

A Study to Evaluate the Effectiveness of Anger Control Program on Behavioural Problem Among Adolescents in Selected Higher Secondary School at Kanpur, Uttar Pradesh

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ABSTRACT

Background: This study was undertaken to assess the level of behavioral problems among adolescents and to design a structured anger control program to address these issues. It also aimed to evaluate the effectiveness of the intervention and explore associations between behavioral problems and selected demographic variables.

Aim: To evaluate the effectiveness of an anger control program on behavioral problems among adolescents in a selected higher secondary school at Kanpur, Uttar Pradesh.

Methods: A quantitative evaluative research approach with a quasi-experimental one group pre-test post-test design was employed. The study was conducted at Pt. Deen Dayal Upadhyay Saraswati Siksha Mandir Inter College, Rajpur, Kanpur. The pre-test and post-test scores were analyzed statistically. The post-test mean score (88.4) was significantly higher than the pre-test mean score (43.34), and the calculated t-value (9.38) exceeded the critical value at the 0.05 significance level, indicating a meaningful reduction in behavioral problems after the intervention.

Results: The findings confirmed the effectiveness of the anger control program. Techniques such as emotional awareness, relaxation, cognitive restructuring, and assertive communication helped adolescents manage their anger and behavioral issues more effectively. The study also emphasized the role of early psychological support in improving adolescent behavior.

Conclusion: The anger control program significantly reduced behavioral problems among adolescents. The results highlight the need for structured interventions within school settings to promote emotional regulation and psychosocial well-being.

Keywords: *anger control program, behavioral problem, adolescents.*

INTRODUCTION

Adolescence is a critical developmental stage marked by significant physical, emotional, and social changes. During this period, adolescents often struggle with emotional regulation, particularly anger, which may manifest as behavioral problems such as aggression, defiance, or withdrawal.¹ Anger, while a natural human emotion, becomes problematic when it is frequent, intense, or poorly managed, leading to disruptions in relationships, academic performance, and mental health. Adolescents may experience anger due to peer pressure, academic stress, family conflicts, or unmet emotional needs, making it imperative to equip them with skills to handle such challenges effectively.²

Behavioral problems in adolescence are frequently linked to poor communication, lack of problem-solving skills, and difficulties in adapting to new environments.³ These issues not only affect the individual's personal growth but also disrupt the classroom environment and social interactions. Research supports the use of structured anger management interventions—such as relaxation training, cognitive restructuring, and assertiveness training—to help adolescents understand and manage their emotional responses.⁴ Implementing such programs within school settings provides an opportunity to reach adolescents in a supportive and structured environment.⁵

This study evaluates the effectiveness of an anger control program in reducing behavioral problems among adolescents in a selected higher secondary school in Kanpur, Uttar Pradesh.⁶ By addressing the underlying emotional and cognitive factors contributing to anger, the study aims to promote healthier emotional regulation and improve overall adolescent behavior.⁷

NEED FOR THE STUDY

In recent years, there has been a growing concern over the rise in aggression and behavioral problems among adolescents, both globally and within India.⁸ According to the World Health Organization (WHO), 10–20% of adolescents worldwide suffer from mental health conditions, with emotional dysregulation and aggressive behavior being among the most prevalent. In India, the National Crime Records Bureau (NCRB) 2022 reported over 30,000 juvenile crime cases, many of which involved violent acts such as assault, indicating a serious concern for youth behavioral health. Uttar Pradesh, in particular, ranked among the highest in adolescent-related violent incidents.⁹ A 2020 survey by the Uttar Pradesh State Commission for Protection of Child Rights (UPSCPCR) found that nearly 40% of adolescents in schools demonstrated symptoms of aggression, irritability, and interpersonal conflicts, often fueled by academic stress and lack of emotional support.¹⁰

Supporting these findings, a study conducted in Firozabad, Uttar Pradesh by Rakesh Kumar et al. (2021) revealed that 34.1% of adolescents had severe anger, and 28.6% displayed extreme anger levels. The study emphasized that anger was prevalent across all demographics and highlighted the absence of intervention strategies to manage such issues effectively. This points to a critical need for structured anger control programs to help adolescents cope with emotional challenges in a constructive manner.¹¹

Given the alarming data from international, national, and regional sources, it becomes essential to implement early interventions within school settings. The present study addresses this pressing need by evaluating the effectiveness of an anger control program aimed at reducing behavioral problems and enhancing emotional regulation among adolescents in a selected higher secondary school in Kanpur, Uttar Pradesh.

STATEMENT OF THE PROBLEM

“A Study to Evaluate the Effectiveness of Anger Control Program on Behavioural Problem Among Adolescents in Selected Higher Secondary School at Kanpur, Uttar Pradesh”.

HYPOTHESIS

Null Hypotheses

H₀₁: There is no significant difference between pre-test and post-test level of behavioural problems after anger control program among adolescents.

H₀₂: There is no significant association between the level of pre-test level behavioural problems among adolescents with selected socio-demographic variables.

Positive Hypotheses

H₁: There will be significant difference between pre-test and post-test level of behavioural problems after anger control program among adolescents.

H₂: There will be significant association between the levels of pre-test level behavioural problems among adolescents with selected socio-demographic variables.

METHODS AND MATERIALS

1. Research Approach

The study adopted a Quantitative Evaluative Research Approach to assess the effectiveness of an anger control program on behavioral problems among adolescents.

2. Research Design

A Quasi-Experimental One Group Pre-Test Post-Test Design was used. This design allowed for the evaluation of behavioral changes in participants before and after the intervention.

3. Setting of the Study

The study was conducted at Pt. Deen Dayal Upadhyay Saraswati Siksha Mandir Inter College, located in Rajpur, Kanpur, Uttar Pradesh.

4. Population and Sample

The population consisted of adolescent students studying in the selected higher secondary school. The sample size (100) and specific sampling technique (such as purposive sampling) were determined based on the inclusion criteria.

5. Tools for Data Collection

Four standardized tools were used:

- **Anger Assessment Checklist (AACL)** by Karpe (1993): Measured intensity, frequency, mode of expression, duration, and interpersonal impact of anger.
- **Problem-Solving Checklist** by Barkman and Machtmes (2002): Assessed adolescents' ability to solve problems through defined steps.
- **Communication Scale** by Barkman and Machtmes (2002): Measured communication competence and empathy.
- **Pre-Adolescent Adjustment Scale (PAAS)** by Rao et al. (1976): Evaluated adjustment across domains like home, school, teachers, peers, and general well-being.

6. Intervention: Anger Control Program

The planned anger control program included components such as:

- Emotional awareness training
 - Relaxation techniques
 - Cognitive restructuring
 - Assertive communication
 - Group activities and role-plays
- The program was administered over a defined period with pre- and post-assessments.

7. Data Collection Procedure

- **Pre-test:** Conducted to assess baseline behavioral problems using the above tools.
- **Post-test:** Conducted after the completion of the anger control program to measure its impact.
- Participant consent and ethical clearance were obtained prior to data collection.

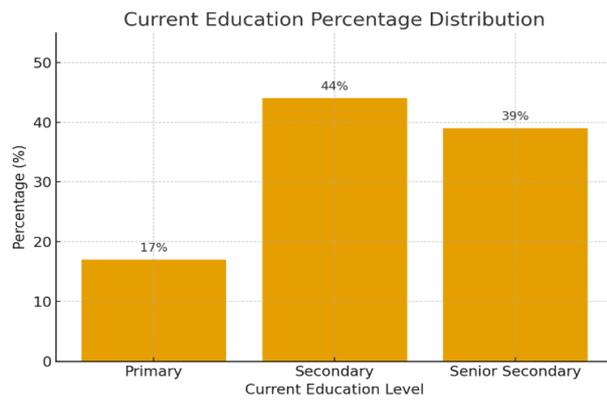
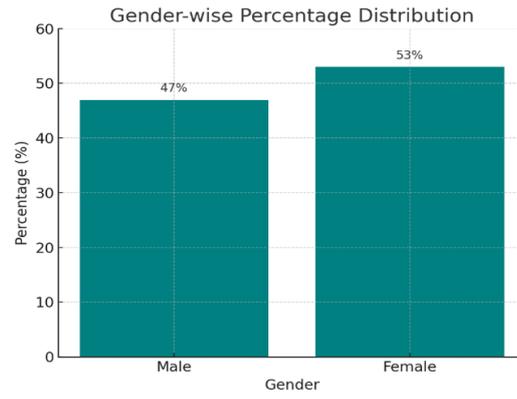
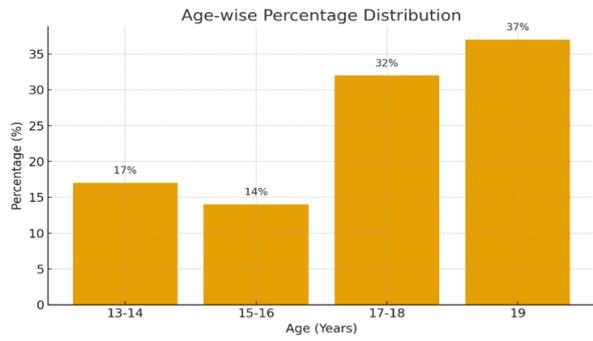
8. Data Analysis

Statistical analysis was performed using:

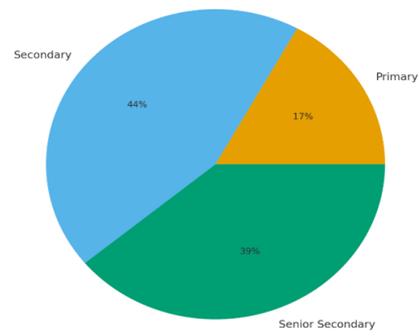
- **Paired t-test** to evaluate differences between pre-test and post-test scores.
- **Chi-square test** to examine associations between demographic variables and behavioral scores.

DATA ANALYSIS AND INTERPRETATION

The percentage distribution of participants across various demographic variables.



Current Education - Percentage Distribution (Pie Chart)



Area of Living

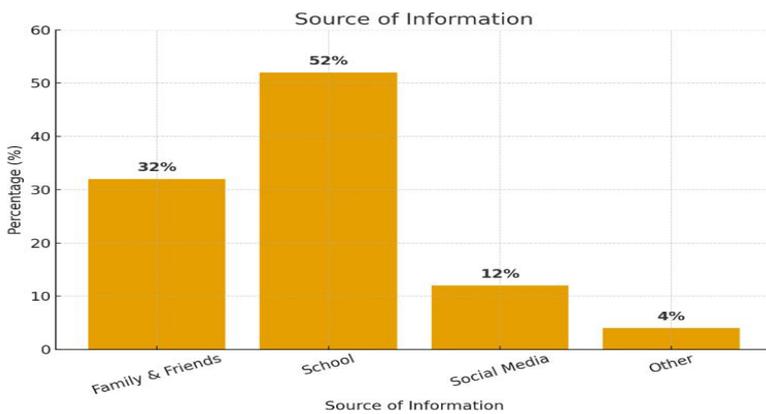
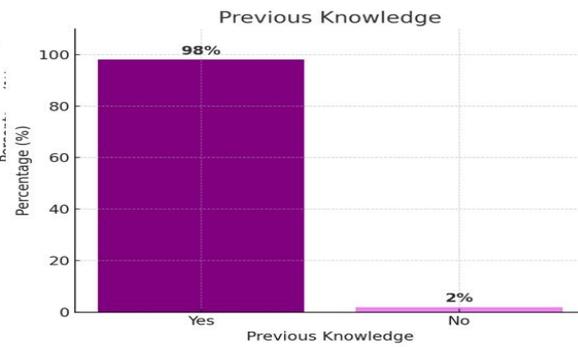
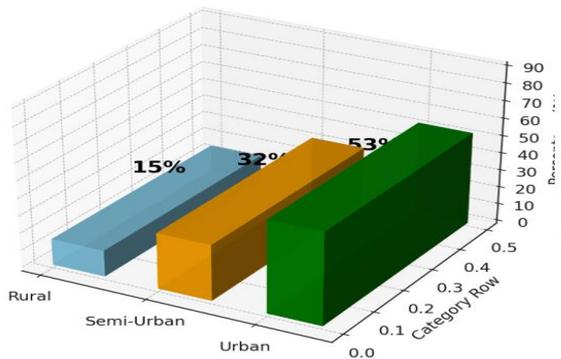


Table 1: Association Between Demographic Variables and Pre-Test Knowledge Score

(N = 100)

S. No	Demographic Variable	Chi-Square (χ^2)	Df	Inference
1	Age in Years	11.76	6	Not Significant ($p > 0.05$)
2	Gender	1.99	2	Not Significant ($p > 0.05$)
3	Religion	1.99	6	Not Significant ($p > 0.05$)
4	Current Education Status	7.31	4	Not Significant ($p > 0.05$)
5	Area of Living	22.65	4	Not Significant ($p > 0.05$)
6	Previous Knowledge on Behavioral Problems	0.39	2	Significant ($p < 0.05$)
7	Source of Information	19.45	6	Significant ($p < 0.05$)

Among the demographic variables, area of living and source of information showed a statistically significant association with pre-test knowledge scores at the 0.05 level. Other variables, including age, gender, religion, education status, and previous knowledge, did not show any significant association. Thus, H_1 is highly accepted for these two variables.

Table 2: Effectiveness of Anger Control Program on Behavioural Problems Among Adolescents

S. No.	Level of Behaviours	Pre-test (N/%)	Post-test (N/%)
1	Positive Behaviours	7 (7%)	92 (92%)
2	Inconsistent Behaviours	32 (32%)	8 (8%)
3	Poor Behaviours	61 (61%)	0 (0%)

The table shows that after the intervention, students' behavioural levels changed significantly. A substantial increase in positive behaviours (from 7% to 92%) and the elimination of poor behaviours (from 61% to 0%) indicate the positive impact of the anger control program.

Table 3: Mean, Standard Deviation, Mean Difference, and 't' Value on Pre-Test & Post-Test Levels of Behaviour

S. No.	Test Type	Mean	Standard Deviation	Mean Difference	t-value
1	Pre-test	43.34	18.78	45.06	9.38
2	Post-test	88.40	12.99		

- The mean behavioural level before the intervention was 43.34, which increased to 88.4 after the intervention.
- The mean difference between pre-test and post-test scores was 45.06.
- The calculated t-value was 9.38, which is greater than the critical t-value of 2.57 at $p = 0.05$ with $df = 5$, indicating statistical significance.

DISCUSSION

The findings of the present study clearly demonstrate that the anger control program was effective in significantly improving the behavioural responses among adolescents. The distribution of behavioural levels in the pre-test revealed that only 7% of the students exhibited positive behaviour, while a majority (61%) demonstrated poor behavioural traits.

Following the implementation of the anger control program, the proportion of students exhibiting positive behavioural responses rose sharply to 92%, and none exhibited poor behaviour, indicating a substantial improvement.

The mean behavioural score increased from 43.34 (pre-test) to 88.4 (post-test), with a mean difference of 45.06. This improvement was statistically validated by a t-value of 9.38, which is significantly higher than the critical value of 2.57 at $p < 0.05$ level of significance. These results support the hypothesis that structured anger management strategies can lead to measurable behavioural improvements.

The success of the program may be attributed to its inclusion of evidence-based components such as emotional awareness, relaxation techniques, cognitive restructuring, and assertive communication, all of which are crucial for helping adolescents regulate emotions and reduce aggressive outbursts. The intervention not only addressed immediate behavioural issues but also provided students with long-term coping strategies.

These findings are consistent with earlier studies, which have shown that psychoeducational interventions aimed at emotional regulation can effectively reduce behavioral problems in adolescents. This emphasizes the necessity of integrating such programs within school curricula to foster healthier emotional development during adolescence.

CONCLUSION

The present study concluded that the anger control program was highly effective in reducing behavioural problems among adolescents. There was a notable improvement in positive behaviours, with post-test results showing a significant shift from poor and inconsistent behavioural patterns to constructive and positive behavioural responses.

The statistical analysis revealed a significant difference between pre-test and post-test scores, supported by a high t-value of 9.38, confirming the effectiveness of the intervention. These results validate that structured anger management interventions—when systematically applied—can bring about substantial behavioural improvements in adolescents.

Therefore, implementing such programs within educational institutions can play a pivotal role in promoting emotional regulation, interpersonal harmony, and psychological well-being among school-going adolescents.

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