THE EFFECT OF VIOLENCE MANAGEMENT TRAINING ON VIOLENT
BEHAVIORS AND ANGER CONTROL OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

THE EFFECT OF VIOLENCE MANAGEMENT TRAINING ON VIOLENT BEHAVIORS AND ANGER CONTROL OF SECONDARY SCHOOL STUDENTS

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The purpose of the present study is to design and investigate the effect of Violence Management Training on violent behaviors and anger control of secondary school students. An experimental design with one training and no-treatment control group and two measurements (pre and post) was used in the present study. The subjects were selected from 95 ninth and tenth grade secondary students from a multi-programmed lycee in Çamlıdere region of Ankara. The Violent Behaviors Checklist (VBC) and Anger Control Subscale of STAS (State Trait Anger Scale) were used as the data collection instruments. Violence Management Training, consists of 16 sessions, was implemented to the training subjects. The sessions were held twice a week and each session lasted 50 minutes. On the other hand, no-treatment control group subjects did not receive any training.

Mixed Design (one between factor and one within factor) multivariate analysis of variance (MANOVA) was applied to the pretest and posttest VBC scores of

subjects to examine the effect of the Violence Management Training on the violent behaviors of subjects. Additionally, in order to investigate the effect of the Violence Management Training on anger control of subjects, Mixed Design (one between factor and one within factor) analysis of variance (ANOVA) was employed to the pretest and posttest Anger Control Subscale scores of STAS.

The results indicated that Violence Management Training was not an effective treatment procedure in reducing violent behaviors and increasing anger control of secondary school students.

Keywords: School violence, violent behaviors, violence management training, anger control, secondary school students

ÖZ

ŞİDDETLE BAŞETME EĞİTİMİNİN LİSE ÖĞRENCİLERİNİN ŞİDDET DAVRANIŞLARI VE ÖFKE KONTROLLERİNE ETKİSİ

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Bu araştırmanın amacı, Şiddetle Başetme Eğitiminin lise öğrencilerinin şiddet davranışları ve öfke kontrollerine etkisini incelemektir. Bu araştırmada, bir deney ve kontrol grubu ile öntest-sontestten oluşan deneysel desen kullanılmıştır. Katılımcılar, Ankara, Çamlıdere ilçesinde bulunan çok programlı bir lisede okuyan 95 dokuzuncu ve onuncu sınıf öğrencilerinden seçilmiştir. Bu araştırmada Şiddet Tarama Listesi (ŞTL) ve Sürekli-Durumluk Öfke Ölçeği'nin bir alt ölçeği olan Öfke Kontrol Alt Ölçeği veri toplama aracı olarak kullanılmıştır. On altı oturumdan oluşan Şiddetle Başetme Eğitimi, deney grubu öğrencilerine uygulanmıştır. Oturumlar haftada iki kere gerçekleştirilmiş ve her oturum 50 dakika sürmüştür. Öte yandan, kontrol grubu öğrencilerine herhangi bir eğitim verilmemiştir.

Şiddetle Başetme Eğitiminin katılımcıların şiddet davranışları üzerindeki etkisini incelemek amacıyla katılımcıların ön ve sontestlerde elde edilen ŞTL puanlarına karışık desen çoklu varyans analizi (MANOVA) uygulanmıştır. Ayrıca, Şiddetle Başetme Eğitiminin katılımcıların öfke kontrollerine etkisini irdelemek amacıyla

Öfke Kontrol Alt Ölçeğinin öntest ve sontest puanlarına karışık desen varyans analizi (ANOVA) uygulanmıştır.

Araştırma bulguları, şiddetle baş etme eğitiminin, lise öğrencilerinin şiddet davranışlarını azaltmada ve öfke kontrollerini arttırmada etkili bir yöntem olmadığını göstermiştir.

Anahtar Kelimeler: Okulda şiddet, şiddet davranışları, şiddetle baş etme eğitimi, öfke kontrol, lise öğrencileri

To three women who have deeply influenced my life.

Meryem Yorgun, you challenged my behaviors,

Gül Aydın, you challenged my mind,

Betül Yaprak, you challenged my dreams.

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Finally, I have a debt of gratitude and would like to present my deepest thanks to Betül Yaprak. The words can not help me to express my feelings and thoughts. She built a paradise for me in "statistic hell" by making the numbers be meaningful. She encouraged and supported me in bright ups and depressing downs. She believed in me and accepted me unconditionally no matter the circumstances.

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CHAPTER I

INTRODUCTION

1.1. Background to the Study

Violence, not only the most serious type (war) but also the least serious one (verbal violence), has been witnessed throughout the history of humanity and the consequences of it have been dramatically hazardous. The World Health Organization (WHO, 2001, pp. 1, as cited in Fields & McNamara, 2001)) provides a comprehensive definition of violence as

> The intentional use of physical force or power, threatened or actual, against
> oneself, another person, or against a group or community that either results
> in or has a high likelihood of resulting in injury, death, psychological harm,
> maldevelopment, or deprivation.

Violent incidents may be observed or displayed in various human settings.

Several researchers have endeavored to examine the prevalence rates and nature of violent behaviors occurred in family, workplace, media, and schools (Barash, 2001; Daniels, Arredondo, & D'Andrea, 1999; Paglicci, Roberts, & Wodarski, 2002; Tolan & Guerra, 1994). Violence is considered "school-associated" if violent behavior occurs on school grounds, while traveling to or from school, or during school sponsored events (Furlong & Morrison, 2000). Remboldt (1994) reported that in America more than 1.600.000 students tended to spend their school time at home because they were victim of the violence and afraid they might be stabbed, shot or beaten. Stephens (1994) summarized the history of school violence and pointed out

that while school discipline problems included talking, chewing gum, making noise and running in the halls in 1940s, by the 1990s carrying weapon at school ground, gangs, drug abuse have been the most frequent incidents. For instance, in 1996-1997, 10 % of all public schools reported at least one serious violent crime to the police (Indicators of School Crime and Safety, 1998, as cited in Sandhu & Aspy, 2000).

The empirical evidences point out that almost all over the world the frequency and number of violent behaviors experienced at school increases (Malete, 2007; Marie-Alsana, Haj-Yahia, & Greenbaum, 2006). Similarly, in Turkey, several studies focus on this issue (Alikasifoglu, et al., 2004; Eke, Ögel, & Tarı, 2006; Öğülmüş, 1995; Yurtal & Cenkseven, 2006) and the findings derived from these studies are consistent with the international ones. Hence, for further understanding of school violence and for reduction of it, investigating the effect of prevention or intervention programs is deemed to be crucial.

Cognitive-behavioral interventions present opportunities to the clients to learn the specific and concrete skills to tackle with emotional, cognitive and behavioral disorders. More specifically, cognitive-behavioral approach considers anger as the trigger of violence (Wilde, 2002) and presents therapeutic procedures addressing the cognitive, emotional and behavioral aspects of it in order to prevent violent incidents (Kazdin, 1994; Kendal & McDonald, 1993; Lochman, 1992). As the trigger of violence, the concept of anger has been examined by several researchers and the implications have been found out to be consistent with the results of previous studies (Bridewell & Chang, 1997; Deffenbacher, Demm, & Brandon, 1986; Golden, 2003; Jean, 1997; Rule & Nesdale, 1976).

Furthermore, the literature includes several studies establishing a clear relationship between lack of some skills such as anger management, social skills, assertiveness, problem solving, conflict resolution, and violent behaviors (Olweus, 1994; Perry,

Wilard & Perry, 1990; Rigby & Slee, 1992; Wilton, Craig, & Pepler, 2000). Since, cognitive-behavioral approach aims to build these skills, it is considered as effective in reducing violence.

Besides, Kendall, Ronan, and Epps (1991, as cited in Güloğlu, 2006) proposed that this kind of interventions for the treatment of childhood and adolescent problems provide cognitive, behavioral, emotive, and developmental strategies in a combination. Similarly, Meichenbaum (1986, as cited in Sarafino, 1996) stressed that cognitive-behavioral interventions can help the clients to understand the nature of their problems better, explore their patterns of beliefs, feelings and thoughts and question the components and learn new skills and strategies to modify their social, cognitive and emotional behaviors. Hence, most of the prevention programs include not only anger management but also an integration of social skills. Aronson, Schames and Bernard (2001) pointed out that most violence reduction programs are conceptualized as social skills, aggression management and-or conflict resolution. Likewise, Bemak and Keys (2000) suggest that teaching more than problem solving skills is one of the main determinants that assign the effectiveness of prevention programs. These programs should emphasize training for multiple skills including problem solving, anger management, conflict resolution, verbal and nonverbal communications, and assertiveness.

In this vein, Sprague and Tobin (2000) suggest educational strategies for reducing violence in schools. One of these strategies is social skills instruction that involves interpersonal problem solving, conflict resolution, anger management and social skills which are employed as core elements of prevention programs to replace aggressive behaviors. Frey, Hirschstein, and Guzzo (2000) reviewed the studies about Second Step Preventing Aggression By Promoting Social Competence Program that includes social problem solving and anger management. They found out that Second Step can effectively decrease physical aggression, change attitudes that support

aggression and increase social interaction among students. Moreover, Leff, Power and Manz (2001) investigated the effectiveness of five violence prevention programs and results provided empirical support for their validity. In addition, Larson (1994) reviewed some violence prevention programs and the findings supported the results of the previous study. Recent prevention efforts have targeted behavioral measures of social competence and social skills (O'Donnel, Hawkins, & Abbott, 1995). Children who lack these skills are more likely to rely on their negative patterns of interaction and display more negative behaviors (Ollendick, Weist, Borden, & Grene, 1992).

Finally, Sukhodolsky, Kassinove, and Gorman (2004) found out that skills training and multi-component treatment were effective in reducing violent behaviors and improving social interactions. Similarly, the findings of a review point out that school-based violence prevention programs are considered to be successful in reducing disruptive behaviors at school setting (Derzon, 2006)

Therefore, it is believed that cognitive-behavioral approach may be considered as one of the most effective practices to cope with violent and aggressive behaviors among students. In this regard, a great number of counselors, scientists and social workers develop such programs and assess their effectiveness for various populations (e.g., Braswell et al., 1997; Cavell & Hughes, 2000; Cooke et al., 2007; Cummings, Hoffman, & Leschied, 2004; Hudley & Graham, 1993; Lochman, Dunn & Dougan, 1993; O'Donnel, Hawkins, & Abbott, 1995; Pepler, King, Craig, Bryd, & Bream, 1995; Prinz, Blechman, & Dumas, 1994).

To sum up, school violence is defined as the violent incidents exhibited by students against their peers, teachers, and property at school. It has a high prevalence rate among students in every part of the world. Hence, the literature provides several cognitive-behavioral prevention programs which were developed to deal with school violence. These programs especially target the variables correlated with violence such

as anger control, lack of social skills, problem solving, conflict resolution skills, and assertiveness skills. The aim of these programs is to teach the students expressing their anger in a healthy way and avoiding violent behaviors. The school violence prevention efforts conducted in Western countries have a relatively long history when compared to our country. In the last decade, the issue of school violence has attracted attention of scientists, parents, students, teachers and media. The surveys and descriptive studies showed that violence is so commonplace in Turkish schools that it has become vital to design intervention programs and evaluate their effectiveness.

1.2. Purpose of the Study

The purpose of this study is to design and investigate the effect of violence management training based on cognitive-behavioral approach on violent behaviors and anger control of secondary schools students.

1.3. Research Questions

The research questions asked in the study are:

1- Are there any significant differences between the training and no-treatment control groups with respect to pre-test and post-test subscale scores of VBC?

2- Are there any significant differences between the training and no-treatment control groups with respect to pre-test and post-test anger control subscale scores of STAS?

1.4. Significance of the Study

Several studies indicate that a high frequency of violence incidents has been observed

among Turkish students (Alikaşifoğlu, et al., 2004; Deveci & Açık, 2002; Durmus & Gurkan, 2005; Eke, Ögel, & Tarı, 2006; Öğülmüş, 1996; Sümer-Hatipoğlu & Aydın, 1999; Taşğın, 2007).

It is sure that the consequences of violence have harmful and destructive costs in the part of victims and perpetrators as well as teachers. According to Eisenbraun (2007) the psychological and social effects of school violence are profoundly extensive. The violent school climates that produce high prevalence of violent behaviors have disturbing impacts on psychological health of students (Noaks & Noaks, 2000). Moreover, Morrison and Morrison (1994) considered school safety as an educational right. According to this view, school violence violates that right of students and teachers. Specifically, the victims of school violence may experience several social and psychological maladjustments including social anxiety, depression, loneliness, low self-esteem as well as poor academic performance (Beale, 2001; Boivin, Hymel, & Bukowski, 1995; Callaghan & Joseph, 1995; Craig, 1998; Crick & Bigbee, 1998). As for perpetrators, they may experience interpersonal problems with their peers and be suspended from school as the result of disciplinary referrals because of their disruptive and antisocial behaviors at school ground. Especially, secondary school students are experiencing various emotional, social, and behavioral changes which are the developmental characteristics of adolescence stage that may affect their relationships with others. In order to help students control their emotional outburst like anger that may cause violent behaviors, it is required to implement violence management trainings.

Although, the primary source and victim of violent behaviors is students, school violence is also a problem for the teachers and administrators dealing with students who engage in such behaviors (Bemak & Keys, 2000). As for teachers dealing with angry students who display violent behaviors may put back the continuity of education at school. Hence, prevention of school violence not only save the safety of

students and teachers but also contribute to continuity of educational process.

In addition, the literature on violence prevention manifested that cognitive-behavioral trainings are obviously promising in reducing violent behaviors at schools. However, there is not sufficient evidence whether or not such programs are effective in reducing violent behaviors displayed by Turkish secondary school students. Therefore, it has become crucial to design trainings and programs to decrease violence among Turkish secondary school students. It is noteworthy that the present study is designed to fill the gap in Turkish literature through implementing a cognitive behavioral training targeting violent behaviors. It is assumed that, if found effective, the violence management training can be used by school counselors to reduce violent behaviors of students in school setting.

1.5. Definitions of Terms

Violence: Violence is conceptualized as

> The power displayed by an individual / individuals that results in or has a
> high   possibility of resulting in physical or psychological pain or death
> (The Centers for Disease Control and Prevention, 1999, p. 1, as cited in
> Fields & McNamara,   2001).

Additionally, The World Health Organization (2001) broadens this definition with the term of "intentionally using a power that injure or may injure others".

School violence: Violence is considered

> 'School-associated' if violent and aggressive behaviors occur on
> school grounds, while traveling to or from school, or during school

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sponsored events (Furlong & Morrison, 2000, p. 71).

Anger Control: The term of anger control is defined as one's expressing his or her anger in socially acceptable ways rather than violent or hostile ways (Wilde, 2002).

Violence Management Training: It is a planned and systematic training to teach perpetrator anger control and assertiveness skills to reduce violent behaviors.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents the literature relevant to the focus of this study. In the first section, the studies investigating the prevalence rates of school violence are introduced. The second section provides the school violence prevention and intervention studies. In that section, a particular attention is devoted to the presentation of prevention programs that based on cognitive-behavioral approach. Finally, the school violence studies conducted in Turkish context is presented.

2.1. Studies on Prevalence of School Violence

The term of violence is defined as

> The threatened or actual physical force or power initiated by an individual that results in or has a high likelihood of resulting in physical or psychological injury or death. (The Centers for Disease Control and Prevention, 1999; p. 1, as cited in Fields & McNamara, 2001).

In this vein but more specifically,

> School violence refers to various aggressive and antisocial behaviors among students that range from serious physical acts involving the use of lethal weapons (Cantor & Wright, 2002) to less serious physical behaviors like shoving and pushing (Juvonen, 2001, as cited in Molina, Dulmus & Sowers, 2005; p. 96).

> School violence also includes acts that

Result in emotional harm and hurting others' feelings, like verbal harassment, rumor mongering (Juvonen, 2001), verbal threats (Petersen, Pietrzak, & Speaker, 1996, as cited in Molina, Dulmus, & Sowers, 2005; p. 96), and cheating and lying (Sheehan, Kim, & Galvini, 2004, p. 96).

Morrison and Morrison (1994) pointed out that the violence incidents in American schools have increased since 1970s. The following statistics presented a clear picture about the frequency of school violence in United States: (a) In 1988-1989 school year, in six months 400.000 students became victim of violence at school ground, (b) In 1988-1989 school year, in six months more than 430.000 students reported that they carried a gun or another object at school ground to protect him-herself, (c) In 1990 school years a national survey on high school students showed that every 1 of 25 students carried a gun at school ground, (d) A national survey conducted in 1993 indicated that 11 % of teachers working in American public schools and 23 % of students claimed that they exposed to violence at or around the school (Coben, Weiss, Mulvey, & Dearwater, 1994).

Likewise, based on data obtained from 1958 schools in Virginia State, USA, Wright et al. (2005) found that in the 2003-2004 school year a total of 321.534 incidents of discipline, crime and violence were reported (N=1.192.539). This annual report was repeated in the next school year of 2004-2005 and the total number of violence, discipline and crime events was found as 291.322 (DeMary et al. 2006). Despite a decrease observed between the rates of two school years; still, the picture about school violence is not bright.

Furthermore, research to find out the prevalence rates of school violence in various nations has revealed that this issue is also concern of many countries. In their cross-national study including 7th and 8th grade students Akiba, LeTendre, Baker, and Goesling (2002) investigated the overall national rates of school violence in 37 nations. The findings showed that the national percentages of students who became victims of school violence at least once during the previous

month of the survey were; 7 % for Denmark, 9 % for Singapore, 14 % for Switzerland, 15 % for Belgium (Fl), 15 % for Russia, 16 % for Sweden, 17 % Norway, 18 % for Netherlands, 19 % for Kuwait, Ireland and Slovenia, 20 % for Iran, 21 % for Portugal, 22 % for Austria, 23 % for Honk Kong, Thailand and Germany, 24 % for Slovac Republic, 25 % for Belgium (Fr) and USA, 26 % for Ireland and Greece, 27 % for Spain, 28 % for Lithuania, 29 for Colombia, 30 % for Czech Republic, 31 % for Canada, 32 % for Australia and Korea, 34 % for Israel, 37 % for New Zealand, 39 % for Latvia, 44 % for Cyprus, 45 % for South Africa, 60 % for Philippines, 67 % for Romania, and 75 % for Hungary.

In the same vein, Malete's study (2007) has demonstrated a high prevalence of self-reported aggressive tendencies and antisocial behaviors among secondary school students in Botswana. Approximately 9 % of the students reported carrying a knife or sharp object, 4.1 % reported using a knife or sharp object in a fight, while 46.6 reported witnessing or hearing of someone carrying a knife or sharp object at least once over the past six months. Seventy percent of the participants reported having witnessed or having heard of someone carrying a gun.

Moreover, Marie-Alsana, Haj-Yahia, and Greenbaum (2006) investigated the prevalence of violence among Arab elementary students in Israel. The participants reported that the behaviors clustered as moderate violence such as yelling, chasing, and pushing had a high frequency: 65% to 95% of the children reported that they witnessed to this kind of violence, whereas the percentage of children that witnessed acts of severe violence ranged from 6% to 20%.

High prevalence rates of school violence were also reported for Turkish samples (Alikasifoglu, et al., 2004; Dölek, 2002; Durmus & Gurkan, 2005; Eke, et al., 2006; Kepenekci & Çınkır, 2006; Öğülmüş, 1995; Pişkin, 2006; Yurtal & Cenkseven, 2006). For instance, Öğülmüş (1995) found out that 64.9 % (n= 350) of the participants had witnessed a physical fight required medical treatment; 64.5 % witnessed someone carrying weapons at school; 58.3 % witnessed teachers'

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being beaten by students; 51 % of them reported act of gangs and; 74.6 % school vandalism.

Additionally, in their survey study including high school students in Istanbul, Alikasifoglu, et al. (2004) pointed out that 42 % (n= 1720) of participants reported that they had been in a physical fight; 7 % (n= 274) were involved in a fight which required medical treatment; 19 % (n= 768) bullied others at school; 30 % (n=1255) having been bullied at school; 7 % (n= 309) had been bullied with a weapon on school grounds and; 8 % (346) of them carried a weapon on school grounds. Based on these findings one may conclude that most of the students use violence as a way of solving interpersonal conflicts.

Another study done by Eke et al. (2006) included 3483 participants from 43 various schools in İstanbul. The results of the study revealed that 50 % of the participants involved in a fight at least once. 26.3 % of them reported that they injured someone at least once and 15.4 % of them reported that they had been injured as the result of a fight. 27.8 % of them reported that they felt unsafe at school. 22.6 % of the students reported that they carried a knife and 9.8 of them reported that they carried a weapon. 10 % of them reported that they had involved in a gang and 3 % of them reported that they were still a member of a gang. In a recent study, Yurtal and Cenkseven (2006) found that 64. 9 % of participants reported that they had been exposed to violence at school (N=433).

In summary, school violence refers to antisocial and aggressive behaviors that occurred at school grounds. Several studies indicated high prevalence rates of violent incidents among students. Moreover, school violence issue has been witnessed almost all over the world.

2.2. Studies on Prevention of School Violence

The studies demonstrating increase in the prevalence rate of school violence have made it necessary to conduct intervention and prevention studies as a further step. The school violence literature revealed several examples in this sense. Some of the programs used in these studies included problem solving skills training as one of the core elements. For instance, Lochman, Coie, Underwood, and Terry (1993) implemented the social relations program (N=52) which was consisted of four components : social problem solving, positive play training, group entry skills training and dealing effectively with negative feeling. They stated that a significant reduction was observed in the aggression level and social rejection of intervention group. Furthermore, these changes were also maintained at one- year follow-up.

Similarly, a group counseling intervention developed by Nelson and Dykeman (1996) consisted of the social problem solving and self-regulated performance components. In order to evaluate the effectiveness of the program, they conducted an experimental study with 24 male students from 1st to 6th grade. Teachers' reports indicated that significant changes were observed in behavioral adjustment of the intervention group.

Likewise, Daunic, Smith, Brank, and Penfield (2006) evaluated the classroom-based social problem solving curriculum employing cognitive behavioral techniques to prevent aggressive behaviors of 4th and 5th grade students (N=165). Researchers found out a positive effect of treatment on subjects' problem solving knowledge and teacher ratings revealed a decrease in aggressive behaviors of them.

In a recent study, Forneris, Danish, and Scott (2007) in order to teach adolescent life skills which were setting goal, solving problem and seeking for social support

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(N=20). The subjects who were 9th grade students reported that after intervention they used these skills more frequently.

Furthermore, Flanagan, Povall, Dellino, and Byrne (1998) compared the effectiveness of two different problem solving programs one of which was applied with Rational Emotive Behavior Therapy (REBT) and the other without REBT (N=44) to improve the social skills of 4th grade children. They pointed out that multiple component cognitive-behavioral interventions were more effective than single component interventions.

Besides, several authors underscored that anger-coping interventions were promising in reducing disruptive and aggressive behavior and increasing social behavior when compared to control groups (Lochman, Burch, Curry, & Lampron, 1984; Lochman, Lampron, Burch, & Curry, 1985) and nondirective relationship therapy (Kazdin, Bass, Siegel, & Thomas, 1989; Kazdin, Esveldt-Dawson, French, & Unis, 1987). For instance, Anger Coping Program aims to help perpetrator adolescent whose age range from 8 to 14 gain awareness about their anger, learn problem solving and social skills (Lochman, 1992). A three-year follow up study showed that the subjects became more competent at problem solving and had a higher self-confidence than those in control group. Also, the parents and teacher ratings reported a decrease in the rate of aggressive behavior of students (Lochman, Burch, Curry, & Lampron, 1984; Lochman & Curry, 1986).

Similarly, a follow-up study revealed that boys who had participated in an anger-coping intervention had lower levels of substance abuse, higher self-esteem, and better problem-solving strategies, though their antisocial behavior remained unchanged (Lochman & Lenhart, 1993). In a recent study, Kellner, Bry and Colletti (2002) implemented a 10-session anger management intervention (N=56) to the students who were between 12 and 16. They found out that the students involved in intervention engaged in fewer fighting incidents.

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In addition, Deffenbacher, Oetting, Huff, Cornell, and Dallager (1996) compared two cognitive-behavioral approaches with regard to reduce anger level of subjects: inductive social skills training and cognitive-relaxation coping skills. The subjects were 78 introductory psychology students. By 5-week follow-up, the intervention groups reported a higher reduction in trait anger and daily anger level compared to control group.

Apart from the studies mentioned above, the literature has revealed several research employing different strategies. To illustrate, Okwumabua, Wong, Duryea, Okwumabua, and Howell (1999) conducted a study targeting Afro-American sample. They implemented a multi-component training program, which included decision-making skills, conflict resolution skills and cultural awareness to build a positive self-esteem in order to prevent violence. The participants were between the ages of 8-14 (N=122). The results revealed an improvement in subjects' knowledge of self-esteem, and a significant development in physical self-concept of subjects who were between the ages of 10-11 was also observed.

Character education programs have also been employed to prevent school violence. For example, Miller, Kraus, and Veltkamp (2005) examined a character education program whether it was effective in preventing violence or not (N= 300). The results of this study indicated that a significant increase occurred in social competence level of 4th grade students when compared to control group.

Another strategy to reduce violent behaviors is peer mediation that aims to improve positive peer interactions (Bell, Coleman, Anderson, Whelan, & Whilder, 2000; Debaryshe & Fryxell, 1998; Powell, Muir-McClain, & Halasyamani, 1996). Similarly, several studies propose that peer mediations program for elementary school students help the subjects learn how to cope with a conflict situation through a nonviolent way (Bell, Coleman, Anderson, Whelan, & Whilder, 2000; Graham & Pulvino, 2000; Humphries, 1999; Johnson & Johnson, 2001; Johnson, Johnson, Dudley, & Açıkgöz, 1994). For instance, Cantrel, Parks-Savage and

Rehfuss (2007) implemented a peer mediation program in an elementary school (N=825). The results showed a significant improvement on the mediation knowledge and conflict resolution skills of participants.

Additionally, several authors endeavored to compare the effectiveness of various programs or approach in reducing violent behaviors. For example, Lesure-Lester (2002) compared two different programs that were designed to reduce the aggression among abused Afro-American adolescents (N=12). Half of the participants received cognitive behavioral therapy, while the other half received indirect therapy. The group process lasted 52 weeks. The results indicated that the subjects involved in cognitive-behavioral principles based group showed a greater decrease in aggression than those involved in indirect group.

Likewise, Fields and McNamara (2001) compared resilience, eclectic, developmental, attribution, and social learning approaches. They found that social learning approach which had cognitive behavioral theoretical basis (Mennuti, Freeman, & Christner, 2006) provided at least modest positive outcomes.

Based on these comparisons, it may be concluded that cognitive-behavioral strategies are more effective in preventing school violence and employed widely. Furthermore, several meta-analytic studies taking the results of cognitive-behavioral implementation collectively yielded positive effect sizes (Abikoff, 1991; Dush, Hir,t & Schroeder, 1989; Robinson, Smith, Miller, & Brownell, 1999; Smith, Lochman, & Daunic, 2005). Cognitive behavioral strategies utilized in studies made a decrease in hyperactivity/impulsivity and disruption/aggression as well as enhanced pro-social behavior and improve peer interactions (Ager & Cole, 1991; Conduct Problems Prevention Research Group, 2002a; Conduct Problems Prevention Research Group, 2002b; Dodge, 1986; Lochman, Coie, Underwood, & Terry, 1993; Robinson, Smith, & Miller, 2002; Smith, Siegel, O'Connor, & Thomas, 1994).

In another meta-analysis, Sukhodolsky, Kassinove, and Gorman (2004) examined 41 studies including cognitive-behavior interventions applied to deal up with anger in children, and they found a .67 of mean effect size which was in the medium range (Cohen, 1988). Moreover, Sukhodolsky et al. (2004) compared this result with outcomes of another meta-analysis. They reported that one of these studies provided a mean effect size of .71 from a sample of 64 studies (Casey & Berman, 1985, as cited in Sukhodolsky, et al. 2004) and these studies were published between 1952 and 1983. Weisz, Weiss, Alicke, and Klotz (1987) reviewed the outcomes of 105 studies published between 1958 and 1984 and indicated that the mean effect size was .79. Kazdin, Bass, Ayers, and Rodgers (1990) obtained a mean effect size of .82 from a sample of 105 studies published between 1970 and 1988. Finally, Weisz, Weiss, Han, Granger, and Morton (1995) analyzed 110 studies published between 1967 and 1991. They found a value of .71 for mean effect size. In the light of these results, it can be proposed that cognitive-behavioral interventions yield positive results for treatment of anger-related problems in children, and adolescents.

Besides, several school-based prevention programs considered as promising in reducing violent behaviors have been used. Some of these school violence prevention and intervention programs are Adolescent Anger Control (Feiendler & Ecton, 1986); Cognitive-Behavioral Techniques, Aggression Replacement Training, A Comprehensive Intervention for Aggressive Youth (Goldstein, Glick, Reiner, Zimmerman, & Coultry, 1985); Anger Coping Intervention with Aggressive Children (Lochman, Lampron, Gemmer, Harris, & Wyckoff, 1989); Fast Track program (Greenberg, Kusche, Cook, & Quamma, 1995); and Second Step: A Violence Prevention Curriculum (Grossman et al., 1997). Also, these programs have enough empirical support for their claim that they reduce violence (Paglicci, et al., 2002). The common-shared characteristic of these programs is employing cognitive-behavioral tools to help the subjects gain the skills such as anger management, problem solving, assertiveness and self-esteem.

Some of these school-based programs were designed as primary prevention. For example, RIPP (Responding in Peaceful and Positive Ways) is based on social cognitive learning theory (Thornton, Craft, Dahlberg, Lynch, & Baer, 2000). The program includes 25 sessions (one session per week) and emphasizes both knowledge and social skills training for conflict resolution and positive communication to teach youth using nonviolent alternatives. Farrell, Valois, and Meyer (2002) investigated the effectiveness of the RIPP through a controlled research with pre-post and follow-up measurements among middle school students (N= 204) and observed significant improvements in physical aggression, peer support for not using drug and awareness of violence.

Likewise, Caplan et al. (1992) implemented the Positive Youth Development Program that aimed to promote the social competence of the subjects and teach them anger management skills (N=282). Sixth and seventh grade students were randomly assigned to control and training group. At the end of the intervention, the teachers reported that the subjects learned to resolve the conflicts more constructively and the level of their adjustment and impulse control was increased. Another research which aimed to improve social competence of participants was conducted by Vazyonsi, Belliston, and Flannery (2004). They examined the effects of PeaceBuilders program on aggressive behaviors and social competence of 2380 students from kindergartner to 5th grade. The subjects were assigned to three groups before the intervention as students having low, medium and high risk for future violence. The findings showed that when compared with low and medium risk group, students with high risk for future violence reported more decreases in aggressive behaviors and increases in social competence.

In the same manner, Viewpoints program emphasizes the development of prosocial behaviors as a tool to reduce antisocial ones (Guerra, Moore, & Slaby, 1995; Guerra & Slaby, 1990). It consists of 12 sessions designed to teach eight specific steps for dealing with social conflicts. A controlled research (N= 120)

was carried out with adolescents (Guerra & Slaby, 1990). The experiment group exposed to 12-session problem-solving training, while control groups attended training in basic academic skills or career counseling, and the third groups received no treatment. Significant changes were found in terms of social problem solving and beliefs supporting aggression.

Another prevention curriculum is I Can Problem Solve (ICPS) that was developed by Shure (1992) and Shure and Spivak (1982). Hawkins, Catalano, Kosterman, Abbott, and Hill (1999) carried out a nonrandomized controlled study to evaluate the effects of this program on children (N= 598). The subjects selected for the study were from a high-crime, multiethnic community. By age 18, the participants from first grade were less likely to display violent behaviors.

On the other hand, some school-based programs were developed to reduce violent behaviors rather than prevent them. For instance, in a pretest-posttest controlled study (N=51), Smokowski, Fraser, Day, Galinsky, and Bacallao (2004) investigated the effectiveness of the Making Choices Program presenting social problem solving and relationship enhancement skills. The results showed that the subjects who were 3rd grade children displayed lower aggressive behavior.

In order to assess and compare the Peaceful Conflict Resolution and the Violence Prevention Curriculum that based on social cognitive theory among middle school students, DuRant, Barkin, and Krowchuk (2001) conducted a controlled quasi-experimental study with pre and posttest (N=704). Findings of the study revealed that the intervention provided positive short-term effects on the frequency of self-reported violent behaviors. Another program using social-cognitive learning principles is Resolving Conflicts Creatively (RCCP) and it is designed for kindergartners through 12th grade. RCCP underline that aggressive and violent behavior is learned and so can be reduced by means of educational processes (Aber, Brown, & Henrich, 1999). In an evaluation study including a large group (N = 5,053) Aber, Jones, Brown, Chaudry, and Samples (1998) compared the

impact of three levels of program exposure; none, low, and high. They found that the high exposure program produced the most powerful effects.

As mentioned earlier, several programs involve anger management to reduce school violence among students. For example, Herrmann and McWhirter (2003) implemented the SCARE program (N=207) which was designed to provide subjects anger management skills in order to prevent aggressive and violent behaviors. The subjects involved in this study were consisted of 7th, 8th and 9th grade students. The research had a control group design with pre, posttest and follow-up. They found out that the subjects got lower scores from State and Trait Anger Scale at posttest measurement. Moreover, the students rated themselves as less aggressive.

Similarly, ART (Aggression Replacement Training) is designed to help participants gain social skills (Glick & Goldstein, 1983; Goldstein, Glick, & Gibbs, 1998). It lasts 10 weeks and three hours per week. The behavioral component of this program focuses on skill-streaming, while the affective component is based on anger management. The third component which has a cognitive structure aims to develop moral reasoning. In a research with 60 male youths, positive results were obtained but no significant difference was observed in the level of moral reasoning (Goldstein & Glick, 1987).

Another intervention presenting anger management training is The Violence Prevention Curriculum for Adolescent that is designed to teach the adolescents alternative ways instead of fighting and violent behaviors (Prothrow-Stith, McArdle, & Lamb, 1987, as cited in Larson, 1994). In order to evaluate the effectiveness of this program, a research with experiment and control group and pre-posttest was carried out (N=106). The results indicated a significant difference between the pre and post measurement of tenth grade students' attitudes toward anger and violence (Prothrow-Stith, et al. 1987, as cited in Larson, 1994). In another research including 347 high school students, participants reported a

similar decrease in rate of fights compared to control group (DeJong, Spiro, Wilson-Brewer, Vince-Whitman, & Prothtrow-Stith, 1988 as cited in Larson, 1994).

In addition, Roberts, White, and Yeomans (2004) applied Project WIN program (N=34 fifth grade students). They presented the integrated negotiation strategies to subjects. The students learned negotiation strategies and used them in conflict resolution, nonetheless no reduction was found in violent behaviors. The researchers suggested that replication of the program considering different samples should be carried out.

On the other hand, some programs have no sufficient evidence to be effective in reducing school violence. For instance, O'Donnel et al. (1999) assessed the effectiveness of the Community Youth Service program designed for elementary school students (N=972). The program included anger management and conflict resolution training and a randomized control design was employed. Unfortunately, the findings yielded no significant result. Likewise, Grossman et al. (1997) implemented the Second Step Program presenting 2nd and 3rd grade children empathy training and anger management (N=790). No significant difference was observed between training and control groups.

Furthermore, several meta-analytic studies reveal that school-based violence intervention and training programs are considered as effective in reducing violent or aggressive behaviors. For example, a meta-analysis consisted of 177 primary prevention efforts implicated that primary prevention studies have a significant positive effect on participants (Durlak & Wells, 1997). Another meta-analysis involving 38 studies on social skills treatment for antisocial youth found out an overall effect size of .67 (Ang & Hughes, 2001).

In conclusion, the literature revealed several studies which were carried out to deal up with school violence. While some of these studies included small groups,

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the other ones were designed as school-based that targeted all students. The researchers have generally employed cognitive behavioral approach that includes anger management skills, assertiveness skills, problem solving skills, conflict resolution skills, and social skills trainings to reduce or prevent school violence. Besides, peer mediation program, character education program are also utilized to promote peer interactions. However, such programs have rarely been employed. Moreover, several reviews and meta-analysis indicated that trainings or programs that based on cognitive-behavioral principles were effective in reducing violent incidents among students. Therefore, the training used in this research was designed on cognitive-behavioral basis.

2.3. School Violence Studies in Turkey

Although school violence is a very old and well-known phenomenon in Western countries, it is a relatively new research topic in Turkey. However, some studies conducted on this topic (e.g. Alikaşifoğlu, et al. 2004; Durmus & Gurkan, 2005; Öğülmüş, 1996; Sümer-Hatipoğlu & Aydın, 1999; Eke, et al., 2006) and media reports in Turkey suggest that violence is a pervasive problem that needs to be addressed. The studies carried out in Turkey about prevalence rates of violent incidents give us warnings that it is an urgent need to develop prevention strategies.

For example, Deveci and Açık (2002, as cited in Taşğın, 2007) stated that 74 % of the participants who were primary school students reported that they had been exposed to physical violence at least once in their life. Kapcı (2004) examined the relationship among the type and frequency of bully behaviors and depression, anxiety and self-esteem level of primary school students. Forty per cent of the participants (N=206) reported that they were bullied physically, verbally, emotionally or sexually. Similarly, Taşğın (2007) investigated the types of bullying exhibited in primary schools (N=585). The students reported that the most frequent bullying behavior they were exposed to was calling nasty names

(27 %) followed by spreading rumours (21.2 %), beating (10.8 %), damaging special belongings (10.4 %) and teasing (0.7 %).

Relatively, the Turkish literature on violence lacks of experimental studies to prevent school violence. Indeed, the issue has begun to take attention by scientists or policy-makers since late 1990's. Few studies conducted in Turkey are presented in the following part.

Uysal (2003) adapted the SAVE program (Student Against Violence Everywhere) designed by Center for the Prevention of School Violence (1993) to Turkish culture and applied it to prevent the violent behaviors among elementary school students. The results of the study provided sufficient evidences for a significant decrease in the violent tendency of experimental group subjects considering posttest scores. However, no significant decrease was measured in the violent behaviors scores of experimental and control group subjects.

Similarly, Tekinsav-Sütçü (2006) carried out an experimental study targeting 7th and 8th graders to reduce aggressive behaviors and to help them gain anger management skills. Experimental group that received a 12-session psycho-educational program, consisted of 19 subjects, while the control group included 21 participants. The findings showed that the cognitive-behavioral program provided significant positive change in anger control and aggressive acts of subjects. When the former increased, the latter decreased. Also, the ratings obtained from the parents of subjects supported these changes.

In the same way, Şahin (2006) examined the effects of anger management training program on aggressive behavior of elementary school students. The results indicated that a significant difference occurred between the pre and posttest measurement of treatment group, while no difference observed between the scores of control and placebo groups. Follow-up scores also supported the difference in

treatment group. Overall, the training program was found to be effective for reducing aggressive behaviors of students.

On the other hand, Kutlu (2005) examined the impacts of Bullying Management Training Program which was consisted of anger management and conflict resolution components on bullying behaviors of elementary school students (N=30). The results of this study in which three groups (training, control and placebo) and two measurements (pre and posttest) design was employed indicated that the Bullying Management Training Program yielded no significant reduction of bullying behaviors of 7th grade students.

Besides, some studies evaluate the effectiveness of anger control program. A guidance program including anger management skills helped subjects to control their anger. The subjects were selected among 9th grade high school students (N= 40) (Aytek, 1999). Likewise, Bilge (1996) pointed out that cognitive-behavioral and person-centered group counseling have a significant effect on reducing anger and improving anger management of subjects who were students at Educational Sciences Department of Hacettepe University (N=36). Furthermore, Duran and Eldeleklioğlu (2005) investigated the impacts of an anger control program which utilized cognitive-behavioral principles among adolescence whose age ranged from 15 to 18 (N=20). A significant difference was measured between the mean anger scores of intervention and control group.

Some programs that seem to promise a hope for future school violence prevention studies are also presented in Turkish literature. For example, Çevik (2001) endeavored to prevent school violence by means of interpersonal problem solving and peer-mediating skills. She claims that school violence is an inevitable product of the interpersonal conflicts. If students can use the interpersonal skills such as empathy, effective problem solving and anger management, they can avoid exhibiting violent behaviors to solve the conflicts they encounter. This two-stage

prevention program also targets all components of the education system, namely, parents, students, school staff, teachers and administrators of the school.

Kolburan (2006) proposes Moral Education Program to prevent violence at schools via teaching some values such as friendship, responsibilities, respect, connivance and honesty. The program has an ecologic approach which targets not only the students but also the parents, teachers and administrators. The concept of superego consisting of moral values and social learning theory which suggest that the violent behavior is learned and can be changed by means of education are the theoretical basis of the program.

Another study carried out by Değirmenci (2006) aims to change the position of the students in decision-making processes in schools. To put it in another way, the unique objective of the Public Achievement Program is to make the children be more active participants. Therefore, this program underlines that children and youth should be involved in promoting and strategizing action against violence. This approach is based on the children's rights to involve in a democratic school system. It denies the passive citizens but the ones who involve, search for solution and implement the best one.

In conclusion, Turkish school violence literature provides relatively more studies examining the prevalence rates of school violence rather than studies evaluating the effectiveness of prevention programs. Moreover, most of the experimental studies targeted the elementary school students. Therefore, it is believed that there is a gap in violence prevention and intervention literature targeting secondary students. To put it differently, the research to investigate the effectiveness of the violence prevention programs for secondary school students should be carried out. In addition, most of the studies mentioned in the part of Turkish context implemented the programs which were consisted of a single component. Yet, the several authors have discussed that the effective prevention programs should be multi-component and include the treatments of anger management, social skills,

assertiveness skills, and problem solving skills (Aronson, et al., 2001, Bemak & Keys, 2000; Flanagan, et al., 1998). Also, the high prevalence rates of school violence require developing intervention programs to reduce violence in Turkish high schools and examining the effectiveness of these programs for.

CHAPTER III

METHOD

This chapter focuses on methodological procedures followed in the present study and includes eight sections. In the first section, overall design of the study is presented. The second section provides information about the subjects. Data collection instruments used in the present study and their validity and reliability studies are introduced in the third section. The focus of the fourth section is the training procedure followed by the researcher. The fifth section provides the training material such as theoretical bases of the program, a brief summary of each session, duration and the number of sessions. The sixth section includes the variables of the present study. The following section addresses the data analysis techniques and the last section presents the limitations of the study.

3.1. Overall Design of the Study

This study aims to design and investigate the effect of violence management training on violent behaviors and anger control of secondary school students. The sample composed of twenty 9th and 10th grade students. An experimental design with one training group and one no-treatment control group, and two measurements (pre and post) was used. The Violent Behavior Checklist (VBC) and the Anger Control subscale of the State Trait Anger Scale (STAS; Spielberger, Russell, Jacobs, & Crane, 1983) were used to collect the data. The training group received a 16-session training which was developed by the researcher while the control group did not receive any training.

3.2. Subjects

The subjects of the study were selected among 95 ninth and tenth grade students who attended Çamlıdere Multi-programmed Lycée at 2006-2007 school year in Çamlıdere region of Ankara. Forty percent (N=38) of the subjects were female, while 60 % (N=57) of them were male. The Violent Behaviors Checklist and State-Trait Anger Scale- Anger Control subscale were administered to subjects.

In the present study, cut off scores were established to identify the subjects who had high violent behavior and low anger control. The median score of 20 was determined as the cut-off score for the Violent Behaviors Checklist (VBC). In addition, the median score of 19 was used as the cut-off point for the Anger Control Subscale.

Twelve students with high VBC and low anger control scores were randomly assigned to training group, and another twelve were assigned to no-treatment control group. During the training, one of the subjects engaged in violent behaviors against his date and dismissed from the school. The other subject got sick and could not attend the sessions. For this reason, these two subjects were excluded from the experimental group and twenty students constituted the final sample of the study.

3.3. Data Collection Instruments

The Violent Behaviors Checklist (VBC), which was developed by the researcher and the State-Trait Anger Scale- Anger Control Subscale (Spielberger, Russell, Jacobs, & Crane, 1983 as cited in Özer, 1994) were used as data collection instruments in this study. The procedure followed in the development process and psychometric properties of the scales were presented in the following section.

3.3.1. The Violent Behaviors Checklist

In the development of the Violent Behaviors Checklist (VBC), first of all, relevant literature was reviewed, the most frequently mentioned violent behaviors were selected, and an item-pool was developed (Alikasifoglu et. al., 2004; Goldstein, 1999; Kenney & Watson 1999; Lockwood, 1997; Ostrov, Marohn, Offer, Curtiss & Feczko, 1980; Tobin & Sprague 2000; Uysal, 2003). Items were examined whether they reflected the three categories of violence: verbal, physical and instrumental violence. Then, the first form of the checklist was obtained. This form was given to three judges (a school counselor with PhD degree in counseling and two assistant professors of counseling) to assess the clarity of items, content and format of the checklist. Based on the suggestions of the judges, the format and the content of the checklist were revised. Finally, the Violent Behaviors Checklist, which consists of nine verbal violence, fifteen physical violence and five instrumental violence items was pilot tested with a sample of 703 9th, 10th and 11th grade students.

3.3.1.1. Pilot Study

The 29-item Violent Behaviors Checklist (VBC) was administered to 703 students in two public high schools in Kızılcahamam and Kazan regions of Ankara in November 2006. The participants were asked to indicate the frequency of violent behaviors that they demonstrated on a five point Likert type scale ranging from 1 (never) to 5 (always). Students' names were not requested on the form and they were assured about the confidentiality of their responses. The distribution of the participants by school and gender is presented in Table 3.1.

Table 3.1.

Distribution of the Pilot Study Participants by School and Gender

School	Gender	N	%
School A	Male	96	64.0
	Female	54	36.0
School B	Male	271	49.0
	Female	282	51.0
	Total	703	100

3.3.1.1.1. Validity and Reliability of VBC

An exploratory factor analysis (EFA) was conducted by using Principal Components Analysis with varimax rotation followed by the Kaiser normalization procedure in order to determine the factor structures of VBC. The data were obtained from the 703, 9th, 10th and 11th grade secondary school students.

Results of the principal component analysis revealed 5 factors with eigenvalues of 10.549, 2.262, 2.174, 1.219, and 1.042 respectively. These five factors explained the 59.47% of the variance. However, it was observed that several items did not load strongly on any factors or highly loaded on at least two. Among 29 items, twelve items were dropped from the VBC. Finally, the principal component analysis with three principal factor axes based on the scree plot was employed. The results yielded three factors with eigenvalues of 3.933, 3.283, and 2.788 respectively and explained the 58.84 % of the total variance. The first factor was labeled as *Physical Violence* and included eight items. The second factor was called *Verbal Violence* and consisted of five items. The third factor was labeled as *Instrumental Violence* and included four items. A list of the three factors, their factor loadings, and the content of the items that were clustered under those factors of VBC were presented in Table 3.2. In addition, Table 3.3 indicates

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eigenvalues, percentages and cumulative percentages of the explained variance of the factors of VBC.

Table 3.2.

Factor Loadings and Communalities of the Items of VBC via Principal Component Analysis with Varimax Rotation.

Item No	Items of VBC	Com	F1	F2	F3
	Physical Violence				
7	Beating	.621	**.764**	-	-
5	Hitting with fist	.582	**.753**	-	-
4	Slapping	.511	**.708**	-	-
3	Pushing someone with shoulder	.571	**.676**	-	-
2	Pushing	.496	**.648**	-	-
9	Threatening	.445	**.618**	-	-
6	Hitting with stick, ruler etc.	.399	**.594**	-	-
1	Throwing something to others	.383	**.538**	-	-
	Verbal Violence				
21	Ridiculing	.685	-	**.809**	**-**
18	Humiliating a peer in front of a group	.716	-	**.796**	**-**
17	Nicknaming	.653	-	**.787**	**-**
16	Abasing a peer	.697	-	**.784**	**-**
25	Spitting on somebody	.504	-	**.629**	**-**
	Instrumental Violence				
11	Injuring with knife	.799	-	**-**	**.874**
10	Carrying gun, knife, stick, or skewer at school ground	.701	-	**-**	**.805**
12	Injuring with gun	.615	-	**-**	**.744**
8	Threatening with gun, knife, or stick	.627	-	**-**	**.710**

Table 3.3.

Rotation Sum of Squared Loadings of Factors of VBC

Component	Eigenvalue	% of Variance	Cumulative %
1. Physical Violence	3, 933	23, 133	23, 133
2. Verbal Violence	3, 283	19, 312	42, 445
3. Instrumental Violence	2, 788	16, 400	58.844

Internal consistency of VBC was assessed by computing Cronbach Alpha Coefficient. The reliability coefficient alpha was found .89 for the overall scale, .85 for physical violence, .86 for verbal violence, and .83 for instrumental violence.

The final form of Violent Behaviors Checklist (VBC) was presented in Appendix A. The minimum and maximum scores that can be obtained from the total scale range between 17 and 85, for Physical Violence 8 and 40, for Verbal Violence 5 and 25, and for Instrumental Violence 4 to 20. The higher scores indicate high frequency of violent behaviors.

3.3.2. State Trait Anger Scale-Anger Control Subscale

A 34-item form of the State Trait Anger Scale was developed by Spielberger, Jacobs, Russel and Carne (1983) to measure the state-trait anger and anger control level of individuals on a 4 point scale ranging from 1 (never) to 4 (always). Spielberger, Russell, Jacobs, and Crane (1983) divided the concept of anger into two types; state and trait. State anger was defined as a feeling that was experienced when one was frustrated or when perceived unfairness against him or herself. On the other hand, trait anger reflects how frequently the state anger is experienced. Furthermore, they integrated State-Trait Anger and Anger Expression Scale.

The Cronbach alpha values computed by Spielberger (1988) were .82 and .90. The Cronbach values of Anger Expression dimension were computed as .85 (Anger Control), .76 (Extrovert Anger) and .74 (Introvert Anger). They examined the alpha values for different sample and found the correlations of .80 and .86 for Anger Control, .72 and .83 for Extrovert Anger, and .60 and .73 for Introvert Anger.

Özer (1994) adapted the scale into Turkish culture. He examined the correlation between the Anger Inventory and Trait Anger and Anger Expression Scale and he found the values of .41 and .59. Moreover, the correlations between Trait Anger and Introvert Anger were found as .57; Trait Anger and Extrovert Anger as .66 and Trait Anger and Anger Control as .60. The internal consistency of the Trait Anger Subscale ranged between .67 and .82 (Özer, 1994).

In the present study, Anger Control Subscale of STAS was used. Anger Control Subscale includes eight items (Appendix B). The minimum and maximum scores that can be obtained from the subscale range from 8 to 32. The higher scores indicate high level of anger control. Özer (1994) found the correlation of .60 between Trait Anger and Anger Control. In addition, Bilge (1996) reported a test-retest correlation of .82 and Avcı (2006) computed Cronbach Alpha as .70 and test-retest correlation of .76 for Anger Control.

In this study, internal consistency of Anger Control Subscale of STAS was computed by Cronbach Alpha Coefficient (n=553). Cronbach Alpha Correlation Coefficient for 8-item Anger Control Subscale was found as .74. This result is considered as consistent with the results of previous studies examining the psychometric properties of Anger Control Subscale.

3.4. Training Procedure

As stated before, two groups were established in this study.

Violence Management Training Group: The Violence Management Training which was designed by the researcher was implemented to training group during 8 weeks. The group sessions were held twice a week. Each session lasted approximately 50 minutes. The sessions were held in the school counselor's room except one session that was held in conference room because of using visual material.

No-treatment Control Group: The subjects in this group only participated in pre and post test measurement. The researcher explained the group members that there would be a 10-member group. Hence, the selection would be randomly. Therefore, no training was provided to control group subjects.

The posttest measures (Violent Behaviors Checklist and State Trait Anger Scale-Anger Control Subscale) were administered to training group in the last session. Posttest measures of no-treatment control group were also applied on the same day.

3.5. Violence Management Training

The present study contains a training entitled as "The Violence Management Training" that is based on cognitive-behavioral approach. Cognitive-behavioral theory assumes that various skill deficits are the direct indicators of violence and aggression in adolescents, such as lack of assertiveness and social skills, poor behavioral and anger management (Deffenbacher, et al., 1996; Leonard & Blane, 1992; Pan, Neidig, & O'leary, 1994) and provides concrete emotional, behavioral and cognitive strategies to teach specific skills such as anger coping, social skills, problem solving, self-monitoring, self instruction and stress inoculation, reattribution and cognitive structuring to deal up with aggressive behaviors (Mennuti, Freeman, & Christner, 2006).

Hence, most of the anger coping or violence management programs are structurally multi-component that generally combine cognitive and behavioral strategies involving anger management training, assertiveness training, problem solving training or social skills training (Feindler & Weisner, 2006). Furthermore, several studies have confirmed that cognitive- behavioral approach was generally effective for the treatment of anger related problems and school violence (Abikoff, 1991; Beck & Fernandez, 1998; Dush, Hirt, & Schroeder, 1989; Fields & McNamara, 2001; Kazdin, Bass, Ayers & Rodgers, 1990; Robinson, Smith, Miller, & Brownell, 1999; Smith, Lochman, & Daunic, 2005; Spence, 2003; Sukhodolsky, et al., 2004; Weisz, et al., 1987; Weisz, et al., 1995).

Based on the literature (Allan, Nairne, & Majcher, 1996; Aytek, 1999; Ellis, 1977; Goldstein & Glick, 1987; Novaco, 1975), the present study assumes that anger management and assertiveness skills as the core elements of the violence management training. Therefore, these core elements of training were mainly adapted from Aytek's (1999) anger management program, Uzamaz's (2000) social skills training that provided some sessions on assertiveness, and Allan, et al. (1996) violence management program by the researcher. The anger management part of the training focuses on irrational beliefs feeding angry responds, alternative self-statements for anger control, and anger triggers, whereas assertiveness part focuses on behavioral strategies and skills, which help group members express their anger in socially acceptable ways.

Before the application of the training procedure, training material was given to three judges (two academicians and one school counselor; all held doctorate in counseling) to ensure the validity of training program. Based on their suggestions, the content and the flow of sessions had been revised.

Students who had high violent scores and low anger control scores were selected and assigned to the violence management training group. Because, the literature indicates that the students who lack of anger management skills and who express

their anger in a non-assertive manner, exhibit their feelings or thoughts using violent behaviors. These behaviors may damage themselves and their peers or other persons. Similarly, Deffenbacher, Oetting, Huff, Cornell, and Dallager, (1996) stated that angry students experienced interpersonal conflicts frequently and they could not deal up with such situations in healthy ways. Therefore, during training special effort was spent on teaching anger management and assertiveness skills to help students reduce the frequency of their violent behaviors and replace with socially acceptable ones. The aim of the training is to teach students to control their anger and express their feelings and thinks in neither aggressive nor passive ways, but in an assertive style, by means of discussing the anger triggers, the consequences of unhealthy anger and the relationship between violent behaviors and anger. In order to achieve these goals, several instructional strategies such as role-playing, story-telling, home-work, hand-outs and scenarios were used.

The Violence Management Training included 16 sessions with three divisions integrated by the researcher based on the literature. The first 3 sessions aimed to improve the knowledge of subjects on violent behaviors and raise their awareness about violence. These sessions included the following issues: (a) definition of violence, (b) dynamics and types of violence, (c) violent behaviors.

Eight sessions focused on anger management skills and had following objectives: (a) to show that anger as an emotion is neither good nor bad, (b) to help students increase their awareness of triggers of anger and identify what their reactions to angry situations are, (c) to help subjects make a difference between healthy and unhealthy responses and their outcomes, (d) to provide the types of irrational believes that empower angry feelings and the use of coping statements and cognitive restructuring for reducing angry feelings, (e) to encourage students to take personal responsibility for their own thoughts, feelings and behaviors (Novaco & Taylor, 2005).

The remaining five sessions were employed to teach assertiveness skills and the purpose of this part was to help the subjects express their controlled anger more assertively rather than passively or aggressively. The goals of this part were: (a) to introduce what passiveness, aggressiveness and assertiveness are, (b) to focus on understanding the feelings of their own, (c) to focus on empathy or understanding the feelings of others, (d) to present the "I" and "You" messages, (e) to practice on assertive statements.

3.5.1. Summary of the Sessions

In the first session, each member introduced himself or herself to the group. The aims of the group were clarified. The rules that would be followed during the process were discussed. Additionally, the information about the structure of the group such as duration, length and the number of the sessions and main themes of the group were shared. An ice-breaker activity (Çembere Dikkat!) (Kutlu, 2005, see Appendix C) was implemented to establish a warm climate. The first session ended with a summary.

In the second session, the group was invited to summarize the first session. The main topic of the second session was the developmental characteristics of adolescence (adapted from Aytek, 1999). All members were adolescents and they may experience some interpersonal conflicts with their peers, teachers and parents. Especially, the emotional changes in this age and its effects on self-control were stressed. The participants shared the problems they had with their families. At the end of the session the members took the anger analysis form (Öfke Kayıt Formu) (Aytek, 1999, see Appendix D). After a brief summary, session was terminated.

In the third session, the term of violence was emphasized. The definition and types of violence, interpersonal violence, and the feelings of victims were discussed (adapted from Allan, et al., 1996). The members were challenged to

explore the violent behaviors that they exhibited or they were exposed to in their daily life. They pointed out that they displayed especially verbal violence against their peers at school. An overall summary was presented and the third session was terminated

The fourth session was about feelings. It was aimed to make the members gain self-awareness about their feelings (adapted from Allan, et al., 1996). After the summary of the third session, the members started to focus on the topic of feelings. By means of an activity (Duygu Zarı) (Kutlu, 2005), they endeavored to know different feelings such as anger, happiness, sadness. Their repertoires of word of feelings were challenged to become wider and richer. The members realized that they know only the main feelings and when they explained their feelings about an event, they could not identify them in detail. Finally, the session was summarized and then terminated.

In the fifth session, understanding the feelings of others was emphasized (adapted from Allan, et al., 1996). An exercise was employed to help the subjects to learn to be able to be in others' shoes (The other side of the coin) (Dossick & Shea, 1990). In this vein, the concept of empathy and its role in preventing violent behavior was introduced. The previous session provided useful implications for this topic. Because, there is a strong interaction between one's understanding others' feelings and thoughts and knowing his or her own feelings and thoughts. At the end of the session, the participants stated that they could build a relationship between being aware about others' and their own feelings. After the summary, the session was terminated.

In the sixth session, the focus was on emphatic behaviors and problem solving steps (adapted from Aytek, 1999). At the beginning, a brief summary of the previous session was provided. After that the role of empathic behavior in controlling anger was discussed. Four steps of problem solving, which were stop and calm down, think, act and review, was presented to the members and they

were made to implement them to the real life problem they faced (Problem Çözme Basamakları) (Allan, et al., 1996). At the end of the session, each member shared his-her anger analysis. The session was summarized and then terminated.

In the seventh session, the feeling of anger was the focus. The behavioral and physiological consequences of anger were discussed (adapted from Aytek, 1999). The member shared their experiences about anger. The role of relaxation exercises in taking anger under control was emphasized (Gevşeme Egzersizi). Some of these exercises were implemented. Each member was challenged to explore his or her behavior as a result of anger. The seventh session was summarized and then terminated (Aytek, 1999).

In the eighth session, anger triggers were introduced (adapted from Aytek, 1999). The members learnt the types of triggers. The relationship between triggers and anger was clarified. It was discussed that expressing ways of anger was learnt and based on the early messages of significant others (Cümle Tamamlama) (Allan, et al., 1996). Therefore, one could change his or her style of anger. Anger analysis forms were handed out. Relaxation of muscles exercise was repeated. The session was summarized and then terminated.

After the summarization of the previous session, irrational beliefs and the consequences of them were discussed in the ninth session (adapted from Aytek, 1999). The members were made to explore their illogical thoughts. Then, the relationship between such unhealthy thinking and anger was presented. Meanwhile, the interactions among thinking, feelings, and behaviors were clarified. The ABC model of Albert Ellis was introduced, and in the light of this model, the ABC of anger was analyzed. A hand-out including the ABC of anger was distributed (Öfkenin ABC'si) (Wilde, 2002); (ABC Formu) (Aytek, 1999); (İrrasyonel İnançlar) (Aytek, 1999). Most of the members confirmed that they had such irrational beliefs. The content of the session was summed and the termination was announced.

In the tenth session, since anger was a consequence of illogical thinking style, the rational versus irrational believes were presented to group members to gain anger control (adapted from Aytek, 1999). Alternative statements were provided to deal up with anger (Öfke Kontrolünü Sağlayan Alternatif İfadeler) (Clark, 2000). The members were invited to use these statements in case of anger which were stressed in anger analysis forms (Kamera Denetimi Formu) (Aytek, 1999). After a brief summary, the session was terminated.

The eleventh session was designed to present strategy for changing anger (adapted from Allan, et al., 1996). After a brief summary of the tenth session, each member was made to ask him or herself those questions: "Who or what was that I was angry with?", "What were the reasons?", "What was my contribution?" and "What was my plan of action". By means of an activity, they shared their responses (Blowing Your Top) (Dossick & Shea, 1990). The session ended with summarization.

The twelfth session took place in this training to provide an overall summary of the anger management component of the program. The eleventh session was summarized and then, the feelings underlying anger was provided (adapted from Allan, et al., 1996). Most of the members stated that they experienced some different feelings before anger. These feelings were being harmed, disappointment, etc. They shared real examples of their life. Finally, the four-stage anger management model was presented (Öfke Kontrol Basamakları) (Allan, et al., 1996, see Appendix E). How to implement this model to real life was discussed. The session was terminated after a summary of the sessions related to anger management.

The thirteenth session focused on I and You messages (adapted from Aytek, 1999). The previous session was summarized and some explanations about the passive, aggressive and assertive styles were provided. The participants were asked that which style they had. The consequences of each style were discussed.

Most of them stressed that they had passive or aggressive style. As the practice of the assertive style, I and You messages were also discussed. Some exercises on each style were role played by members (Sen Dili-Ben Dili Alıştırmaları) (Uzamaz, 2000, see Appendix F); (Girişken-Pasif-Saldırgan, Girişken-Pasif-Saldırgan Rol Oyunlar) (Aytek, 1999, see Appendix G). After the summarization, the session was terminated.

After the summary of the previous one, in the fourteenth session, all members were invited to present the negative feelings and thoughts about each other in an assertive manner. Some members became angry because of negative statements about them. This was considered as a challenge to implement anger management strategies and express the feelings assertively. Then, saying "No" to unacceptable offers by others was focused. An activity was done for this purpose (Aşağı Bastırma) (Kutlu, 2005). After a brief summary of the session, homework ("Hayır Deme") (Kutlu, 2005) was assigned and then termination was announced.

The fifteenth session was about assertiveness training. The previous session was summarized, and cards that demonstrate some events causing anger were distributed to the members (Rol Oyunlar) (Kutlu, 2005). Members expressed their anger passively, aggressively and assertively by role playing. Then, the various consequences of each style were discussed. This session was also summarized and then terminated.

In the last session, the members were asked to summarize the overall process. Each session and main themes were recognized. They evaluated the group and shared their feelings and thoughts. They expressed what they learnt in the group process and provided feedback about their gains. The best wishes, positive thoughts and feelings were expressed. Finally, the training process was terminated.

3.6. Variables

Group: refers to the treatment conditions that subjects were assigned to either training or no-treatment control group.

Physical violence: refers to sum of scores as measured by Physical Violence Subscale of the Violent Behaviors Checklist (VBC).

Verbal violence: refers to sum of scores as measured by Verbal Violence Subscale of the Violent Behaviors Checklist (VBC).

Instrumental violence: refers to sum of scores as measured by Instrumental Violence Subscale of the Violent Behaviors Checklist (VBC).

Anger Control: refers to the total score obtained from the Anger Control subscale of the State-Trait Anger Scale.

3.7. Data Analyses

In order to investigate the effect of the Violence Management Training on the violent behaviors of training and no-treatment control group subjects, Mixed Design (one between factor and one within factor) Multivariate Analysis of Variance (MANOVA) was employed to the three subscale pre-test and post-test scores of the Violent Behaviors Checklist (VBC). Then, Mixed Design (one between factor and one within factor) Analysis of Variance (ANOVA) was executed to examine the effect of the Violence Management Training on the anger control of training and no-treatment control group subjects.

The .05 alpha level was accepted as a criterion of statistical significance for all the statistical procedures performed.

3.8. Limitations of the Study

The results of the present study should be generalized cautiously because of the following limitations.

First, a placebo group that has been established to clarify whether any possible improvement observed in subjects' behaviors is caused by implementation or not, could not be employed. Second, the size of each group was limited to 10 members.

Third, for the selection of subjects, only the self-report Violent Behaviors Checklist was used. However, the literature on assessment of violent behaviors has provided collecting data from various sources such as peers, teachers and parents.

Fourth, the Violent Behaviors Checklist was developed and administered to select subjects for intervention study. The scale is limited to 17 items, which might lead to a narrow definition of violent behaviors.

Fifth, the sample was selected in Çamlıdere region of Ankara. The socio-economic status of this region is low and rural characteristics have been observed. Thus, the findings may not be valid also for urban schools in other regions of Ankara.

Sixth, the training consists of anger management and assertiveness skills and includes 16 sessions. It was implemented two sessions per week because of time limitation. In other words, it was planned to complete the overall research in June, 2007. For this purpose, the implementation started at the beginning of March, 2007 and was terminated at the end of April, 2007. Finally, 16 sessions were applied in two months. Under this circumstance, it was compulsory to held training as two sessions per week. A month after training the students went on

holiday for three months. Hence, a follow-up measurement could not be taken. Nevertheless, obtaining follow-up measure from the subjects might have provided valuable information in order to determine whether the training has a long term effect on the subjects' behaviors or not.

CHAPTER IV

RESULTS

This chapter presents the results of Mixed Design (one between factor and one within factor) Multivariate Analysis of Variance (MANOVA) and Analysis of Variance (ANOVA) that were employed to investigate the effects of Violence Management Training on the violent behaviors and anger control of secondary school students.

4.1. Results Concerning Descriptive Statistics

One of the research questions of the present study was "Are there any significant differences between the training and no-treatment control groups with respect to pre-test and post-test subscale scores of the Violent Behaviors Checklist (VBC)?" In order to answer this question, a 2 (groups: training and control) X 2 (time: pretest and posttest) Mixed Design (one between factor and one within factor) Multivariate Analysis of Variance (MANOVA) was employed to the Violent Behaviors Checklist subscale scores of training and no-treatment control group subjects. Another research question of the present study was "Are there any significant differences between the training and no-treatment control groups with respect to pre-test and post-test anger control subscale scores of STAS ?" Mixed Design (one between factor and one within factor) ANOVA procedure was employed to examine whether or not the Violence Management Training increased the anger control of subjects. Before the analysis, the necessary procedures were followed to ensure that MANOVA assumptions were not violated.

Prior to presentation of the results, means, standard deviations of three subscales of VBC and Anger Control Subscale of STAS are shown in Table 4.1.

Table 4.1

Means, Standard Deviations of Three Subscales of VBC and Anger Control Subscale of STAS

Descriptive Statistics	Measure	Group	M	SD	N
Physical Violence	Pretest	Training	14	3.13	10
		Control	15	1.49	10
		Total	14.5	2.44	20
	Posttest	Training	13.6	5.58	10
		Control	14.1	3.45	10
		Total	13.85	4.52	20
Verbal Violence	Pretest	Training	7.2	1.81	10
		Control	6.1	0.99	10
		Total	6.65	1.53	20
	Posttest	Training	6	1.33	10
		Control	7.1	1.52	10
		Total	6.55	1.5	20
Instrumental Violence	Pretest	Training	4.1	0.32	10
		Control	4.4	1.26	10
		Total	4.25	0.91	20
	Posttest	Training	4.1	0.31	10
		Control	5	2.21	10
		Total	4.55	1.6	20
Anger Control	Pretest	Training	17.2	4.73	10
		Control	17.1	2.64	10
		Total	17.15	3.73	20
	Posttest	Training	19.4	4.27	10
		Control	20.7	4.8	10
		Total	20.05	4.48	20

4.2. Results Concerning the Effect of the Violence Management Training on the Dimensions of Violent Behavior Checklist (VBC)

In order to investigate the effect of the Violence Management Training, a 2 (pre, post) X 2 (groups) Mixed Design (one between factor and one within factor) MANOVA was employed to the three Violent Behaviors Checklist (VBC) subscale scores of training and no-treatment control group subjects.

The results of the Mixed Design (one between factor and one within factor) MANOVA applied to the pre-test and post-test Violent Behaviors Checklist scores which were gathered from training and no-treatment control group are presented in Table 4.2.

Table 4.2

The Results of the Mixed Design (one between factor and one within factor) Multivariate Analysis of Variance Applied to the Pre-test and Post-test Violent Behavior Checklist Scores of the Training and Control Group Subjects.

Source	Wilks' λ	df	F	η^2	p
Between Subjects					
Group	0.88	3	0.74	0.12	0.54
Within Subjects					
Time	0.95	3	0.28	0.50	0.84
Time* Group	0.72	3	2.06	0.28	0.14

Results of the Mixed Design (one between factor and one within factor) MANOVA employed to the pre and post measures of training and no-treatment control group subjects revealed that neither the time main effect [Wilks' Λ = .95, $F(3,16)$= 0.28 p > .05, η^2 = .50] nor group x time [Wilks' Λ = .72, $F(3,16)$= 2.06, p > .05, η^2 = .28] interaction effect were significant. In other words, the results showed that no significant differences was established between the VBC scores of

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training and no-treatment control group at pretest and posttest measures. These results revealed that the Violence Management Training applied to the training group was not considered as effective in decreasing the violent behaviors of the subjects. Mean scores of the training and control group across two different measurements of Physical Violence Subscale scores of Violent Behavior Checklist (VBC) are shown in Figure 4.1.
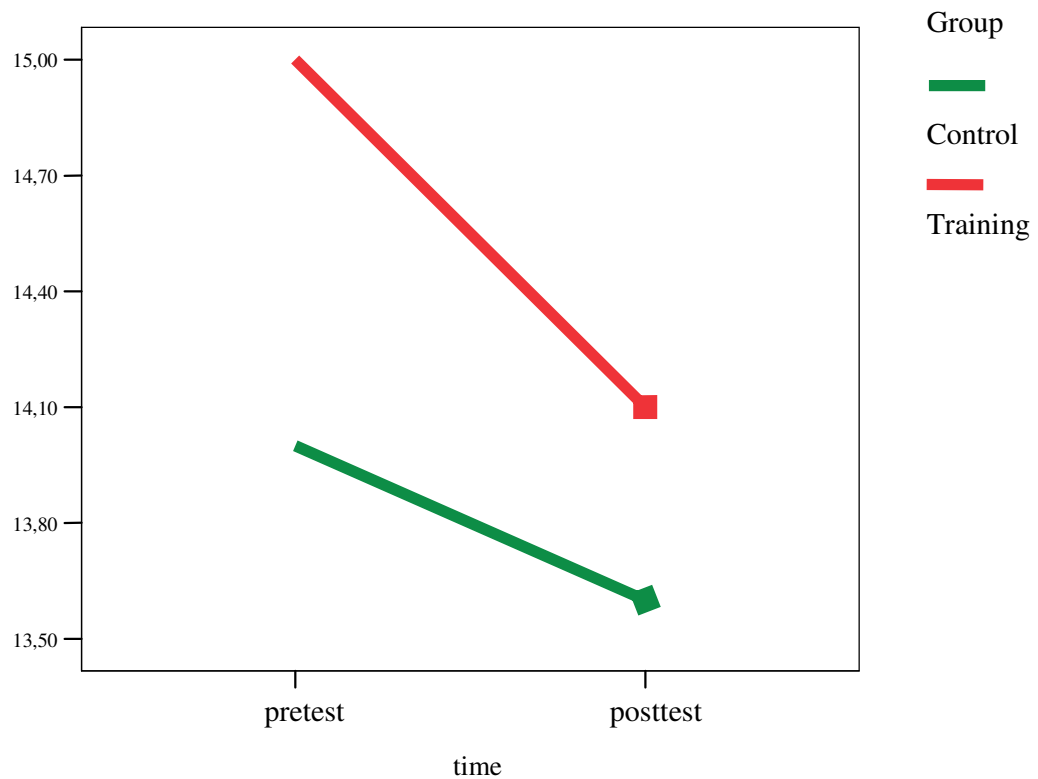
Figure 4.1. Pretest and posttest means of physical violence subscale scores of VBC in the training and no-treatment control groups' subjects.

Mean scores of the training and no-treatment control group across two different measurements of Verbal Violence Subscale scores of Violent Behavior Checklist (VBC) are shown in Figure 4.2.

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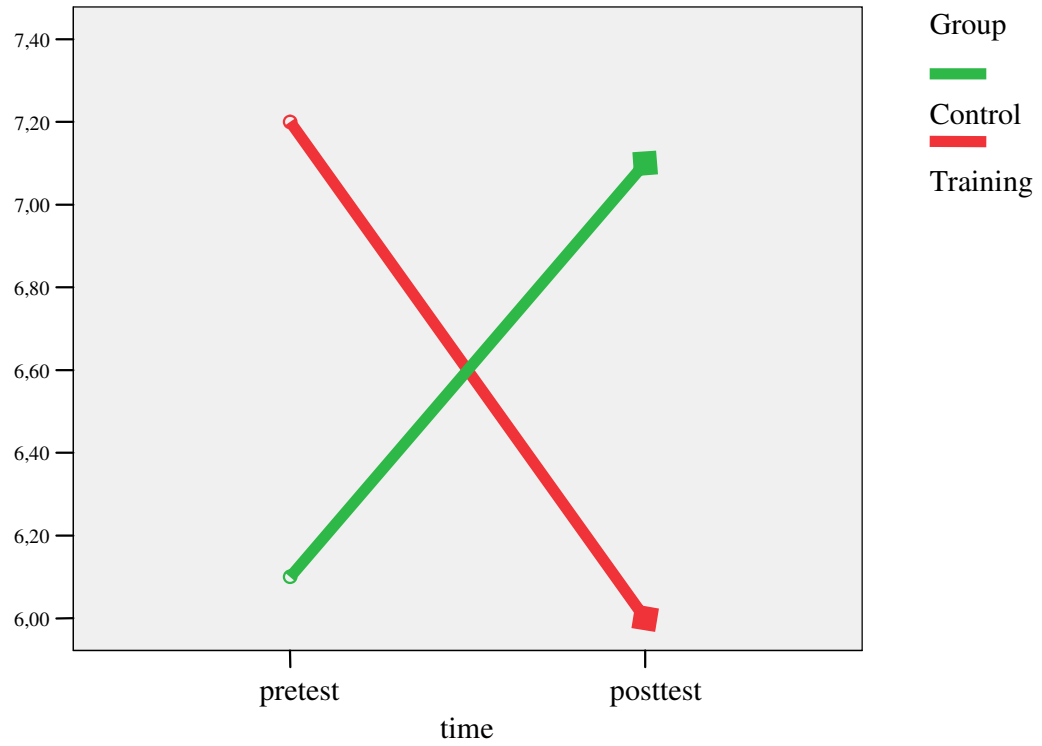
Figure 4.2. Pretest and posttest means of verbal violence subscale scores of VBC in the training and no-treatment control groups' subjects.

Mean scores of the training and no-treatment control group across two different measurements of Instrumental Violence Subscale scores of Violent Behavior Checklist (VBC) are shown in Figure 4.3.

Figure 4.3. Pretest and posttest means of instrumental violence subscale scores of VBC in the training and no-treatment control groups' subjects.

4.3. Results Concerning the Effect of the Violence Management Training on the Anger Control Subscale Scores of STAS

A 2 (pre, post) X 2 (groups) Mixed Design (one between factor and one within factor) analysis of variance was applied to the pre-test and post-test Anger Control Subscale scores of the training and no-treatment control group subjects in order to determine the effects of Violence Management Training on anger control of subjects.

The results of the Mixed Design (one between factor and one within factor) ANOVA applied to the pre-test and post-test Anger Control Subscale scores of the training and no-treatment control group subjects are presented in Table 4.3.

Table 4.3

The Results of the Mixed Design (one between factor and one within factor) ANOVA Applied to the Pre-test and Post-test Anger Control Subscale Scores of the Training and No-treatment Control Group Subjects.

Source	Wilks' λ	df	F	η²	p
Between Subjects					
Group	0.60	1	0.27	0.01	0.60
Within Subjects					
Time	0.83	1	3.80	0.17	0.06
Time* Group	0.99	1	0.22	0.01	0.64

Results of the Mixed Design (one between factor and one within factor) ANOVA applied to the pre and post measures of training and no-treatment control group subjects' Anger Control Subscale scores indicated that neither the time main effect [Wilks' Λ = .83, $F(1,18)$= 3.80, $p > .05$, η^2= .17] nor group x time [Wilks' Λ = .99, $F(1,18)$= 0.22, $p > .05$, η^2 = .01] interaction effect were significant. In other words, the results showed that no significant differences was found between the Anger Control Subscale scores of training and no-treatment control groups at pretest and posttest measures. These results revealed that the Violence Management Training applied to the training group was not considered as effective in increasing the anger control of the subjects. Mean scores of the training and control group across two different measurements of Anger Control Subscale scores of the State-Trait Anger Scale (STAS) are shown in Figure 4.4.
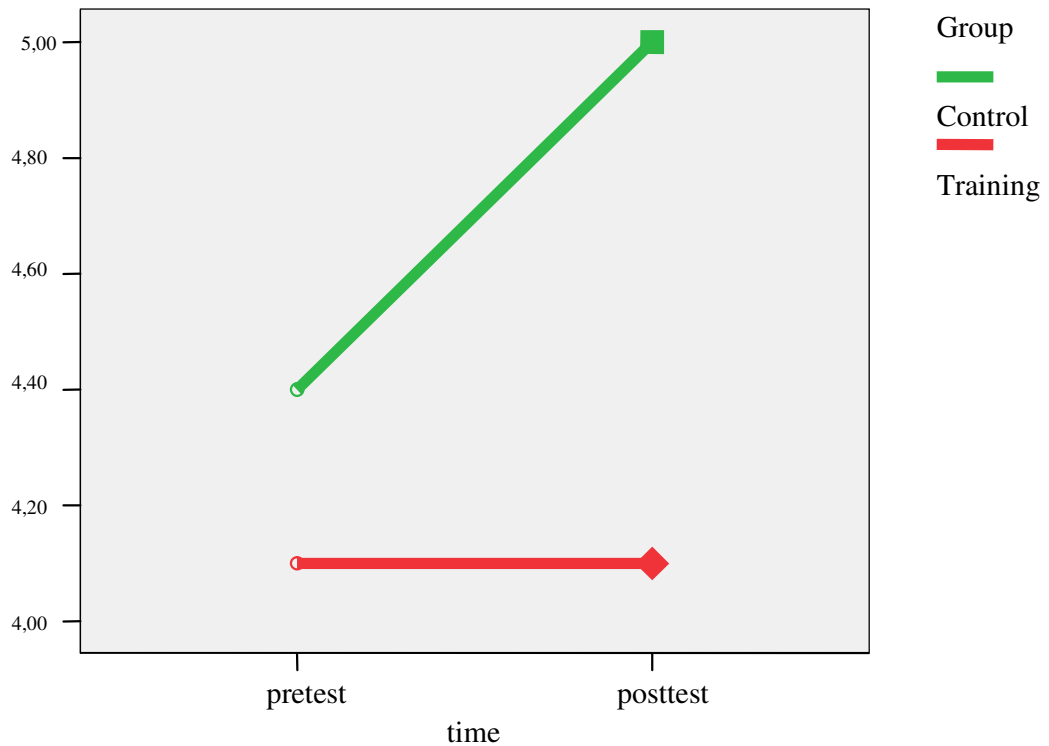
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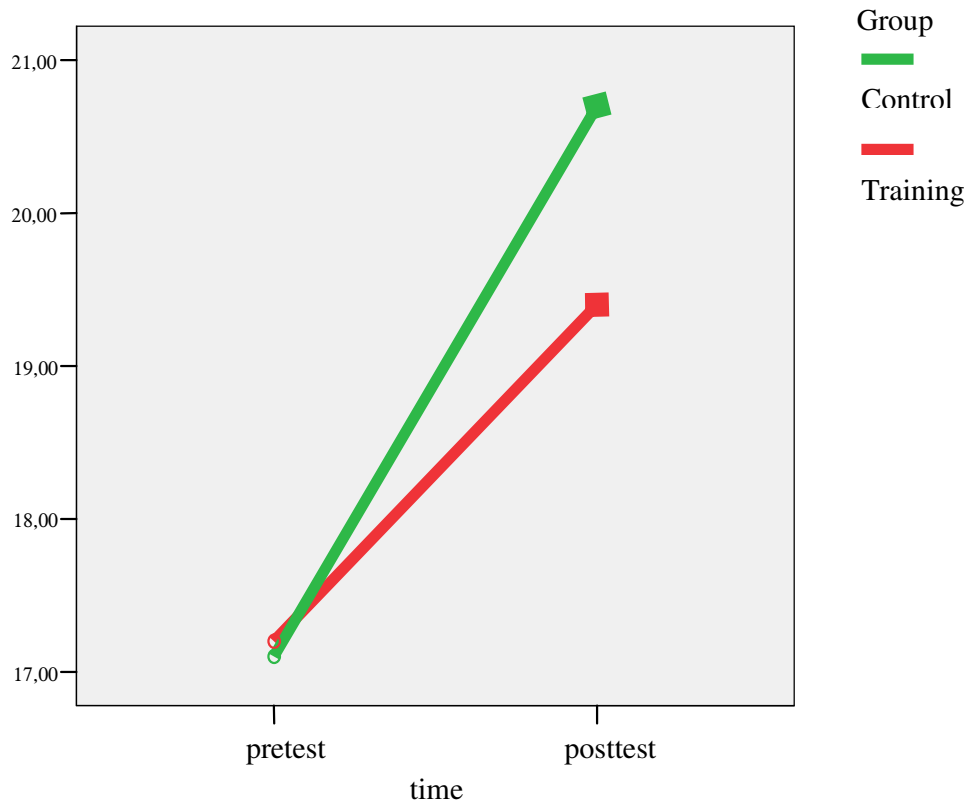
Figure 4.4. Pretest and posttest means of anger control subscale scores of STAS in the training and no-treatment control groups' subjects.

In summary, these results indicated that Violence Management Training was not an effective treatment procedure in reducing violent behaviors and increasing anger control of the subjects.

CHAPTER V

DISCUSSION

This chapter presents discussions regarding the results derived from the statistical analyses. In the first section, the effects of Violence Management Training on violent behaviors and anger control of subjects are discussed. Second section provides the implications drawn from the results of the study. Recommendations for the future research and practice are presented in the third section.

5.1. The Effects of Violence Management Training

The purpose of the present study is to design and investigate the effect of violence management training on violent behaviors and anger control of secondary school students. The results revealed no significant differences between training and no-treatment control group subjects at pretest and posttest measures. In other words, the violence management training that based on cognitive behavioral approach was not effective either on decreasing violent behaviors or increasing anger control of secondary school students. The school violence literature reveals several effective and ineffective prevention and/or intervention programs which use cognitive-behavioral techniques.

The results of the present study were inconsistent with the previous research findings reporting the effectiveness of interventions programs that based on cognitive-behavioral techniques (DuRant, et al., 2001; Farrell, Valois, & Meyer, 2002; Lochman, 1992; Prothrow-Stith, et al., 1987, as cited in Larson, 1994). For instance, in one of the earlier studies, Lochman and Lenhart, (1993) implemented the social

relations program which consists of four components : social problem solving, positive play training, group entry skills training and dealing effectively with strong negative feeling. Researchers stated that a significant reduction was observed in the level of aggressiveness and social rejection of intervention group, and these changes were also maintained at one year follow-up measures. Similarly, Kellner, Bry, and Colletti (2002) implemented a 10-session anger management intervention to 56 students whose age ranged between 12 and 16. They found out that the students involved in intervention engaged in fewer fighting incidences than those participating in control group.

On the other hand, several prevention studies yielded no significant results. For example, in an experimental study O'Donnel et al. (1999) examined the effects of the Community Youth Service on elementary school students (N=972). The program included anger management and conflict resolution training. The findings did not reveal any significant result. Likewise, Grossman et al. (1997) applied the Second Step Program that was combined of empathy training and anger management to 2nd and 3rd grade children and they did not observe any significant result (N= 790).

Some research with Turkish children and adolescents also seem to confirm the results of the present study. For example, Uysal (2003) adapted the SAVE program (Student Against Violence Everywhere) designed by Center for the Prevention of School Violence into Turkish culture to prevent the violent behaviors among elementary school students. The results demonstrated no significant differences between experimental and control groups in the violent behavior scores. In addition, Kutlu (2005) investigated the effect of Bullying Management Training Program, which includes anger management and conflict resolution components, on bullying behaviors of elementary school students (N=30). However, the training program was not found to be effective on reducing the bullying behaviors of 7th grade students.

Moreover, some studies provided controversial findings. In other words, while significant improvements were observed in some skills and behaviors, for others no significant difference was reported. For example, Roberts, White, and Yeomans (2004) applied Project WIN program which includes teaching negotiation strategies to 34 fifth grade students. The findings revealed that the students learned negotiation strategies and used them in conflict resolution; nonetheless no reduction was found in violent behaviors. Similarly, Pepler, King, Craig, Byrd, and Bream (1995) evaluated the Earlscourt Social Skills Group Program, which was developed to enhance the self-control and social skills of children between the ages of 6 and 12 (N=74). Although teacher observations indicated positive changes in problem behaviors, peer ratings did not reveal any significant difference between waiting list control group and intervention group. Likewise, Cooke et al. (2007) carried out a research to investigate the effect of Second Step program on social-cognitive skills of 3rd and 5th grade students. Results demonstrated that while positive coping and empathy skills of the subjects improved, no change was observed in the frequency of anti-social or aggressive behavior (N=741).

The lack of effectiveness of Violence Management Training used in the present study may have stemmed from several reasons. Firstly, the subjects were assigned to the groups based on only their self-report VBC and Anger Control Subscale scores. Self-report assessments have some limitations such as social desirability, fakebility, response style and acquiescence (Özgüven, 1999). If the teachers', peers' and parents' ratings had been taken into account, the identification of students who display violent behaviors more frequently and have lower anger control level would have been more accurate. Besides, the literature suggests a complete measurement including peer, teacher and parent ratings for assessment of school violence (Osher et al., 2004; Paglicci, et al., 2002; Shafii & Shafii, 2001).

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Secondly, the post-test measures were employed at the end of the last session. Otherwise, students would be in holiday so that it would be difficult to reach them. However, in such experimental studies it is necessary to wait for a few weeks to let the students internalize the gains and take them into practice (Farrell, Meyer, Aleta, & Sullivan, 2001).

Thirdly, although, follow-up measurement may clarify the confusing effects of posttest measures (Farrell, Meyer, Aleta, & Sullivan, 2001) it could not be taken because the implementation was terminated at the end of April and schools would be closed for summer holiday in June 2007. Hence, there was no enough time to employ follow-up measure.

Fourthly, several researchers put forward that violence prevention programs should begin from kindergarten years (Dusenbury, Falco, Lake, Brannigan, & Borsworth, 1997). When changing the antisocial behaviors of high school students, it should be considered that the behavior patterns of subjects developed previously had to be replaced with the new ones. Inevitably, it is more difficult to modify or to alter these habits which are the production of long years. At this point, it is noteworthy to discuss that Turkish cultural codes respect violence in several settings. For instance, despite legal restrictions, in school, teachers may exhibit violent behaviors against students. Gözütok (1994) pointed out that 26 % of teachers employed physical punishment to reduce or prevent the problem behaviors by students. Similarly, Onur (1976, as cited in Gümüş, Tümkaya & Dönmezer, 2004) showed that teachers working in high schools from different socio-economic status used sarcasm (24 %) against problem behaviors of students in the classroom. Resent empirical evidence (Sümer & Çetinkaya, 2004) also indicates that corporal punishment employed by teachers is still a common form of violence in school, and parents are more tolerant to teacher employed violence. This situation may yield a violent style to solve problems

in the part of students and support a violent model. Moreover, parents' use of corporal punishment as a way of disciplining their children along with being more tolerant to boys' aggressive behaviors toward others (Sümer-Hatipoğlu & Aydın, 1999), children even at home may expose to more violent role models. In fact, in a recent study Gümüş, Dönmezer, and Tümkaya (2004) found that the 56 % of the participants reported that they were beaten by their parents. Similarly, in a cross-sectional study Orpinas et al. (2000) (N = 9,000) found no reduction in aggressive behaviors associated with the implementation. In their study, exposure to community violence and parental attitudes about fighting at school were found to be the strongest predictors of future violence. Therefore the researchers proposed that prevention studies should begin before middle school and it should also include parents and community. In the light of these findings, it can be speculated that violence is one of the dominant aspects of Turkish culture. Hence, 16-session training may not be enough to decrease the violent behaviors, the product of long years.

Fifthly, in this study, the subjects were selected among the students who reported displaying violent behaviors. However, several researchers underscored universal prevention program targeting not only violent behaviors-exhibiting students but also the other ones, teachers, parents, administrators as well as school staff (Sandhu & Aspy, 2000). Indeed, the unique source of school violence is not the students. Also, teachers and parents may become other sources. Dishion and Andrews (1995) emphasized the role of the environmental factors such as coercive parenting and deviant peers in violence. Therefore, to prevent or reduce school violence, the programs, which target not only students displaying violent behaviors but also the peers, parents, teachers and staff should be developed.

In conclusion, teachers' and parents' involvement may promote the social behaviors and reduce the possible inconsistencies between training program, school, and home.

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Moreover, developing programs that have enough duration with follow-up measurement seems still one of the gaps in Turkish literature on school violence prevention.

5.2. Implications

The present study has some implications for school counselors, and future studies. First, the results of this study indicated that psychometric properties of the Violent Behavior Checklist (VBC) were satisfactory. The counselor working in guidance and counseling centers of high schools may administer this scale to examine the prevalence rate of violent behaviors in their schools.

Second, although the Violence Management Training was not effective in reducing violent behaviors and increasing anger control of high school students, it may be considered as an initial step for future intervention studies. The limitations of the present study such as short duration of training and lack of follow-up assessment may be considered in future research when designing and implementing intervention programs for adolescents.

5.3. Recommendations

1. The present study comprised students from relatively low socio-economic school. In addition, in this study, gender was not considered. Mattaini and McGuire (2006) suggest that gender, socio economic status and age differences are important factors that influence the effectiveness of training programs. Therefore, future research should be conducted in different socio-economic status schools with students from different grade levels. The

interaction effect of gender and violence management training on violent behaviors and anger control of students should also be examined.

2. The present study may be viewed as a pilot study for testing cognitive behavioral approach on violence management and anger control of students. Similar studies may be carried out in the future with violence management programs utilizing different curricula and approaches.

3. Violence management training utilized in this study was designed as a secondary level intervention. Target population of such kind of interventions consists of the students having a history of violent behaviors. On the other hand, examining the effectiveness of primary level interventions targeting all components of school that are parents, teachers, perpetrators, and victims is still a gap in Turkish literature on school violence and this topic should be investigated in future research.

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APPENDIX A

ŞİDDET DAVRANIŞI TARAMA LİSTESİ

Sevgili Öğrenciler

Aşağıda öğrencilerin okul ortamında zaman zaman birbirlerine karşı sergiledikleri bazı davranışlar yer almaktadır. Bu davranışlara maruz kalan öğrenci, birtakım fiziksel ve psikolojik sıkıntılar yaşayabilmektedir. Bu ölçeğin uygulanmasının amacı bu tür davranışların ne sıklıkta yapıldığını belirlemektir. Test sonuçları tümüyle gizlitutulacak.

Lütfen her bir maddeyi okuyarak, o davranışı bir yıl içinde hangi sıklıkta yaptıysanız ilgili kutuya (X) işareti koyarak belirtiniz. Örneğin; omuz atmak maddesi eğer bir yıl hiç yapılmadıysa (1), çok sık yapıldıysa (5) şıkkını işaretleyiniz. Çalışma sonuçlarının gerçekçi olması sizin vereceğiniz cevapların doğruluğuna bağlıdır. Cevap verirken lütfen samimi davranınız. Araştırmaya katıldığınız için teşekkür ederim.

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Davranışlar	Hiçbir zaman	Bazen	Sık sık	Çoğu zaman	Her Zaman
1- Başkasına bir şey fırlatmak ……………………...	1	2	3	4	5
2- İtmek ……………………………………..	1	2	3	4	5
3- Omuz atmak …………………………………...	1	2	3	4	5
4- Tokat atmak …………………………………...	1	2	3	4	5
5- Yumruk atmak …………………………………	1	2	3	4	5
6- Sopa, cetvel vb. ile vurmak ……………………	1	2	3	4	5
7- Dövmek ………………………………………	1	2	3	4	5
8- Çakı, bıçak, sopa veya silahla tehdit etmek ……..	1	2	3	4	5
9- Sözle tehdit etmek ……………………………..	1	2	3	4	5
10- Okula çakı, bıçak, şiş, sopa veya silah getirmek .	1	2	3	4	5
11- Bıçakla yaralamak …………………………...	1	2	3	4	5
12- Silahla yaralamak …………………………....	1	2	3	4	5
13- Bir arkadaşını aşağılamak ……………..............	1	2	3	4	5
14- İnsanlara kötü lakaplar takmak ………………..	1	2	3	4	5
15- Arkadaşını grup içinde küçük düşürmek ………	1	2	3	4	5
16- Başkalarıyla alay etmek ……………………....	1	2	3	4	5
17- Birine tükürmek ……………………………...	1	2	3	4	5

SDÖE-ÖFKE KONTROL ALTÖLÇEĞİ

Aşağıda kişilerin kendilerine ait duygularını anlatırken kullandıkları birtakım ifadeler verilmiştir. Lütfen, her ifadeyi okuyun, sonra da genel olarak nasıl hissettiğinizi düşünün ve ifadelerin sağ tarafındaki sayılar arasında sizi en iyi tanımlayan şıkkı (x) işareti ile belirtiniz. Doğru ya da yanlış cevap yoktur. Cevaplarınızda içten davranmaya çalışınız. Çünkü cevaplarınız araştırma amacı ile kullanılacak, hiçbir kurum ya da şahsa bildirilmeyecektir. Araştırmaya katıldığınız için teşekkür ederim.

ÖFKELENDİĞİMDE VEYA KIZDIĞIMDA…

	Hiç	Biraz	Oldukça	Tümüyle
	Sizi ne kadar tanımlıyor?			
11. Öfkemi kontrol ederim.	1	2	3	4
14. Başkalarına karşı sabırlıyımdır.	1	2	3	4
18. Soğukkanlılığımı korurum.	1	2	3	4
21. davranışlarımı kontrol ederim.	1	2	3	4
25. Öfkem kontrolden çıkmadan kendimi durdurabilirim.	1	2	3	4
28. Çoğu kimseye kıyasla daha çabuk sakinleşirim.	1	2	3	4
30. Hoşgörülü ve anlayışlı olmaya çalışırım.	1	2	3	4
34. Kızgınlık duygularımı kontrol ederim.	1	2	3	4

APPENDIX C

ÇEMBERE DIKKAT

İlk olarak lider grup üyelerine "çembere dikkat" oyunu oynayacaklarını söyler ve oyunun kurallarını anlatır. Öncelikle bir öğrenci gönüllü olur ve kendi ismini söyleyerek bir hareket yapar. Sağındaki öğrenci, bir önceki öğrencinin ismini söyler ve onun hareketini tekrarlar, daha sonra da kendi ismini söyler ve farklı bir hareket yapar. Bu süreç bütün öğrenciler tarafından yapılıncaya kadar devam eder. En son öğrenci herkesin ismini söylemek ve yaptığı davranışı yapmak zorundadır. Etkinlik sonunda lider grup üyelerine tıpkı bu oyunda olduğu gibi insanların dikkatlice gözleyerek ve dinleyerek öğrendiklerini söyler

Kaynak: Kutlu, F. (2005). *The effect of bullying management training on bullying behaviors of elementary school students.* Unpublished doctoral dissertation, Middle East Technical University, Ankara.

ÖFKE KAYIT FORMU

DURUMLAR	KİŞİLER						
	Anne	**Baba**	**Kardeş**	**Akraba**	**Arkadaş**	**Öğretmen**	**Diğer**
İstediğini alamama							
Haksızlık							
Kayıp (arkadaşlık, fırsat vb.)							
Kavga							
Engellenme							
Eleştirilme							
Azarlanma							
Anlaşılmama							
Sınırlanma							
Saygısızlık							
Diğer							
Diğer							

Kaynak:Aytek, H. (1999). Grup rehberliğinin ortaöğretim basamağındaki öğrencilerin öfkeli davranışlarının kontrolü üzerindeki etkisi. [*The effect of group guidance on anger control of secondary school students*]. Unpublished master's thesis, Çukurova University, Adana, Turkey.

APPENDIX E

ÖFKE KONTROL BASAMAKLARI

1- Dur ve Sakinleş

- Bir kaç kez derin nefesler alarak vücudunuzu gevşetin ya da içinizden 10'a kadar sayın.

- Kendi kendinize şunları söyleyerek düşüncelerinizi kontrol altına alın.

- Kızgınlığımı ya da gerginliğimi kontrol edebilirim.
- Tepemin atmasına izin vermeyeceğim.
- Kendimi üzmeyeceğim.

2- Düşün

- Seçeneklerinizi gözden geçirin: Orada mı kalmalısınız, oradan uzaklaşmalı mısınız yoksa boş mu vermelisiniz?

3- Konuş

- Kızdığınız kişiye, neye kızdığınızı, ne hissettiğinizi ve ne istediğinizi söyleyin.

Sen .... davrandığında / yaptığında, ben .... hissettim. Keşke .... yapsaydın/ olsaydı.

- Yaşadığınız problem hakkında güvendiğiniz biri ile konuşun.

4- Olumlu Duygular Hisset

- Kızdığınız şeyi aklınızdan götürmek için hoşunuza giden bir şeyler yapın. Örneğin biraz enerji harcayın (yürümek, koşmak, bisiklet sürmek vb.) ya d rahatlatıcı bir şeyler yapın (müzik dinlemek, okumak, resim çizmek ya da yazmak vb.)

Kaynak: Allan, J., Nairne, J., & Majcher, J. (1996). *Violence prevention: A class discussion approach*. (Report No. ISBN-1-56109-067-0). Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED398520).

APPENDIX F

SEN DİLİ - BEN DİLİ
(Örnek olaylar)

a- Arkadaşınız çok sevdiğiniz aynanızı kırdı. Ben dili ve Sen dili ile tepki veriniz.

b- Arkadaşınızla sohbet ederken, küçük kardeşiniz sürekli araya giriyor. Ben dili ve Sen dili ile nasıl tepki verirsiniz?

c- Sınavda bilmediği her soruyu size soran arkadaşınıza Ben ve Sen dili ile tepkiniz ne olur?

d- Öğretmensiniz ve sınıfta bir öğrencinin kopya çektiğini gördünüz. Ben ve sen dili ile nasıl tepkide bulunursunuz?

e- Sınıfta anlamadığı şeyleri sürekli size soran bir arkadaşınıza Ben dili ve Sen dili ile nasıl tepkide bulunursunuz?

f- Arkadaşınız size çok kızgın, sürekli bağırıyor. Ben dili ve Sen dili ile tepkinizi nasıl ifade edersiniz?

g- Anne ya da babasınız genç çocuğunuz size uygun olmayan tarzda giyiniyor. Ben dili ve Sen dili Nasıl tepkide bulunursunuz?

Kaynak: Kutlu, F. (2005). *The effect of bullying management training on bullying behaviors of elementary school students.* Unpublished doctoral dissertation, Middle East Technical University, Ankara.

APPENDIX G

PASIF-GIRIŞKEN-SALDIRGAN TEPKILER
(ROL OYUNLAR)

a- Elektrik faturasını ödemek için sıraya girdiniz. Sizden sonra gelen birisi öne geçti. Girişken, saldırgan ve pasif olarak nasıl tepkide bulunursunuz?

b- Arkadaşınız siz dersi dinlerken sizi konuşmaya tutuyor. Nasıl tepki verirsiniz (girişken, saldırgan ve pasif).

c- Lokantada henüz yemeğinizi bitirmeden garson önünüzden tabağınızı alıyor. Nasıl tepki verirsiniz (girişken, saldırgan ve pasif).

d- Çok istediğiniz bir filme nihayet gittiniz. Yanınızdaki kişi, sürekli kabuklu yiyecekler yiyip, bir sonraki sahneyi yanındakine anlatıyor. Nasıl tepki verirsiniz (girişken, saldırgan ve pasif).

e- Satın aldığınız bir şeyi geri götürdünüz. Satıcı problem çıkarıyor. Nasıl tepki verirsiniz (girişken, saldırgan ve pasif).

f- Otobüste gazetenizi okuyorsunuz. Yanınızda ayakta duran bir kişi de sizin okuduğunuz sayfadaki başka bir haberi sesli okuyor. Nasıl tepki verirsiniz (girişken, saldırgan ve pasif).

g- Öğretmeniniz bir hata yaptı. Bunu ifade etmek istiyorsunuz. Nasıl tepki verirsiniz (girişken, saldırgan ve pasif).

h- Para bozdurduğunuzda, size kesik verildiğini fark ettiniz. Nasıl tepki verirsiniz (girişken, saldırgan ve pasif).

i- Pek sevmediğiniz bir arkadaşınız telefon ederek 1-2 hafta lığına size gelmek istediğini söylüyor. Nasıl tepki verirsiniz (girişken, saldırgan ve pasif).

j- Arkadaşlarınızla mezuniyet törenine gideceğiniz gün berbere gittiniz ve saçınızı çok kötü oldu. Nasıl tepki verirsiniz (girişken, saldırgan ve pasif)

Kaynak: Aytek, H. (1999). Grup rehberliğinin ortaöğretim basamağındaki öğrencilerin öfkeli davranışlarının kontrolü üzerindeki etkisi. [*The effect of group guidance on anger control of secondary school students*]. Unpublished master's thesis, Çukurova University, Adana, Turkey.