



Anger Management among College Teachers

Dr. Arun Balakrishnan

Assistant Professor, Dept. of Commerce, Christ College, Thrissur, Kerala

ABSTRACT

Human are creatures of desire. They react. They have feelings and emotions. Every parent manages their children and takes care of them. Have we ever thought of teachers? How are they handling and managing students in schools and colleges? Its an art. It's a calling. Teachers are the exact builders of an economy; they mold and make students into useful creatures in the society. They are role models and examples. Anger is a normal human behavior, when circumstances are not fair or our expectations are not met. And Anger Management is not about the suppression rather it is learning how to appropriately express a normal human emotion without creating a situation. Even law is passed regarding punishing the students. Teachers are not allowed to beat their students. And most of such cases are found among school students. Here the researcher has attempted a study on how the college professors' manage their anger as they deal with a class of students who are highly sensitive, vibrant and outgoing who have huge aspirations.

INRODUCTION

Human resources are the peoplewho make up the workforce of an organization, business sector, or economy. "Human capital" is sometimes used synonymously with "human resources". Likewise, other terms sometimes used include "manpower", "talent", "personnel", or simply "people". Human resource is of paramount importance for the success of any organization. It is a source of strength and aid. They are the wealth of an organization which can help it in achieving its goals. Human resource is the total knowledge, abilities, skills, talents, and aptitudes of an organization's workforce. The values, ethics, beliefs of the individuals working in an organization also form part of human resource. The resourcefulness of various categories of people available to organization can be treated as human resources. Every man is unique. Here comes the need for human resource management.

In the recent times it was found that anger among employees affects the entire organizational behavior and anger ruins one's life. Anger management concept was developed to control the anger and increase productivity of an individual. Anger is a basic and normal emotion, but one that easily become destructive and lead to health and social problems. Here the importance of anger management was found. Anger management is a term used to describe the skills you need to recognize that you, or someone else, is becoming angry and take appropriate action to deal with the situation in a positive way. Through anger management an individual can increase his productivity. Only an orderly person can work effectively. In various researches it has been found that through anger management he can achieve desired goals. Thus, to increase productivity anger management programs can be implemented in workplace

STATEMENT OF PROBLEM

Teaching is considered as the noblest profession. Teachers play an important role in molding the future generations. And it influences the whole community. Teachers are considered as the second mother, which enhances the role of teacher in the life of a student. Teachers are of various types. And students have to face these all kinds of teachers. It is the duty of the teacher to create a mind of need to study and interest towards the subject. And it is depended on the way how the teacher handles the class. We all get angry; it's the skill of an individual to know how to manage his anger. If the teacher is an aggressive person, the students may not show interest to concentrate in the class. Thus, anger management plays an important role in making students attentive in the class. So, the researcher aims to study the role of anger management among teachers while handling class.

Objectives of the Study

- To study the reasons for anger among teachers.
- To find out the symptoms of anger among teachers.
- To measure the level of temper among teachers.



- To know the ways to control and manage anger.

Scope of the Study:

The study covers teachers of Christ College Irinjalakuda. That is the particular study is about anger management among teachers of Christ College. So, the scope refers to entire teaching staff of Christ College Irinjalakuda.

RESEARCH METHODOLOGY

Data Collection:

1. **Primary data:** Primary data is collected from college teachers through a well-structured questionnaire.
2. **Secondary data:** Related information regarding anger management and teachers were collected through magazines, books, journals, articles, and websites.

Sample Design

1. **Sample Population:** Teaching staff of Christ college (autonomous) Irinjalakuda.
2. **SampleTechniqu:** Proportionate stratified random sampling is used for sample design.
3. **Sample Size:** Total of 176 teaching staff is employed in the college. Out of which 98 comes under self- financing wing and 78 under aided stream. And as a proportion 49 was taken from self-financing and 39 from aided. As total sample size 88 was selected. Due to unfilled questionnaires 6 was rejected. And the final sample size falls to 82.

Tools for Analysis:

The tools applied in analyzing the data collected are percentage analysis, Cronbach's alpha, one sample Kolmogorov Smirnov test, Mann Whitney U test and Kruskal Wallis test.

REVIEW

Mathew A Kerr, 2007 - Under the study possible origin of expression of anger and its assessment, implications of anger expression for interpersonal relationships and its outcomes. The expression by adults has influenced the children.

Oolup, 2015 - In the study, it has been taken care of to study the experience of anger among children using their own words. The participants were children between 8 and 9 and the main themes discovered by the study is understanding anger, origins of anger, consequences of anger, regulation and resolution of anger and finally relation with others.

Selahattin Avsaroglu, 2012 -It was found that there is a low level of negative correlation between trait anger and emotional sensitivity, emotional control social sensitivity, social control. As a conclusion social skills predict trait anger, anger in, anger out and anger control significantly.

Hejatallah Tahmasebian, 2014 -It was found that there is significant difference between experimental group and control group. Uncontrolled anger and the deleterious consequences of anger within and outside of the individual put health at risk and weakness and short comings in the management of anger. As a result anger management education program appears to be necessary.

Hamel, 2013 -The study was conducted with third grade students taken as semi structured focus groups. Three questions were asked to the children. 1) what did you learn about dealing with anger this week. 2) What are some good/positive things that happened between you and your classmates this make? 3) What are some not so good or negative things that happened between you and your classmates this week? It was concluded as following. Managing anger, roots of anger, consequences of anger, expression of anger, avoidance strategies, and impact of anger relationships. Children think anger as bad and aggression as the same.

Lench, 2004 -Results indicate that people in the anger management group and people who scored high on the anger inventory demonstrate impairment in their relationships. There were also differences in the coping styles and anger expression styles used by angry individuals compared to those who were low in anger. These findings have practical implications for the diagnosis and treatment of anger-related disorders.

Kevin Howells, 2002 -The experience and expression of anger has been studied in a wide range of clinical and non-clinical populations, including students, community residents, health-care clients, psychiatric/ residential patients and adolescents in institutional care. Findings such as these have lead to the widespread implementation of anger management programs in prison and community corrections settings around the world.

Laura K Gee, 2017 -The tools that regulate emotions could decrease the use of punishments while keeping welfare high, possibly depending on pre-existing levels of aggression. In the study, it was found that adopting an objective attitude (objective), through a form of emotion regulation called cognitive reappraisal, decreases the use of punishments and makes a statistically significant improvement to both net earnings and self-reported emotions compared to a control condition (natural). Although the interaction between the emotion regulation treatment and level of aggression is not significant, only low aggression types reduce their punishments; the results are of the same direction, but statistically insignificant for high aggression types. The findings suggest that pairing emotion regulation with punishments can decrease the use of punishments without harming monetary and mental welfare.

Valizadeh, 2010 -Results of this study indicated that anger management skills training in decreasing aggression level of mothers with ADHD children's is effective. Based on the results anger management skills training can be considered an effective program for prevention of aggression and promoting anger management skills in mothers with ADHD children's.

Gayathri S Prabhu, 2016 -In this study the relationship between anger management and the effects on the mental health of medical students was evaluated. When anger is suppressed and not let out, it can be an underlying factor for anxiety and depression. Therefore, more emphasis needs to be placed on educating students on how to manage their anger especially in a stressful environment away from home.

CONCEPTUAL REVIEW

Anger, the most often expressed human emotion, expressed several times a day by any individual (Avrill,1983) can be the consequence of many internal and external factors (Novaco,2000) including biological, psychological, behavioral and social. All these have to be defined in family, peer, media and social contexts.

Aristotle believed that anger was based on judgment, hence, was closely aligned with reason. He held that anger was a natural response to painful situations, and that it involved both the body and the soul.

Different personalities have seen anger in various perceptions. Some of them are discussed below.

Anderson (1978) said that anger may be a defense to avoid painful feelings; it may be associated with failure, low self-esteem, and feelings of isolation; or it may be related to anxiety about situations over which the child has no control. Spielberg (1985) has defined anger as an emotional state that varies in intensity from mild irritation to intense fury and rage. He felt anger can be expressed in a variety of ways and this is assessed with State-Trait Anger Expression Inventory (STAXI-2), Spielberg, 1999.

Shaver et al., (1987) say that anger often involves a wide variety of feelings, labeled as irritation, annoyance, disgust, resentment and fury.

Chicago Bible Students (1996) observed that anger is a strong emotion that expresses displeasure or dislike and can be either constructive or destructive.

Internal factors include the type of personality, lack of problem solving skills, unpleasant memories, effects of hormones, anxiety, depression, hostility, tension, agitation. Problems of the nervous system, etc. The presence of a prior negative affect state may intensify anger and lower the ability to control self (Berkowitz and Harmonjones, 2004).

External factors include negative parental practices, situational and environmental factors(traffic jams, barking dogs, horn honking, loud noise, etc), effect of peers and media, socio-economic status, social stress, etc.

Types of Anger:

According to Obstaz (2008) there are eight types of anger:

1. **Chronic anger** – ongoing resentment toward others and life in general.
2. **Volatile anger** – comes and goes, builds to rage, explodes as physical or verbal aggression.
3. **Judgmental anger** – critical statements are made which belittle, shame, or correct others, done with disdain.
4. **Passive anger** – expressed indirectly through sarcasm or being late, or avoiding a situation.
5. **Overwhelming anger** – arises when people can't handle their life circumstances and lash out to relieve stress or pain.



6. **Retaliatory anger** – directed to a person to get back at them for something that they did or said.
7. **Self-inflicted anger** – may result in hurting oneself emotionally or physically – negative self-talk, starvation, eating or drinking to excess.
8. **Constructive anger** – using anger to make some positive difference, such as becoming involved in a cause or movement for positive change.
Other types are marital anger, parental anger, men’s anger, women’s anger, childhood anger, adolescent anger, youth anger etc.

ANGER EXPRESSION

Anger is expressed in three ways. It can be directed outward against others, directed inward leading to self-destructive behaviors and can be controlled (Spielberger, 1999)

1. Destructive expressions of anger are when a person expresses it by yelling, screaming, punching someone, smashing or destroying something, or throwing a chair or book across the room.
2. Anger can be directed inward or be suppressed. This mode of expression can also be destructive unless anger is allowed to take some form of constructive external expression. It can increase the risks of high blood pressure, depression, suicide, gastrointestinal problems, respiratory diseases and can lead to more smoking and drinking, reckless and dangerous behavior, or failure at school, etc.
3. The best way to express anger is the positive way of anger expression or the control of anger or anger management. Controlling of anger involves calming oneself so that it can be used constructively.

Anger management is a psychotherapeutic program for anger prevention and control. It has been described as deploying anger successfully. Anger is frequently a result of frustration, or of feeling blocked or thwarted, from something we feel to be important.

Anger can also be a defensive response to underlying fear or feeling of vulnerability or powerlessness. Anger management programs consider anger to be a motivation caused by an identifiable reason which can be locally analyzed, and if suitable worked towards.

“We all experience anger; anger only becomes a serious concern when an individual is angry too frequently, too intensely, and for too long” – Raymond W Novaco 1984

Anyone can become angry, that is easy... but to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way... this is not easy”- Aristotle.

ANGER MANAGEMNET AT WORK PLACE

‘The mind is its own place, and in itself can make a heaven of hell a hell of heaven’ – John Milton

Stress and overload at work, excess responsibility, late working hours, making way through daily traffic jams, etc., are common scenarios working men and women have to face. If you cannot cope up with your anger at these day-to-day stressors at work, a job can be a most unpleasant experience. Studies show that one out of four /American workers is chronically angry at work (Gibson and Barsade, 1999), contributing to more than 16,000 threats and 700 attacks in offices across the United States each work day (Kaufer and Mattman, 2004).

The most common causes of anger at workplace are:

- Delay and absenteeism of both co-workers and employees;
- Inefficiency, slacking, intentional poor work, pilfering, or stealing;
- Unnecessary arguments, and hostility.

Many people hold a grudge against various people in the office, which can reduce job performance as well as job satisfaction.

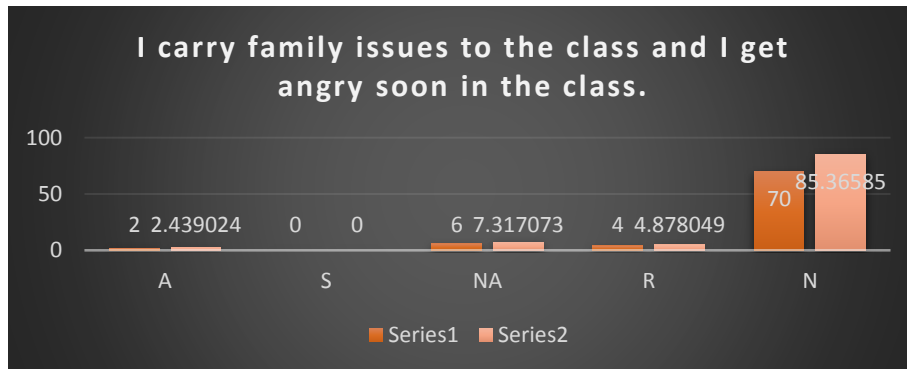
Some anger management tips

These tips can help you to control your anger at work place and to make your work environment more pleasant and happy.

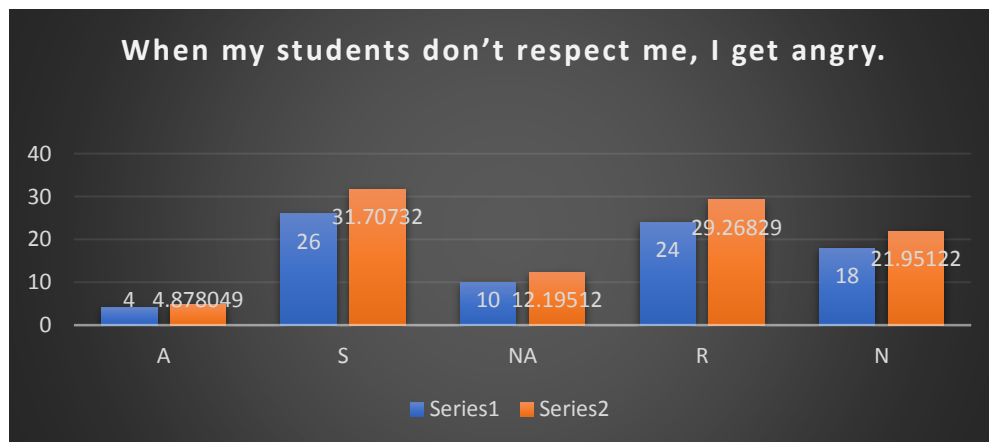
- Always remember that everyone is likely to make a mistake, including you and hence avoid saying unkind words to others.

- It should be remembered that if you distrust people and feel they are out to provoke you then you might be getting unnecessarily and unjustifiably angry with others.
- When you feel angry with someone, first find out whether the other person has made a genuine mistake. Don't assume they want to trouble you.
- If you want harmonious working atmosphere, learn to develop good interpersonal relationships with your colleagues so that when there are problematic situations, communication channels are always open.
- Many times, there are conflicts due to miscommunication. They are better solved by calm, one to one discussion. Angry reactions will only escalate matters.
- When you get angry take time to cool down before you take any action. Decision taken when angry can be a wrong one and that can have long-term negative implications and also affect your job.
- Always confront persons on a one-to-one basis. Talking through a third person often creates misunderstandings.
- Avoid unnecessary arguments with colleagues and seniors. It gives rise to a hostile atmosphere that is not pleasure, to work in.
- If you are in a meeting and you feel anger building up, take a break that will give you a change of atmosphere and help you to calm down. Take cup of coffee/tea, have a snack as often since hunger triggers anger. Do some fun thing on computer, doodle, or draw some cartoons. Use whatever method that works best with you to calm down and be in control.
- Practice active listening.
- Focus your attention on the major work on hand. Learn to avoid irritation by ignoring minor unimportant things.
- If you are angry with someone or someone is angry with you, approach him/her saying 'let us talk it over and find a solution', instead of fighting.
- Feeling of anger also decreases among people who had walked through a nature reserve but increased among people who had walked in an urban setting without vegetation (Hartig et al., 2003).

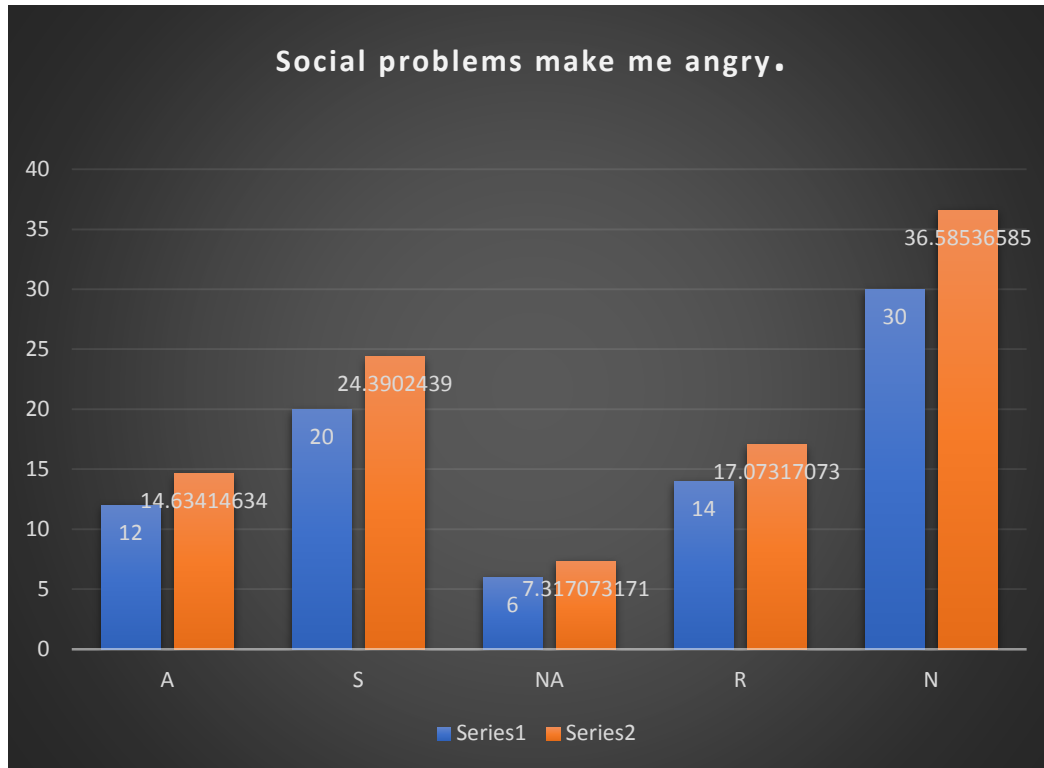
Classification of respondents on the basis of their opinion that they carry family and get angry in class



Classification of respondents on the basis of their opinion that they get angry when students doesn't respect the

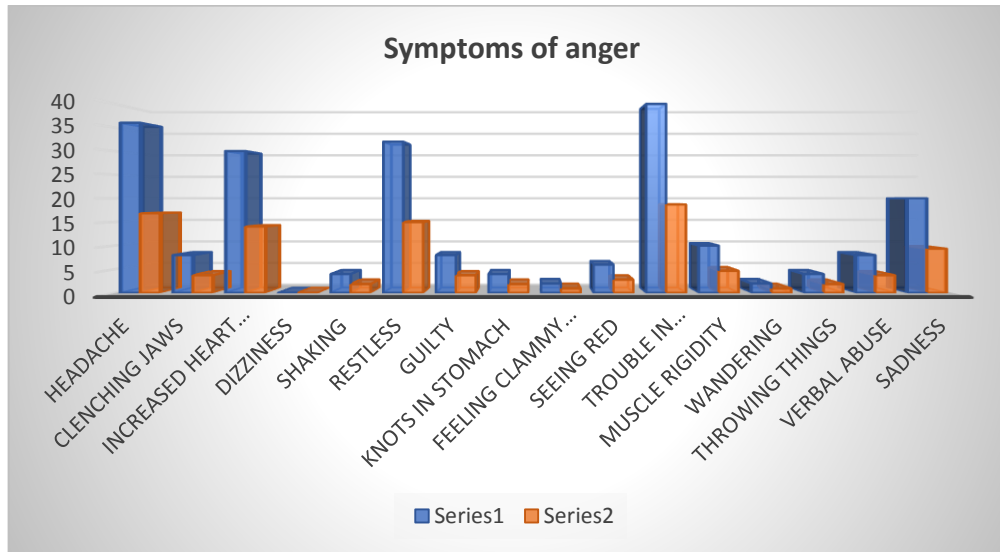


Classification of respondents on the basis of their opinion that, social problems make them angry



CLASSIFICATION OF SYMPTOMS PREFERRED BY THE RESPONDENTS

Symptoms	No: of respondents	% of respondents
Headache	36	16.82242991
Clenching jaws	8	3.738317757
Increased heart beat	30	14.01869159
Dizziness	0	0
Shaking	4	1.869158879
Restless	32	14.95327103
Guilty	8	3.738317757
Knots in stomach	4	1.869158879
Feeling clammy and flushed	2	0.934579439
Seeing red	6	2.803738318
Trouble in concentrating	40	18.69158879
Muscle rigidity	10	4.672897196
Wandering	2	0.934579439
Throwing things	4	1.869158879
Verbal abuse	8	3.738317757
Sadness	20	9.345794393



Techniques of managing anger

1. Music
2. Doing creative things
3. Humor
4. Meditation
5. Talking
6. Chant mantras
7. Walk away when another person is shouting
8. Spending time under a tree
9. Prayer
10. Alcohol
11. Smoking
12. Speaking to oneself
13. Shouting at mirror
14. Eating food
15. Think positive thoughts
16. Watching films
17. Spending time with peer group
18. Sex

Classification of techniques used by the respondents to manage their anger.

Techniques	Ranks																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	20	18	18	6	10	4	2	0	2	0	0	2	0	0	0	0	0	0
2	6	8	12	0	12	12	12	0	8	6	2	2	0	2	0	0	0	0
3	8	8	6	6	4	4	10	12	8	4	4	4	2	0	0	0	2	0
4	8	6	6	8	2	6	6	14	6	8	6	2	0	0	4	0	0	0
5	2	14	6	12	6	6	4	4	2	8	2	2	6	4	2	2	0	0
6	0	2	0	6	10	4	4	12	8	6	6	4	6	2	2	4	4	2
7	2	4	4	2	10	4	2	14	4	2	8	14	2	4	2	0	4	0
8	0	0	0	4	0	6	4	2	10	12	8	8	8	10	4	4	0	2
9	18	0	0	4	0	6	8	8	14	4	6	2	4	0	2	4	2	0
10	0	0	0	0	2	0	0	0	0	0	4	2	4	4	10	14	30	12
11	0	0	0	0	0	0	0	0	0	0	0	8	4	5	10	25	14	16
12	4	4	2	4	0	2	12	6	4	8	8	6	8	6	4	2	2	0
13	0	0	0	0	0	0	4	4	4	4	8	2	14	16	12	4	8	2
14	0	4	0	2	0	4	4	0	2	4	8	10	4	18	12	2	4	4
15	10	4	10	6	10	6	2	2	4	2	2	2	10	2	6	4	0	0
16	2	8	4	10	6	6	6	4	0	8	4	4	8	6	2	2	2	0
17	2	2	12	6	8	12	2	2	2	2	8	4	2	6	4	0	6	2
18	0	0	0	2	0	0	0	0	2	2	0	2	2	2	10	18	2	40



Interpretation:

From the above table it is clear that music is the most commonly used technique for anger management. 20 respondents have given it first rank as their preferred technique. And also, the same music is ranked second and third preferred technique for anger management. Other used techniques are prayer, positive thoughts, humor, meditation, creative things. These are most preferred techniques. After this comes talking, walk away, chant mantras, time under tree, with peer group. The least preferred techniques are alcohol, smoking and sex. Sex is the item which is ranked last by majority of the respondents.

RELIABILITY ANALYSIS

It is considered as, if Cronbach alpha goes greater than 0.5 it is acceptable, and if the value is less than 0.05 then the data is non-reliable. If the alpha value goes above 0.7 it is very much acceptable.

Reliability Statistics

Cronbach's Alpha	N of Items
.687	34

Here the value has fallen as .687, which is greater than required standard of 0.5, and therefore, the study is reliable.

ONE SAMPLE KOLMOGOROV- SMIROV NORMALITY TEST

Hypothesis 1:H₁: The population is not normal.

NORMALITY ANALYSIS

	age	self/aided	Gender	educational qualification	designation	income	NET/JRF	marital status
Kolmogorov-Smirnov Z	2.650	3.363	4.039	3.022	3.186	3.436	2.418	4.039
Asymp. Sig. (2-tailed)	.000	0.000	0.000	.000	0.000	0.000	.000	0.000

Q1	Q3	Q6	Q7	Q8	Q16	Q17	Q25	Q26
4.872	2.121	2.354	2.859	3.558	2.260	2.173	4.267	4.557
0.000	.000	.000	.000	0.000	.000	.000	0.000	0.000

Q2	Q4	Q5	Q9	Q10	Q11	Q12	Q13	Q14	Q15
2.473	1.984	4.161	2.401	2.082	1.712	2.795	4.351	2.165	4.050
.000	.001	0.000	.000	.000	.006	.000	0.000	.000	0.000

Q18	Q19	Q20	Q21	Q22	Q23	Q24
1.897	2.012	2.575	3.064	1.785	2.205	2.371
.001	.001	.000	.000	.003	.000	.000



Here, the values of all variables have fallen under required standard 0.05, that is the Asymp.sig is nearly 0 in all cases. And hence, I reject null hypothesis that is accept alternative hypothesis, H_1 , which means the population is not normal. And so, we have to use non-parametric tests.

Thus, with the help of one sample Kolmogorov- Smirov normality test I found that population is not normal. That is H_0 is rejected.

MANN WHITNEY U TEST

Hypothesis 2

H₁: There is significant relation between gender and positive statements of anger management.

Relation of gender and positive statements

	Q3	Q8
Mann-Whitney U	486.000	460.000
Wilcoxon W	2197.000	760.000
Z	-2.273	-2.854
Asymp. Sig. (2-tailed)	.023	.004

Here the asymp.sig of the selected variables fall under the standard 0.05 and thus we reject null hypothesis and we accept alternative hypothesis. As a result, it is found that there exist, a significant relation between gender and positive statements. That is, the variables are related and dependent.

Hypothesis 3:

H₁: There is significant relation between gender and negative statements of anger management.

Relation of gender and negative statements

	Q9	Q10	Q19	Q20.	Q24
Mann-Whitney U	482.000	388.000	488.000	472.000	406.000
Wilcoxon W	2193.000	2099.000	2199.000	2183.000	2117.000
Z	-2.291	-3.258	-2.199	-2.428	-3.109
Asymp. Sig. (2-tailed)	.022	.001	.028	.015	.002

The Asymp.sig value falls under the required standard of 0.05 and so, the null hypothesis is rejected, and the alternative hypothesis is accepted. Which means there is significant relation between the variables.

Since the values are less than 0.05 it is concluded as there is significant relation between variables and they are dependent.

Hypothesis 4:

H₁: There is significant relation between job security and positive statements of anger management.

Relation between job security and positive statements of anger management

	Q3	Q8
Mann-Whitney U	532.000	626.000
Wilcoxon W	1613.000	1292.000
Z	-2.938	-2.240
Asymp. Sig. (2-tailed)	.003	.025



The Asymp.sig value falls under the required value of 0.05. Here the values are .003 and 0.25 for the selected variables. So, the null hypothesis is rejected, that is the alternative hypothesis is accepted.

It says that there is significant relation between job security and positive statements of anger management. So, the variables are related and dependent.

Hypothesis 5:

H₁: There is significant relation between job security and negative statements of anger management.

Relation between job security and negative statements of anger management

	Q5	Q9.	Q10	Q11.
Mann-Whitney U	638.000	580.000	500.000	624.000
Wilcoxon W	1304.000	1661.000	1581.000	1705.000
Z	-2.454	-2.434	-3.181	-1.968
Asymp. Sig. (2-tailed)	.014	.015	.001	.049

From the result it is clear that no value falls greater to the required standard of 0.05. Therefore, null hypothesis is rejected, and alternative hypothesis is accepted. That is, there is significant relation between job security and negative statements of anger management.

And it is found that the variables are related and dependent.

KRUSKAL WALLIS H TEST

Hypothesis 6:

H₁: There is significant relation between designation and positive statements of anger management.

Relation between designation and positive statements of anger management

	Q3	Q8
Chi-Square	12.784	14.992
df	3	3
Asymp. Sig.	.005	.002

The result shows that the Asymp.sig value is lesser than the required standard of 0.05. And hence, the null hypothesis is rejected. And the alternative hypothesis is accepted. That is, there is significant relation between designation and positive statements and anger management.

So, the variables are related and dependent.

Hypothesis 7:

H₁: There is significant relation between designation and negative statements of anger management.

Relation between designation and negative statements of anger management

	Q9	Q10	Q12.	Q13.
Chi-Square	10.398	19.627	12.207	17.714
df	3	3	3	3
Asymp. Sig.	.015	.000	.007	.001

The Asymp.sig value of no variables fall greater to required standard of 0.05 and therefore null hypothesis is rejected and alternative hypothesis is accepted. That is there is significant relation between designation and negative statements of anger management.

It is clear that the variables are related and dependent.



Hypothesis 8:

H₁: There is significant relation between income and positive statements of anger management.

Relation Between Income And Positive Statements Of Anger Management

	Q3	Q8
Chi-Square	10.657	12.486
df	4	4
Asymp. Sig.	.031	.014

The Asymp.sig value of no variables falls greater to required standard of 0.05 and therefore null hypothesis is rejected and alternative hypothesis is accepted. That is there is significant relation between income and positive statements of anger management.

It is clear that the variables are related and dependent.

Hypothesis 9:

H₁: There is significant relation between income and negative statements of anger management.

Relation between Income and Negative Statements of Anger Management

	Q5.	Q9.	Q10	Q12.	Q13.
Chi-Square	22.661	11.402	15.065	13.039	17.192
df	4	4	4	4	4
Asymp. Sig.	.000	.022	.005	.011	.002

The Asymp.sig value of no variables fall greater to required standard of 0.05 and therefore null hypothesis is rejected and alternative hypothesis is accepted. That is there is significant relation between income and negative statements of anger management.

It is clear that the variables are related and dependent.

FINDINGS

From the study the following findings was concluded.

- It is found that all teachers are passionate towards their profession.
- No teacher is having bad temper.
- Teacher’s morale increases when their students respect them and only some are least bothered.
- In general there are teachers who can’t let go thoughts that make them angry.
- We can conclude that a teacher normally doesn’t carry their family matters to class and they don’t get angry.
- Normally teachers try to keep calm and be cool towards students.
- There are teachers who can’t control their anger and around equal number can tolerate their anger.
- Management pressure, colleagues are not affected.
- In common it is clear that a teacher doesn’t get angry without any reason.
- They are capable of controlling their anger when others try to annoy.
- Social problems make them angry.
- Angry behavior is not affected by low monetary benefits.
- All teachers maintain a good relation and they are approachable to their students.
- It is found that gender and angry behavior is related.
- Designations of the respondents affect their behavior.
- Income received affects the angry behavior of respondents.
- Job security causes angry behavior.



SUGGESTIONS

- There is a need for anger management among teachers.
- It is suggested that management should initiate measures that can help in relieving stress and anger among teachers.
- The work environment should be made friendly that enables teachers in handling work related issues and tensions effectively.
- There is a need for teacher-student friendly atmosphere in the campus as these relation impact considerably on the emotional balance of teachers as well as students.

CONCLUSION

The study on the anger management of teachers with special reference to Christ College (Autonomous) Irinjalakuda showed light on the anger and stress related issues faced by teachers in their work environment and social life. It is found during the study that the work-related issues, job security and unfriendly teacher-student relationship have considerable impact on the anger management of teachers. To sum up majority of the teachers don't get angry soon, even though they get angry they are in position to manage it.

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