, males tend to exhibit less interest in infants during adolescence.
PSYCHOLOGICAL ISSUES:

Adolescents are widely considered by the psychological establishment to be prone to recklessness and risk-taking behaviors, which can lead to substance abuse, car accidents, unsafe sex, and youth crime. There is some evidence that this risk-taking is biologically driven, caused by the social and emotional part of the brain (amygdala) developing faster than the cognitive-control part of the brain (frontal cortex). Although most adolescents are psychologically healthy, they can (like adults) exhibit signs of mental illness. Late adolescence and early adulthood are peak years for the onset of schizophrenia. Mood disorders such as clinical depression, bipolar disorder, and anxiety disorders can initially show in adolescence. For example, girls aged between 15 and 19 make up 40% of anorexia nervosa cases.

Due to anger, everyone felt unhappy and uneasy, and showing undesirable facial expressions. These will cause others to feel uncomfortable and unwilling to talk to the angry persons. Their spirit and physical energy deteriorated. They cannot sleep well when they have anger and strong hatred. The next day they do not have a clear mind to concentrate on things. Their diets are affected, either they do not have to appetite to eat or they eat a lot. Worse still, it draws all their senses and wisdom such that they become very blunt and bold. Whatever they do, they are not being able to think whether it is right or wrong. They felt like wanting to scold others and talk bad about others. Eventually, they lost their friends, relatives, health and merits. Anger may lead to some undesirable effects like suicide even.

To mend the social behavior and to avoid the various undesirable effects the assessment and management of anger in adolescents is unavoidable. The various types and ways with different techniques and tools are discussed later in this chapter.

ANGER ASSESSMENT

First determine the level, source, style and target of a person’s anger. A number of anger measurements are useful for that. Anger has at least 4 levels, namely hidden anger, angry expression, angry words, violence. Keep a Hostility Log in which the person’s journal all the hostile situations initiated in 5 days. Include in it 6 things, namely the date and time, a short description of the incident, the person’s attitude (thoughts or level of mistrust and cynicism), his/her emotions that lead to the incident, his/her behavior resulting from the hostility, and the outcome.
The expression of anger must be distinguished conceptually and empirically from the experience of anger as an emotional state (S-anger) and individual differences in anger as personality trait (T-anger). The conceptual distinction between “anger –in” and “anger out” was introduced by Funkenstein, King and Drallte (1954) in their classic studies of the effects of anger expression on the cardiovascular system. In research on anger expression, individuals are typically classified as “Anger- in” if they tend to suppress their anger or direct it inward toward the ego or self (Averill, 1982; Funkenstein, King and Drallte, 1954; Tavris, 1982) they are classified as “Anger-out” if they express anger towards other persons or the environment. Thus, “anger-out” generally involves both the experience of S-anger and manifestations of aggressive behaviour. When anger is held in (suppressed), it is subjectively experienced as an emotional state, S-anger, which varies in intensity and may fluctuate over time as a function of the provoking circumstances and the individual level of T-anger.

Anger is a reaction to an emotion, not a planned action. The feelings underlying the anger make the persons feel weak. Anger makes him/her feel in control. Angry expression is learned and therefore can be unlearned and replaced with healthier coping. Anger can be a reaction to one event or a response after numerous events. To repress anger and not to deal with it is unhealthy and will inevitably carry negative consequences. To change one’s angry, he/she need to understand its cause. If the person’s have seen his/her parents get angry first and resolve an issue after, he is more likely to use a similar approach. Types of anger are learned. A person is more likely to get angry if he/she is frustrated and feel stressed, if they are tired, if they tend to hold their feelings inside rather than talk them out.

As any parent knows, anger towards children is a natural occurrence of parenting. Since it is important to identify and address some of the emotional issues that underlie child abuse, the role of anger in parenting and in child maltreatment is covered in this. An ecological analysis of parental anger is presented, with special emphasis on environmental determinants, such as employment and financial situations, the family environment, and individual factors. The link between parental anger and child physical abuse is presented next, along with a discussion of the parallels between frustration and anger. Since parental anger responses may follow or
be intensified by child behavior problems, anger specifically related to child behavior should be an assessment priority. Several assessment instruments are profiled. It is suggested that researchers and clinicians should look more at social cognition and its interplay with emotional arousal, regulation, and interpretation of situations in order to lessen the incidence of physical abuse.

TOOLS TO ASSESS ANGER

1. **STAXI (State trait anger expression inventory):** STAXI developed by Spielberger in 1998. This scale consists of 44 items which measure the intensity of anger as an emotional state (State Anger) and the disposition to experience angry feeling as a personality trait (Trait Anger). The instrument consists of six scales. The six scales are trait anger, state anger, anger expression, anger in, anger out, anger control. The STAXI is scored by hand using a two part carbonless form. The STAXI is quick and quite simple to administer and to score. It can be administered in 5 to 10 minutes to individual and scored in about 5 minutes.

2. **The General Health Questionare-12 (GHQ-12):** To assess the psychological health of the respondents the present investigation include the GHQ-12 (Goldberg and Hillier, 1979) which is a short screening test for detecting minor, non psychiatric disorders in the general population. It is designed to identify short term changes in mental health (general psychological strain, distress, depression, inability to cope, social dysfunction, somatic symptoms, etc.) and the respondents would be asked to indicate the extent which they have experienced change in the particular symptom of feeling in question. Lower the score better is general and psychological health and vice versa.

3. **Body mass index (BMI):** BMI would be used to check the physical health of the students. Body Mass Index will be calculated on the basis of body weight and height of the respondents. **Subjective Well-Being Inventory (SUBI):** To measure the subjective well being of the subjects, The Subjective Well-being Inventory (Sell and Nagpal, 1992) would be used. This is a very comprehensive and robust instrument for assessing positive indicators of health, including perceptions of well being, happiness, life satisfaction, positive affect and feeling about social life. The SUBI has been standardized
on adult Indian population. There are 40 items in SUBI which assess the subjective well-being of the subjects on 11 factorial dimensions.

4. **Novace anger scale (NAS) [cognitive/arousal/behavioural subscales]:** It measures the general inclination toward anger reactions. It consists of 48 items that are divided equally into three subscales, which in turn are divided into four sections:
   i. Cognitive subscale measures anger justification, rumination, hostile attitude, and suspicion.
   ii. Arousal subscale measures anger intensity, duration, somatic tension, and irritability.
   iii. Behavior subscale measures impulsive reaction, verbal aggression, physical confrontation, and indirect expression.

Anger regulation measures ability to regulate anger-engendering thoughts, effect self-calming, and engage in constructive behavior when provoked.

5. **Provocation Inventory (PI):** Also known as Novaco Anger Inventory (NAI) consists of 25 items that each describing situations that induce anger in particular individuals. The items are grouped into five subscales that summarize the nature of the provocation: disrespectful treatment, unfairness, frustration, annoying traits of others, and irritations (Jones, Thomas-Peter, & Trout, 1999).

After the assessment the requirement of management is their, and different levels of management are decided for different level of anger in adolescents.

**MANAGEMENT**

Management is often described as organization and coordination of the activities of an enterprise in accordance with certain policies and in achievement of clearly defined objectives. As a discipline, management comprises of the interlocking functions of formulating policy and organizing, planning, controlling, and directing the resources to achieve the objectives. Management can also be defined as human action, including design, to facilitate the production of useful outcomes from a system. This view opens the opportunity to 'manage' oneself, a pre-requisite to attempting to manage others.

Here the management is to be done of anger, - “the anger in adolescence”.
ANGER MANAGEMENT:

The term anger management commonly refers to a system of psychological therapeutic techniques and exercises by which someone with excessive or uncontrollable anger can control or reduce the triggers, degrees, and effects of an angered emotional state.

Anger is an emotional state that varies in intensity, ranging from mild irritation to violent rage. Like other emotions, it is accompanied by changes in the body, including increased adrenaline levels and faster heartbeat. Some people are able to express their anger in a controlled and constructive way. But others lash out in an aggressive, uncontrolled way, either immediately or after letting their feelings build up. This can lead to intimidating, violent or bullying behaviour which endangers other people, property. Anger can even lead to self-harm. If the person feel that his/her anger is out of control and is affecting his/her relationships and quality of life, he/she may benefit from addressing the way in which he/she handle his/her angry feelings.

The first step at anger management is - do not resist and do not ignore the cause of anger. Experience it fully. One should try and develop an attitude of an observer or a witness. Learn to change his/her role from being the subject to becoming a bystander. See how the anger is operating. See what it is doing to his/her mind and how. When faced by an anger causing action, immediately get into the mode of exploring and rationalizing with the "whys" and "more whys". The person observes some wonderful perspectives. He/she appreciates that it is not necessarily the desire of the person to hurt him/her - getting angry is his/her response. He/she realize that a person is seeing the situation from his point of view to the best of his intellectual and emotional capability - he may not be quite 'capable enough' to appreciate his/her point of view. This is only natural - because individuals are built in different ways.

One strategy for controlling anger is finding agreement with another person rather than conflict. The use of deep breathing and meditation can be used as a means of relaxation. Other interventions include learning empathy, stress management skills, forgiveness, changing how you speak about yourself or others and improving optimism. Other approaches emphasize experiential exercises that enable changes in attitude reducing the tendency toward anger. As the issue of anger varies from person
to person, solutions need to respect and build upon each individual’s life experience. Everyone feels angry sometimes. Anger is a normal response to feeling threatened or frustrated. However, if it’s not well managed, it becomes a problem, threatening a person’s career, relationship and every aspect of his/her life. To manage excessive anger, the person needs to learn how to express his/her feelings in a healthier way so that anger becomes a helpful, controlled reaction to those everyday frustrations.

**ADOLESCENCE ANGER MANAGEMENT:**

In going through adolescence, one undergoes growth and development from a child into an adult-physically, socially and economically (Steinburg, 1996). as such, changes during this period are considered one of the more pivotal turning points in both male and female children alike. This is especially true in the case of female children, where it was discovered that this duration is one of the fragile period in a girl child’s life (Mensch et al, 1998). The fact that adolescence are now exposed to many kinds of changes in values-social, cultural material and media influence-result in corresponding changes in an adolescent’s typical lifestyle. These changes include premarital sex, behaviours which expose these adolescents to anger, alcoholism and drug addiction. These are obstacles towards any adolescent growth and development and unavoidably result in problems relating to both general and reproductive health. Exposure to sexual issues during adolescence years can be caused by many factors: teen pregnancy, induced abortion, sexually transmitted diseases, sexual violence, and limited access to information services. Additionally, other factors such as nutritional conditions, mental health, economic standings and gender inequity, the latter unavoidably lead to abuse, sexual violence and sex trafficking (Gage, 1998). Furthermore, adolescents have to deal with misinformation and misconception regarding contraception, family planning, sexually transmitted diseases—all as a result of parents, teachers, as well as health officials, who are not ready or comfortable to talk about and discuss sexual topics with adolescents. This may be due to a number of reasons—lack of comfort, lack of time or personal disagreement with adolescent’s interest in sexual activities (UNESCO, 1998). This all cause frustration in adolescents which leads to anger. So as the complete nature of the anger when assessed then to avoid the undesirable effects, it is needed to be managed.
Issues relating to reproductive health of adolescents vary in degree of severity, depending on the country as well as the economic, social and cultural environment. Generally, four sociological environmental factors are found to have direct and indirect positive/negative impacts on the development of adolescence – Family, ethnic and geographic, schools and workplace, and peer groups (Ministry of Youth Affairs, New Zealand, 2001). All these factors determine logic, values and expectations in adolescents in terms of sex and reproductive health. The fact that male and female adolescents have different development patterns based on their respective gender, means that the effects of the aforementioned factors will differ in magnitude in male and female adolescents. A number of reported studies indicate that in influences which economy, society and culture have on each sex, thus resulting in differences in behaviours in terms of reproductive health in male and female. This is especially true in a traditional culture which favours the conception of male infants, resulting in favouritisms as male and female infants are raised. The result is the difference in the status of health and nutrition than female infants in countries such as Bangladesh, China, Egypt, India, Pakistan and Sri Lanka (Coale, 1991; Johansson and Nygren, 1991). As such, it was found that in reality the sexual status of being a male or a female is a vital factor in determining the differences in sexual behaviour, anger and reproductive health.

Anger has been defined in many ways from “a negative, phenomenological (or internal) feeling state” (Kassinove & Sukhodolsky, 1995) to “a basic emotion whose function is to provide the organism with motivated capacities to overcome obstacles” (Lewis, 1993). Novaco (1975) have defined anger as having four distinct components: physiological, affective, behavioural and cognitive. In that study, gender differences in the latter three components of anger were examined in first year high school students. The affective component of anger, also referred to as anger experience, relates to the strength of emotional responses toward anger provoking situations. The behavioural component refers to coping mechanisms, which may be positive or destructive, that people use to express anger. The cognitive component reflects the types of negative beliefs, or hostility, that people have about the world and in particular refers to the negative attributions they hold towards others or places. The experience and expression of anger have particularly been explored in anger research.
Anger has been identified in young infants and its initial experience and expression have been associated with constructive responses such as the ability to persist when encountering frustration (Lewis, 1993). Lewis reports that gender differences in the experience and expression of anger do not appear at this young age.

Adolescent anger management is becoming more prominent in society. Traditionally, children who enter this last acute phase of bodily and mental development can go through some rough times. As kids enter their preteen and then their teenage years, chaos can ensure at times for everyone involved. A child or young adult may feel that his or her body and mind are out of control occasionally, and the parents and teachers who supervise children at this age may tend to agree. Anger can spring out of nowhere to challenge innocent requests and reasonable expectations. Yet kids between the age of twelve and sixteen sometimes react in unpredictable ways, surprising those around them and even themselves and requiring the intervention of adolescent anger management strategies.

Today's teens face even greater pressures than those of the past. By age eighteen, most have witnessed thousands of murders on television and video games. Some are involved in violent or illegal gang activity. Others come from broken homes where domestic violence and substance abuse are the norm. By the time they start going through puberty, their entire existence may seem out of their control, and they may grow increasingly enraged, acting out their anger in antisocial ways that require adolescent anger management. Anger seems to be the dominant fact of modern life. Not merely the black statistics of murder, suicide, alcoholism and divorce betray anger, but almost any innocent, everyday act: the limp or over hearty handshake, the second pack of the cigarettes, the forgotten appointment, the stammer in mid-sentence, the wasted hour before the T.V. set; all display the shade of anger as it introduces itself in daily life. Time and again psychologists and philosophers have emphasized the role of anger in our day to day life. People are not aware of any systematic conception of personality, particularly with regard to its development which does not give the concept of anger a role of great, if not central, significance (Sarson, 1960).

It is not easy to counter the contention that anger is a “Pervasive psychological phenomenon”, of modern society. The word seems literally to drip with it. It begins in infancy, winds it way painfully through countless occurrences, large and small. It is
not that the emotion itself is of recent origin, or that it is somehow of greater significance today than it has been in the past. Surely, anger is as old as human existence and belongs to no particular era or culture.

There is no universally accepted definition of anger, however, attempts have been made to operate the construct. When it is said that a person is angry, the statement may be interpreted in either of two ways. It may mean that individual is angry at the moment, or it may mean that he is an angry person. The two interpretations are quite different. The former refers to an immediate and probably ephemeral state, whereas the latter is a constant condition without a time limitation.

The anger prone individual is one who has a noticeable upsurge of feelings of anger on a relatively large numbers of occasions, under more circumstances and in a large numbers of different situations than do his or her peers. Situational Anger is a transitory state which is ephemeral, occurs in response to a stimulus and is likely to vary in intensity as a function of the stimulus and is characterized by a variety of associated physiological reactions. In contrast, anger proneness is a relatively unfluctuating condition of the individual which exerts a constant influence on his/her behaviour. Theories of the origin of anger in the human organism are in a relatively rudimentary state because the available core of definitely established facts is quite small. Theories of the origin of anger have come primarily from Franz Alexander’s (1939) postulates. He postulated that hypertensive persons struggled against their feelings of anger and had difficulty in expressing them. Alexander theorized that the angry feelings of hypertensive’s strenuous efforts to control their anger led to chronic activation of the autonomic and cardiovascular systems, and eventually, to fixed elevations in blood pressure.

Spielberger, Jacobs, Russell and Crane (1983) have also examined the research literature on anger, hostility and aggression, and have proposed the following working definitions of these constructs. The concept of anger usually refers to an emotional state that consists of feelings that vary in intensity, from mild irritation or annoyance to fury and rage. Anger is the distress that accompanies being restrained or blocked in progress toward some sort of fulfilment. Anger is experienced when wishes or activities are blocked, either by someone or something else or by one’s own incompetence or weakness.
The psychoanalytic conception of anger turned inward toward the ego or the self (Alexander, 1939) implies that feelings of guilt and depression will be experienced (Alexander and French, 1948), through thoughts and memories relating to the anger provoking situation and the feelings of anger in themselves may be repressed and, thus, not directly experienced. Anger directed outward may be expressed in physical acts such as assaulting other persons, destroying objects and slamming doors. The outward expression of anger may also take the behavioural form of criticism, insult, verbal threats, or the extreme use of profanity. Moreover, both physical and verbal manifestations of anger may be expressed directly toward persons or object closely associated with, and thus, symbolic of the provoking agent. Anger control (Ax/con) assesses the frequency with which an individual attempts to control the expression of anger.

Goodenough’s (1991) comprehensive and classic study of anger in young children describes and analyzes 1,878 anger outbursts of children in the first eight years of life. There was a marked peak in anger outburst during the second year and then rapid decline. Little sex differences appeared in infancy, but during the preschool period, boys had significantly more outbursts than girls. In all ages, however, difference between individual were greater than differences between the sexes. The research literature on anger, hostility, and aggression reveals a great deal of conceptual ambiguity. These terms are defined in different ways and are sometimes used interchangeably (Berkowitz, 1962; Buss’1961) in all ages; however, differences individuals were greater than differences between the sexes.

The research literature on anger, hostility and aggression reveals a great deal of conceptual ambiguity. These terms are defined in different ways and are sometimes used interchangeably (Berkowitz, 1962; Buss 1961).

**REASONS OF CONTROLLING ANGER**

Just like a person who is under the control of a street drug - a person under the influence of anger cannot rationalize, comprehend, or make good decisions because anger distorts logical reasoning into blind emotion. One become unable to think clearly and his/her emotions take control of his/her actions. Physiologically speaking, anger enacts the fight or flight response in one’s brain, which increases our blood pressure and releases adrenaline into his/her bloodstream, thereby increasing one’s
strength and pain threshold. Anger makes one to think of only two things: (1) Defend, or (2) Attack. Neither of these options facilitates a good negotiation.

So, anger in adolescence is needed to be managed by some methods. The methods that can be used for managing adolescence anger are discussed here.

METHODS OF ANGER MANAGEMENT

No one recommends a balanced approach to anger, which controls the emotion and allows the emotion to express itself in a healthier way. Some descriptions of actions of anger management are:

Direct: This would include making behavior visible and making communication clear. The end result is to not become resentful, but rather, be honest about the feeling of anger and what is causing it.

Honorable: This includes identifying the moral basis for the anger, and being willing to dialog around the reason for the anger. In short, this includes taking responsibility for actions.

Focused: This means staying with the issue of concern, and not bringing up irrelevant material.

Courageous: This implies careful and thoughtful self-examination. Additionally, this means being willing to admit when one is wrong or when a reaction is inappropriate.

Listen: This means hearing the other person out, asking questions around their feelings and their reasons for their action.

Thankfulness: This means finding elements related to the situation where one is genuinely appreciative and expressing that.

Helping yourself: There are a number of ways which people use to deal with anger. The person needs to deal with angry feelings and find better ways to express himself/herself. For some people, it can help to gain insight into why they get so angry.

Calm down: If a person feel himself/herself getting angry, don't let it build up until he/she have a violent outburst. Try breathing deeply from his/her diaphragm in long, slow breaths, giving heartbeat a chance to slow down. As the person breathe, imagine a strong core inside him/her. Repeat a word such as “relax” or “calm” as breathe. Then give time to think. Get out of the situation if he/she need to, and find
someone to talk things over with, who will help you to calm down. Try and think logically about the cause of your anger. Consider if there is a misunderstanding or if he/she is really angry about this or something else such as financial or personal problems. Learn to express himself/herself calmly. Try to express angry feelings in an assertive manner, using calm, logical words rather than violence. If the person is having, or expecting, a heated discussion, keep the following in mind: slow down – think carefully about what is wanted by him/her to say, try to think about what is underlying the anger be clear about what is asking and how it can be achieved. Try using phrases like "I feel angry with him/her because..." listen carefully to the other person, remembering that everyone is entitled to their own opinion keeping himself/herself cool in the face and the other person's anger one's may feel offended if he/she are being criticized. Try not to be put off by this and keep going be patient and ask questions to get to the heart of problem try to be carefully assertive, rather than sarcastic or aggressive.

**Understanding anger:** People who are angry and aggressive need to take responsibility for their actions – blaming others is not helpful. However, a look at the past may help one to understand his/her current angry behaviour. For example, if his/her parents or influential family members set bad examples and resolved conflicts aggressively, one may not have learnt to deal with anger constructively. Think about the anger patterns that have learnt by the person and how he/she can change them.

Make lifestyle changes

Some aspects of one’s lifestyle can worsen angry feelings. By making small changes one can reap great benefits: regular exercise can help to prevent the accumulation of tension and can also give him/her regular time away from everyday stresses relaxation exercises such as yoga and meditation will also help to release tension in a controlled, healthy way.

A common skill used in most anger management program is learning assertive communication techniques. Assertive communication is the appropriate use of expressing feelings and needs without offending or taking away the rights of others. It is typically started with the use of "I" statements followed by a need statement. For example, "I feel upset when you don't take my feelings into consideration when you
talk about your past relationships. I hope you can be more thoughtful and know what you should and should not say the next time."

**Assertiveness training:** Assertiveness training teaches people how to express their feelings, stay calm and considered in a respectful manner to the other person. It may help where the problem concerns a difficulty with expressing anger constructively.

Another approach is to enable a person to reduce his or her tendency to become angry. Experiential workshops such as those provided by the Alternatives to Violence Project can bring about changes in attitude and improve abilities to communicate and relate to others. With regard to interpersonal anger, Dr. Eva L. Feindler recommends that people should try in the heat of an angry moment, to see if they can understand where the alleged perpetrator is coming from. Empathy is very difficult when one is angry but it can make all the difference in the world. Taking the other person's point of view can be excruciating when in the throes of anger, but with practice it can become second nature. Of course, once the angry person is in conditions of considering the opposite position, then the anger based on righteous indignation tends to disappear. ([http://en.wikipedia.org/wiki/Anger_management](http://en.wikipedia.org/wiki/Anger_management))

**SOME OTHER ANGER MANAGEMENT TECHNIQUES**

Anger problems can cause major upset in all the persons lives and a person need to learn to control it. The following ten tips for anger management can help one to learn to control his/her anger before it causes any more upset than it already has.

1) **Keep a journal of every time he/she get angry:** Write down the five W’s of his/her anger. Who are he/she angry at? What did he/she do to control his/her anger? Where and when he/she became angry? When was it that he/she became angry? Why are he/she angry? Explain his/her anger fully in his/her journal and add any additional things that might have triggered their anger outside of the situation. This can help one to determine the root of his/her anger so that he/she can discuss it and take care of it before it happens again.

2) **Take a moment to stop and breathe:** Taking a time out can keep him/her from flying off the handle during an angry situation. It can also give him/her time to think about what he/she are going to say and do and prevent him/her
from doing or saying something he/she will later regret. Just take a moment and count to ten, taking ten deep breaths.

3) **Sit down and say these words out loud:** “I am angry because...” and then finish the sentence. Communication is often a very effective form of anger management. It is hard to fight when you are in a seated position and having a calm discussion. Let one’s loved ones know that when they hear those words it is time to sit down and have a talk without yelling.

4) **Learn to relax:** This is easier said than done sometimes, but if he/she find something that calms is a good way to keep his/her anger under control, and a good way to maintain a calm environment in an angry situation.

5) **Exercise:** Daily exercise allows one to work out his/her stress. When he/she have less stress he/she will feel angry less often. It will also make him/her feel healthier, which is another way to keep the anger away.

6) **Learn to meditate:** Meditation is a way to clear one’s head and get rid of the bad thoughts that he/she may be harbouring. One can learn to meditate by getting a video that teaches him/her how, or by taking a class in meditation or even yoga.

7) **Walk away:** Walking away from an angry situation is sometimes the only way to keep things from getting out of control or violent. Leave the house and take a walk around the block, or take a break at work and step outside for a few minutes. Where ever one get angry

8) **Laugh:** Think of something funny or put in a video of your favourite comedian and laugh out loud. It is very difficult to be angry when one is laughing.

9) **Stop and think before speak and leave any sarcasm out of the conversation:** When one is angry sarcasm will only fuel the anger and it will make the person one is having a discussion with angry as well. Two people angry is doubly as bad as one.

10) **Seek help:** If all else fails, or if one’s anger is so out of control that it is affecting his/her relationships negatively, or if one is feeling or becoming violent when get angry, get professional help for his/her anger. Anger management classes are available everywhere and can teach one the
techniques beyond these ten tips for anger management to help one solve his/her anger problems.

Factors That Lower One’s Frustration Tolerance

1. **Stress / Anxiety:** When one’s stress-level increases, his/her tolerance for frustration decreases. This is why there are so many domestic disputes and divorces over financial problems.

2. **Pain:** Physical and emotional pain lowers one’s frustration tolerance. This is because we are so focused on taking care of his/her survival needs, that one do not have time for anything or anyone else.

3. **Drugs / Alcohol:** Drugs and alcohol affect how one’s brain processes information and can make a person more irritable or bring forward repressed emotions or memories that can trigger anger.

4. **Recent irritations:** Recent irritations can also be called “having a bad day.” It’s the little irritations that add up during the course of the day that lower one’s tolerance for frustration. Recent irritations can be: stepping in a puddle, spilling coffee on his/her shirt, being late for work, being stuck in a traffic jam, having a flat tire.

Recognizing the Physiological Signs of Anger: By recognizing the physiological signs of anger one can attune him/her to know when it is time to take measures to make sure that his/her level of anger does not get out of control.

**ANGER MANAGEMENT PROGRAMME**

This is a more focused programme designed for people who’ve had a single violent episode or who’ve been violent in the past and now feel able to make changes. Programmes can be one-day/weekend courses or can last for up to eight weeks. They can involve some one-to-one sessions and some group work. Participants usually look at the rules of anger management, feelings and assertive/clean expression of anger.

**Positive Anger Management:** Short-lived controlled anger targeted at a specific object or person may be helpful and healthy. But anger that lasts longer than a few hours easily turns into bitterness that can affect every part of a person’s live. That type of anger needs management, reduction and control. Some tools are distracting oneself (refocusing on something else), asserting oneself peacefully (making a simple request, describe the misbehaviour, remind the other of rules, state the consequences),
active listening (listening in silence, then repeating what was said, giving his/her message, checking if he/she is understood), increasing one’s empathy (the other’s motives may not be evil), raising his/her tolerance level (allowing the other some slack), seeking God’s help (praying and studying God’s word), and laughing at himself/herself (about the trivial and unreasonable). At times seeking counsel (mediation and service to others (working it off) may also be helpful.

Many psychological and physiological disorders may have some aetiology in an unconstructive response to anger. Still others may be exacerbated by repressed or suppressed anger. Anger is often a problem for clients seeking therapy, yet psychologists have little research upon which to develop a viable therapeutic approach. While skills in communication appear to be effective in reducing angry feelings to maintain positive physical and mental health and to enhance interpersonal relationships, these skills seem to be difficult to learn. Four self-report measures have been used primarily in the assessment of anger arousal and expression and in the assessment of the effectiveness of anger management techniques. They are the Buss-Durkee Hostility Inventory, the Reaction Inventory, the Anger Self-Report, and the Anger Inventory. Several promising theoretical positions have been developed for treatment of maladaptive anger in people. Among these are the behavioral approaches of desensitization and social skills training. Cognitive behavioral techniques used involve an emphasis on some kind of restructuring of thoughts, with Rational-Emotive Therapy and stress inoculation training having been used primarily. Research has indicated that any direct intervention for treatment of maladaptive anger expression is better than none, and a multifaceted training program consisting of desensitization or relaxation training, stress inoculation, and social skills or problem solving training is best.

Teenagers with ages between 12 and 16 are confronted more and more each day with anger bouts that can cause grieve and pain to everybody around them. The family can be seriously affected by this kind of mood swings and parents are the first to learn what can be done in such a situation. They need to learn about adolescent anger management and about strategies in this field. What happens is that the teenager feels like he or she cannot control the body or the mind and teachers and parents feel that, too. Anger can appear from conflict with the teenager’s requests and
expectations. That is the reason why they react unpredictably, upsetting themselves and everyone around. Anger management is needed in these cases. There are many reasons why today's adolescents face anger and pain. Until they reach eighteen, they are victims of many and great dangers, from witnessing murders on television to personal involvement in criminal activities carried on by gangs. Problems that ensue in families where domestic violence and use of illegal substances are usual cause the appearance of such a turbulent attitude. In the end, by the time they finish puberty, they feel like their entire life is out of their control and they act under angry impulses. The solution to this problem is adolescent anger management. The anger that drives these teenagers through the hardest period of their lives makes them perform antisocial activities. Often, they are arrested, incarcerated or, in the least serious cases, they must be supervised by parents, teachers, officials and juvenile professionals that try to teach them how to react to the things they consider as personal threats.

There are adolescent management programs meant to teach teenagers, personally or in groups, how to find out about their negative feelings. The role of these programs is to help these youngsters how to surpass those feelings, how to ask for help when needed and how to respond to challenges in a mature way. Adolescent anger management programs are usually carried on in juvenile detention centres, where kids with anger problems are held after performing illegal acts. Experts say that the teenagers' reactions are mostly due to the adults that should have been responsible for their growth and development. In short, kids respond in a negative way because they have no idea of a different way to do it. Therapists may help them how to manage the anger by talking to them or by providing them with materials about the matter. Another thing that may help in their recuperation is to interact with other teenagers that also learn how to deal with anger. If they accept that certain situations can be changed, their life will be different. When one is in charge of a problem teenager and he/she witness outbursts of anger from his or her part, the best way to deal with the situation is to ask for help. One should look for a teacher or a psychologist at the kid's school, or ask the social services organizations where to find an anger management group that can include his/her child. Ignoring the problem will not solve it. Even worst, it can lead to bad consequences, so getting the help needed for one's growing child is the best attitude one must assume.
Counseling and Seeking help for an anger problem: Counseling can help a person to look at the thinking and behaviours associated with his/her anger. There are many types of counselling—the person should tell a prospective counsellor that he/she wish to look at anger management, and ask them about their approach. Some people need more help to address their anger problem Professional services can help to improve anger management.

DEFUSING ANGER WITH YOGA

Anger comes in several forms, including outrage, frustration, jealousy, resentment, fury, and hatred. It also masquerades as judgment, criticism, and even boredom. Like all emotions, it is a complex, ever-shifting state involving thoughts, feelings, and bodily changes. Yogis understand anger as an energy existing, like all emotions, halfway between a physical and mental experience. Like heat or other energies, anger wanes naturally, if one don't hold it back with psychological defenses—say, denying or repressing it: "Anger tends to arise in a very visceral wave. It arises, crests, and then passes away." The ancient yogis didn't have access to the sophisticated knowledge of anger's biochemistry that researchers do today. But their mind-body-energy concepts are a fairly good analogue for the model that researchers apply to anger now; that partly explains why yoga is such an effective approach to dealing with it. In yogic theory, asanas, pranayama, and meditation comprise a comprehensive toolkit for freeing up blockages at the mental, physical, or energetic level. In fact, with a growing body of research backing yoga's effectiveness as an anger "de-fuser," physiologist Ralph LaForge regularly advises physicians to recommend yoga to their hostility-prone cardiac patients. LaForge is managing director of the Lipid Disorder Training Program at Duke University Medical Center's Endocrine Division in Durham, North Carolina, where groundbreaking research has taken place on "hot reactive" personality types—that is, people who react to anger more explosively than most. When these same people have cardiac risk factors such as high blood pressure, cholesterol problems, and central weight gain, to which they are statistically prone, an angry episode could trigger a catastrophic heart attack or other life-threatening coronary event. Yoga, particularly therapeutic forms like restorative yoga, says LaForge, has proven to be a valuable method of cooling hot-reactives down.
Yoga, particularly therapeutic forms like restorative yoga, has proven to be a valuable method of cooling hot-reactives down. Asanas may be in fact the best yogic antidote for anger "because asanas allow one to move the energy." The anger manifests differently in each person, and must be treated differently as well. Yoga helps people stay with the wave of anger all the way to the other end.

Yoga classes bring the person’s mental, physical, and spiritual well-being into focus. The person also become much more aware of being short of breath, chest pains, feeling over anxious, heart palpitations, and any other unhealthy side effects that can be associated with fits of anger. Hatha Yoga practice allows the person’s body to vent anger. Whether practice a Restorative Yoga style that holds postures, or practice a flowing Vinyasa Yoga style – the unhealthy negative feelings of anger, and its side effects, can be released from one’s body within a Yoga class. Anger is similar to a mental toxin, which must be purged from one’s body on a daily basis. Pranayama, meditation, relaxation techniques, Yoga postures, and Yoga philosophy, also help the person with the power of forgiveness (Jerard, 2006).

Yoga Solutions for Teen Anger Management:

Yoga techniques and counseling help adults who struggle with anger management. Yoga can also help teens learn to find themselves during the most confusing time in human life. There is research which indicates that hormonal changes may also contribute to aggressive behavior during adolescence. According to the U.S. National Library of Medicine, there was a study conducted by Warren MP and Brooks-Gunn J., at the Department of Obstetrics and Gynecology, St. Luke’s-Roosevelt Hospital, in New York City, of 100 adolescent girls between the ages of 10.6-13.3 yrs. The last line of the study states: “These data suggest that hormonal changes may be more important than the physical changes as determinants of certain mood and behavior patterns at adolescence.” The older adults become – the less familiar they may be with the causes and solutions for anger that some teens feel. There are a multitude of reasons why teens feel angry. Hormonal changes are not the only factor, as relationships at home, in school, and with friends, are part of the equation. Below are four solutions for anger management, which are commonly found in Yoga.
1. **Identify the Problem:** In Yogic self-analysis, one should learn to identify problems and create solutions. For a teen to identify the problem requires honest discussions with family members, a counselor, or both. The chances are that this method will require a series of discussions with a mediator, who is not emotionally involved with any anger flare-ups.

2. **Identify the Trigger:** During Yoga meditation one learns focus and quiet the mind. Everyone has triggers, which enhance states of anger. For teens, it is much more difficult for them to precisely identify emotional triggers that cause anger. Teens (from broken families) may resent the fact that they are not able to obtain instant feedback from both parents.

3. **Make Time for Therapy:** It is easy to put constructive tasks aside for the daily situations in life. However, a teen, who is dealing with anger management, is a teen who is at risk. Therapy could resemble any number of possibilities. Traditionally, families dealt with teen anger management from within. Professional counseling or adjunct therapies, such as Yoga is a solution to that the benefits of Yoga practice for teens are many. It helps a teen to develop inner calm, build self-confidence, and to use reason in potentially emotional situations.

4. **Resolution:** To resolve inner conflicts requires teens and their family members to settle their problems over the long term. Once a resolution is reached, there is a need to let go of anger. Anger is another form of self-imprisonment, which can bring much grief to one's lifetime duration.

In summation, Hatha Yoga offers many techniques, which stabilize the mind. Pranayama, asana, Yogic philosophy, meditation, and relaxation techniques are priceless tools to rid oneself of excess anger, regardless of age. Paul Jerard, E-RYT 500 (January 5th, 2010)

**LAUGHTER YOGA – ANGER MANAGEMENT TECHNIQUE**

Laughter Yoga is the fastest, simplest and the easiest way to work out anger management. It helps to relieve all stress and generates positive emotions by increasing the levels of positive hormones which help in dissipating anger.

Laughter Yoga helps to cope with challenges and conflict better because it gives a better perspective. It shrinks the hurts and upsets of everyday life to a smaller,
if not inconsequential size. Issues appear less overwhelming. If people are able to
laugh about things they diminish. Even annoying traits of people someone interact
with suddenly seem less important and become bearable (or even endearing) when the
person laughs about them. Laughter makes human being feel good because it defuses
painful emotions like fear and anger by releasing them. That release can prevent or
stop conflicts, ease tension and help them to see and understand others people's point
of view. Laughter makes human generous to a level where they feel better giving than
receiving. It lifts them up and makes life worth living. Laughter has the power to
mitigate the damage done by feelings of anger. It releases endorphins or feel good
hormones that generate feelings of safety and comfort. The breathing pattern in
Laugher Yoga using the diaphragm helps in alleviating in negative emotions and
changing the perception of people. It enables one to cope with reality and helps to
face and handle the problem. Laughter makes people feel comfortable in any
situation. Past and current embarrassments seem to evaporate. Laughter Yoga creates
a positive energy originating from positive thoughts, emotions and feelings. It uplifts
the atmosphere making it conducive to a positive state of mind. Unconditional,
thought-free laughter and non-judgmental communication with other members of the
laughter group creates a field of spiritual energy resulting in relaxed and uplifted
feelings. It is hard to remain in conflict with someone when either of the persons are
laughing. Power struggle causes people to focus on their own needs and ignore the
needs of others. Laughter interrupts the power struggle. Laughter allows people to be
more open with each other. Laughter is a pathway to unconditional love. Laughter can
always be relied on to help unknot a tense situation.

Recent research has validated that the body stores emotions, not the mind. The
painless cathartic technique of Laughter Yoga helps to access these pent up emotions
and release them thus leading the way in easing controls on emotion and often opens
the door to crying and deep anger. This is extremely beneficial in mitigating
workplace anger that can prove detrimental to productivity and profitability. Laughter
often serves as a more acceptable way to approach one's angry feelings. Fear represses
so much anger that laughter actually serves the dual purpose of first releasing the fear
of anger and then the anger itself. It provides both a physical and psychological
release, and it is harmless with no negative effects on the human race.
In cases of extreme anger, a Yoga class might not be enough to help one rid his/her body, and mind, of his/her angry feelings. In such a case, one should seek professional counseling. Some psychologists, and psychiatrists, recommend Yoga and counseling to their patients. Only patient truly knows which method, or combination of methods, gives him/her the best result.

**PSYCHOTHERAPY**

It is a set of techniques believed to cure or to help solve behavioral and other psychological problems in humans. The common part of these techniques is direct personal contact between therapist and patient, often in the form of talking.

*Behavior modification* is the use of empirically demonstrated behavior change techniques to improve behavior, such as altering an individual's behaviors and reactions to stimuli through positive and negative reinforcement of adaptive behavior or the reduction of maladaptive behavior through its extinction, punishment or therapy.

**Description:** The first use of the term behavior modification appears to have been by Edward Thorndike in 1911. His article *Provisional Laws of Acquired Behavior or Learning* makes frequent use of the term "modifying behavior". Through early research in the 1940s and the 1950s the term was used by Joseph Wolpe's research group. The experimental tradition in clinical psychology used it to refer to psychotherapeutic techniques derived from empirical research. It has since come to refer mainly to techniques for increasing adaptive behavior through reinforcement and decreasing maladaptive behavior through extinction or punishment (with emphasis on the former). Two related terms are behavior therapy and applied behavior analysis. Emphasizing the empirical roots of behavior modification, some authors consider it to be broader in scope and to subsume the other two categories of behavior change methods. Since techniques derived from behavioral psychology tend to be the most effective in altering behavior, most practitioners consider behavior modification along with behavior therapy and applied behavior analysis to be founded in behaviorism. While behavior modification encompasses applied behavior analysis and typically uses interventions based on the same behavioral principles, many behavior modifiers who are not applied behavior analysts tend to use packages of interventions and do not conduct functional assessments before intervening.
In recent years, the concept of punishment has had many critics, though these criticisms tend not to apply to negative punishment (time-outs) and usually apply to the addition of some aversive event. The use of positive punishment by board-certified behavior analysts is restricted to extreme circumstances when all other forms of treatment have failed and when the behavior to be modified is a danger to the person or to others (see professional practice of behavior analysis). In clinical settings positive punishment is usually restricted to using a spray bottle filled with water as an aversive event. When misused, more aversive punishment can lead to affective (emotional) disorders, as well as to the receiver of the punishment increasingly trying to avoid the punishment (i.e., "not get caught").

Martin and Pear indicate that there are seven characteristics to behavior modification, they are:

- There is a strong emphasis on defining problems in terms of behavior that can be measured in some way.
- The treatment techniques are ways of altering an individual's current environment to help that individual function more fully.
- The methods and rationales can be described precisely.
- The techniques are often applied in everyday life.
- The techniques are based largely on principles of learning – specifically operant conditioning and respondent conditioning
- There is a strong emphasis on scientific demonstration that a particular technique was responsible for a particular behavior change.
- There is a strong emphasis on accountability for everyone involved in a behavior modification program.

Techniques: Therapy and consultation cannot be effective unless the behaviors to be changed are understood within a specific context. The process of understanding behavior in context is called functional behavioral assessment. Therefore, a functional behavioral assessment is needed before performing behavior modification. One of the most simple yet effective methods of functional behavioral assessment is called the "ABC" approach, where observations are made on Antecedents, Behaviors, and Consequences. In other words, "What comes directly before the behavior?", "What does the behavior look like?", and "What comes directly
after the behavior?" Once enough observations are made, the data are analyzed and patterns are identified. If there are consistent antecedents and/or consequences, an intervention should target those to increase or decrease the target behavior. This method forms the core of positive behavior support for schoolchildren in both regular and special education.

Behavior modifiers like to employ a variety of evidenced-based techniques. These techniques intervene at all levels of context. For example, given specific setting events for a behavior, a behavior modifier may develop a neutralizing routine to eliminate that setting. If a behavior pattern has a specific antecedent, or trigger, then an antecedent control strategy can be developed to train new behavior in the presence of the trigger. If a problem behavior readily occurs because it achieves some function, then an alternative behavior can be instructed and trained to occur in the context of the trigger. If a behavior is particularly complex it may be task-analyzed and broken into its component parts to be taught through chaining. While all these methods are effective, when the behavior problem gets difficult or when all else fails many turn to contingency management systems. Complex and comprehensive contingency management systems have been developed and represent effective ways to eliminate many problem behaviors (see applied behavior analysis and positive behavior support). Collaborative goal setting with the client enhances treatment effects.

**Some areas of effectiveness:** Functional behavior assessment forms the core of applied behavior analysis and thus forms the core of behavior modification. Many techniques in this therapy are specific techniques aimed at specific issues. Interventions based on behavior analytic/modification principles have been extremely effective in developing evidence-based treatments.

In addition to the above, a growing list of research-based interventions from the behavioral paradigm exists. With children with attention deficit hyperactivity disorder (ADHD), one study showed that over a several year period, children in the behavior modification group had half the number of felony arrests as children in the medication group. These findings remain to be replicated but are considered encouraging for the use of behavior modification for children with ADHD. There is strong and consistent evidence that behavioral treatments are effective for treating ADHD. A recent meta-analysis found that the use of behavior modification for
ADHD resulted in effect sizes in between group studies (.83), pre-post studies (.70), within group studies (2.64), and single subject studies (3.78) indicating behavioral treatments are highly effective.

Behavior modification programs form the core of many residential treatment facility programs. They have shown success in reducing recidivism for adolescents with conduct problems and adult offenders. One particular program that is of interest is teaching-family homes (Teaching Family Model), which is based on a social learning model that emerged from radical behaviorism. These particular homes use a family style approach to residential treatment, which has been carefully replicated over 700 times. Recent efforts have seen a push for the inclusion of more behavior modification programs in residential re-entry programs in the U.S. to aid prisoners in re-adjusting after release.

One area that has repeatedly shown effectiveness has been the work of behaviorists working in the area of community reinforcement for addictions. Another area of research that has been strongly supported has been behavioral activation for depression. One way of giving positive reinforcement in behavior modification is in providing compliments, approval, encouragement, and affirmation; a ratio of five compliments for every one complaint is generally seen as being effective in altering behavior in a desired manner and even in producing stable marriages.

Of notable interest is that the right behavioral intervention can have profound system effects. For example, Forgatch and DeGarmo (2007) found that with mothers who were recently divorced, a standard round of parent management training (a program based on social learning principles that teaches rewarding good behavior and punishing bad behavior combined with communication skills) could help elevate the divorced mother out of poverty. In addition, parent management training programs, sometimes referred to as behavioral parent training programs, have shown relative cost effectiveness for their efforts for the treatment of conduct disorder. Thus, such intervention can have profound effects on socializing the child in a relatively cost effective fashion and help get the parent out of poverty. This level of effect is often looked for and valued by those who practice behavioral engineering and results of this type have caused the Association for Behavior Analysis International to take a
position that those receiving treatment have a right to effective treatment and a right to effective education.

On the basis of above conceptual framework, it is clear that anger plays an important role in life adjustments.

We may now pass on to the next chapter dealing with review of literature.