



CONSTANT RAGE LEVEL IN ATHLETES – AN ANALYSIS OF THE EXPRESSION TYPES OF ANGER IN DIFFERENT PARAMETERS

Sinan Doğan¹,

Uğur Abakay²

¹Gaziantep University,

Health Sciences Institute, Turkey

²Gaziantep University, High School of

Physical Education and Sport, Turkey

Abstract:

This study is a descriptive research which is done with the aim of determining constant rage level and expression styles of anger in the athletes with regard to different variables. This survey is implemented in a sample group which consists of 549 individuals (379 men, 170 women) who are still active sportsman in the province of Gaziantep. Continual Rage and Expression Types of Rage Scale which is developed by Spielberger (1988) and studied for adaptation to Turkish by Ozer (1994) is utilized in the obtainment of the survey data. Variance analysis, One-Way ANOVA Independent Sample T-test is used in order for comparing the arithmetic mean in data analyzing, mean points in independent measuring. In conclusion, in this study, we aimed to determine the constant rage and anger expression styles of individual and team athletes in terms of various variables among the female and male athletes. Female athletes who are engaged in team sport have high levels of constant rage and anger outbursts, male athletes who are engaged in individual sports have high levels of constant rage, anger and anger outbursts. Individual athletes have high scores in favor of men in the constant rage and anger expression in terms of gender variable. It was observed that those with good family well-being had higher anger scores than the middle and the worst ones in both branches.

Keywords: individual, team, rage, anger management

1. Introduction

Within the conditions we are in, it is seen that there are growing technological developments and differentiations that allow individuals to reach each other although there are very long distances between them, and on the other side individuals are at the same level. Individuals who aim to reconcile these conditions continue to have a strong connection with their families and with the people in their communities and in the inner lives of the individuals of the feelings of anger in the world. Anger is a histone that is born in individuals and is recognized by all people like joy, sadness. It is not easy to cope with this feeling, which is often come out from dissatisfaction and hard to turn into a force. The clearest and most fragile point of the causes in the depths of the anger feeling may be to stop the person or to oppose the person who trying to reach the desired point (Bilge 1997).

The concept of anger is generally described as an outward reflection of emotional currents and movements that seen or cannot be seen in the external world in various stages, which are not always realized when the concept of feeling, which can be said to be heard, is controlled by consciousness (Seyyar 2004).

In fact, the feelings of anger have external events such as fighting and indecision about the individual's own world as well as being treated unfairly by the individual and breaking into the presence of contradictory behaviors (Ekinci 2013). It can also be described as an exaggeration that people react in a way that does not correspond to their strength and importance in the face of the effects coming from around (Alıncak and Abakay 2015; Dögüşgen 2005).

The feelings are found in the genes of individuals. However, the situations and conditions that the individual faces in the course of time have make decision how these feelings can be sustained how these feelings will be targeted (Alıncak 2016; Haecci 2013).

If it can be said that the anger is a negative feeling in this case, it has also a protective aspect in negative events. However, the control, level and the expression of the anger affect the mental health of the person and adaptation with the environment (Aydın 2010).

The place of the anger in the individual life is very important. The effects of the anger have become a negative state that we are experiencing in the life process. The anger has been one of the most important troubles in our people recent years as it was in the past. The number of people in our ever-growing world is constantly increasing with the speed and quality of life (Mayne and Ambrose 1999).

Anger is the most important topic that is currently being studied by social scientists. When investigating every study related to these important issues, the increasing interest in the concept of anger was discovered scientifically in 1975 by Novaco's study. Novaco has noted that anger is the cause of an individual's negative life and, in addition, has an effect on positive causes. In addition to this, Tehran has said that the effect of anger protect the individual against errors and threats (Karadal 2009).

Universities in countries with different higher education experience also bear a significance that causes grief and spiritual tension in our country. Higher education carries out a time when people in their lives are trying to reach and adapt to a certain degree of physical, mental and social direction. In this context, it can be seen that in the university environment which is composed of different cultures, there are situations such as communication difficulties, increased responsibility, and differentiated family - child relations, gaining personality, emotional and social ties with the opposite sex, and creating difficulties in adapting to these situations. The university period can be expressed as a time when emotions such as anxiety, anger and enmity are experienced too much by the effects of these developing events (Alıncak and Uğurlu, 2016; Imamoğlu and Gültekin 1993, Bostancı et al 2006; Cinpolat et al., 2016).

In order for the anger to be fully realized and controlled, it is firstly necessary to prevent this feeling understanding of reasons and types and explain with a clear statement (Tuna 2012). Because anger, which is prevented all the time, causes an unpleasant holding on the individual and causes feelings like hatred (Öz 2012). This study was carried out in order to show the constant rage and anger expression styles of the athletes who are engaged in individual and team sports in terms of various variables.

2. Material and Method

This research is a descriptive study aimed at determining the constant rage and anger expression styles of the athletes who are engaged in individual and team sports in terms of various variables. The research group consists of individuals who continue their active sports life in the province of Gaziantep and these individuals participated in the study voluntarily. In the study, data were collected using the data collection tool described below.

2.1 Universe and Sampling

The research group consists of 549 individuals (379 male, 170 female) active in the provinces and districts of Gaziantep in 2016.

Table 1: Personal characteristics of the study group (n = 549)

Variables	Groups	n	%
Status	Team	271	49.4
	Individual	278	50.6
Gender	Male	379	69.0
	Female	170	31.0
Family welfare	Well	72	13.1
	Middle	386	70.3
	Poor	91	16.6

2.2 Data Collection Tools

The "Constant Rage and Anger Expression Scale" was used. It is developed by Spielberger (1988) and this scale adapt to the Turkish by Özer (1994). Internal consistency coefficients for the study of the usability conditions of this scale in Turkey were .79 for constant anger; .84 for anger control; .78 for outrage; .62 for anger. Correlations between Continuous Rage Scale scores and Anger Inventory were reported to be between .41 and .59 for criterion-related validity. The correlation coefficients obtained in the repetition of the test made with university students by Bilge (1997) were .83 for Constant Rage, .71 for Bold Anger, .80 for Outward Anger, and .82 for Anger Control.

2.3 Analysis of data

The data obtained from the scale were first transferred to the computer and then calculated using SPSS 22.0 package program. One-Way ANOVA and Independent samples t-test (72) were used for the comparison of the mean scores in the analysis of the data and the mean scores in the disconnected measures.

3. Result

In this part of the study, t-test showing the differences in total scores obtained by individual and team athletes from constant rage and anger scale, branch status, gender, age, sporting year, family welfare, residence, father education status and mother education status variables and variance analysis results.

Table 2: Comparison of scores obtained from the scale in terms of status change of female and male sportsmen

		Status	N	Mean	S.D.	t	P
Female	Constant Rage	Team	78	23.77	4.16	3.151	.002
		Individual	92	21.41	5.37		
	Anger Control	Team	78	21.03	4.21	.101	.920
		Individual	92	20.96	4.63		
	Anger	Team	78	18.23	3.37	1.497	.136
		Individual	92	17.46	3.35		
	Outward Anger	Team	78	18.31	5.15	2.032	.044
		Individual	92	16.76	4.77		
Male	Constant Rage	Team	193	23.99	5.46	-1.906	.037
		Individual	186	25.16	6.38		
	Anger Control	Team	193	21.51	4.60	-1.253	.211
		Individual	186	22.08	4.22		
	Anger	Team	193	17.33	3.91	-2.534	.012
		Individual	186	18.41	4.40		
	Anger Outburst	Team	193	17.03	4.59	-3.902	.000
		Individual	186	18.94	4.93		

Table 2 compares the scores obtained by the athletes from the scale in terms of branch statuses. According to this, it was found that there was a significant difference in favor of individual athletes in the constant anger, anger and anger outburst in male athletes, female athletes in favor of team athletes, anger and anger outburst subscales ($p < 0.05$).

Table 3: Comparison of scores obtained from the scale for individual and individual athletes in terms of gender variable

		Gender	N	Mean	S.D.	T	P
Team	Constant Rage	Male	193	24.00	5.46	.328	.743
		Female	78	23.77	4.18		
	Anger Control	Male	193	21.51	4.60	.801	.424
		Female	78	21.03	4.21		
	Anger	Male	193	17.33	3.91	-1.908	.058
		Female	78	18.23	3.37		
	Anger Outburst	Male	193	17.03	4.59	-2.007	.046
		Female	78	18.31	5.15		
Individual	Constant Rage	Male	186	25.16	6.38	4.839	.000
		Female	92	21.41	5.37		
	Anger Control	Male	186	22.06	4.22	2.014	.045
		Female	92	20.96	4.63		
	Anger	Male	186	18.41	4.40	2.002	.043
		Female	92	17.46	3.35		

Sinan Doğan, Uğur Abakay
 CONSTANT RAGE LEVEL IN ATHLETES –
 AN ANALYSIS OF THE EXPRESSION TYPES OF ANGER IN DIFFERENT PARAMETERS

Anger Outburst	Male	186	18.94	4.93	3.498	.001
	Female	92	16.76	4.77		

Table 3 shows a comparison of scores obtained by the athletes on the scale in terms of gender variable. In terms of gender variation in team athletes, there was a significant difference in favor of women in anger outburst and in favor of men in all subscales in individual athletes ($p > 0.05$).

Table 4: Comparison of the scores obtained by the athletes from the scale in terms of family welfare variable

	Subscale	Groups	N	Mean	S.D.	F	P	Significance
Team	Constant Rage	1.Well	33	26.12	5.89	4.024	.019	1-2 1-3
		2.Middle	197	23.48	4.94			
		3.Poor	41	23.34	4.88			
	Anger Control	1. Well	33	20.42	4.94	2.891	.057	
		2.Middle	197	21.77	4.29			
		3.Poor	41	20.22	4.78			
	Anger	1. Well	33	18.42	3.04	1.288	.278	
		2.Middle	197	17.38	3.71			
		3.Poor	41	17.93	4.49			
	Anger Outburst	1. Well	33	20.12	5.53	7.028	.001	1-2 1-3
		2.Middle	197	16.86	4.43			
		3.Poor	41	16.78	5.11			
Individual	Constant Rage	1. Well	39	22.31	6.58	2.167	.116	
		2.Middle	189	23.94	6.38			
		3.Poor	50	25.10	5.65			
	Anger Control	1. Well	39	23.26	5.25	2.890	.057	
		2.Middle	189	21.47	4.16			
		3.Poor	50	21.38	4.33			
	Anger	1. Well	39	18.13	5.57	.025	.975	
		2.Middle	189	18.06	3.77			
		3.Poor	50	18.20	4.07			
	Anger Outburst	1. Well	39	19.60	4.76	4.779	.009	1-2 1-3
		2.Middle	189	17.23	4.83			
		3.Poor	50	16.36	4.80			

Table 4 shows a comparison of the scores of the athletes on the scale of family welfare. Accordingly to the table, there was a significant difference in the constant rage and anger outburst, individual athletes anger outburst in terms of the team athlete on the

scale of family welfare($p<0.05$). The LSD test was conducted to determine which groups differed.

Team athletes were found to have a higher score in the constant rage than in the other groups with good welfare. It was found that the team and individual athletes had a higher welfare level in the anger outburst than the other groups.

4. Discussion and Conclusion

This section will discuss the findings of the research.

When the scores obtained from the scale in terms of branch statues of the athletes are considered, there were significant differences in favor of individual athletes in the c in male, in favor of team athletes in the constant rage and anger outburst in females ($p < 0.05$).

When comparing the scores of the team athletes obtained from the scale in terms of gender variable, there was a significant difference in individual athletes in favor of male in all sub-dimensions, in anger outburst in favor of female ($p > 0.05$).

When the study of Kuruoğlu (2009), which supports our findings in our research, examines the correlation between the anger and anger expression styles with gender variables, the anger outbursts appear to be greater in male than in female. In a study conducted by Bostancı at al. (2006) on university students, they found that men had higher levels of aggression, called the outrageous anger, than women. As a result of the study carried out by Buntenie and Costenbader (1997), it is stated that men show more physical violence when they are angry.

Tambağ and Öz (2005), Yarcheski et al. (2002) also found that males' aggressive behavior scores were higher than females. As a result of study done by Altuntaş (2012) on adolescents, boys' level of constant rage and internal anger level were higher than the female children.

In the literature survey on the subject, it was determined that whether or not they are an athlete identity, women have more anger in the internal anger subscale and men in the external anger (Bostancı at al. 2006, Altuntaş 2012, Bedel 2011). It can be said that this is due to the fact that women have more backwardness in social status and roles in society and that boys are aggressive in expressing aggressive expressions and activities from the first years of life while women are more introverted.

When we compare the scores of team athletes on the scale of family welfare, team athletes were found to have higher scores on the constant rage than on the other groups with good welfare. It was found that the team and individual athletes had a higher welfare level in the anger outburst than the other groups.

In conclusion, in this study we aimed to determine individual and team athletes' constant rage and anger expression styles in terms of various variables, among male athletes, individual athletes' constant rage, anger and anger outburst were found to have high, among female athletes, those who engage in team sports have high levels of constant rage and anger outburst. Individual athletes have high scores in favor of men in terms of constant anger and anger expression in terms of gender variables. It was observed that in both branches those with family welfare well-being had higher anger scores than the middle and the worst ones.

References

1. Alıncak F. (2016). Evaluation Of Opinions Of Primary School Teachers On The Method Of Education With Game, *European Journal of Physical Education and Sport Science*, 2 (3):81-96
2. Alıncak F., Abakay U. (2015). Ferdi ve Takım Sporlarıyla Uğraşan Bireylerin Strese Karşı Koyabilme Düzeylerinin Karşılaştırması, *Akademik Sosyal Araştırmalar Dergisi*, Yıl: 3, Sayı: 16, Eylül 2015, s. 333-345.
3. Alıncak, F., & Uğurlu, F. M. (2016). The evaluation of the ideas of physical education and sports students about of physical education and sport lesson in disabled persons. *Research in Sport and Exercise Psychology*, 2(2), 18-23.
4. Altuntaş G. Boşanmış ebeveynler ile boşanmamış ebeveynlerin lise birinci, ikinci, üçüncü sınıflarında okuyan çocuklarının sürekli öfke ve öfke ifade tarzı, benlik saygısı ve anksiyete düzeylerinin karşılaştırılması. *Maltepe Üniversitesi Sosyal Bilimler Enstitüsü, Yüksek Lisans Tezi*, 2012, 184 sayfa, İstanbul (E. Figen Karadayı).
5. Aydın B. Çocuk ve ergen psikolojisi. 3. Baskı, Ankara, Nobel Yayın Dağıtım Tic. Ltd. Şti, 2010: s.200-219.
6. Bedel A. Kişiler arası sorun çözme beceri eğitiminin ergenlerin sürekli öfke ve öfke ifade tarzlarına etkisinin incelenmesi. *Selçuk Üniversitesi Eğitim Bilimleri Enstitüsü, Yüksek Lisans Tezi*, 2011, 214 sayfa, Konya (Ramazan ARI)
7. Bilge F. Eğitim bilimleri öğrencilerinin sürekli kırgınlık düzeyleri ve kırgınlıklarını ifade biçimlerinin bazı değişkenler açısından incelenmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 1997: 13, 75-80.
8. Bostancı N, Çoban Ş, Tekin Z, Özen A. Üniversite öğrencilerinin cinsiyete göre öfke ifade etme biçimleri. *Kriz Dergisi*, 2006: 14, 9-18.

9. Buntaine RL, Costenbader VK. Self-reported differences in the experience and expression of anger between girls and boys. *Sex Roles*, 1997: 36, 625-37.
10. Cinpolat, T., Alıncak, F., & Abakay, U. (2016). Beden eđitimi ve spor yksekokulu đrencilerinin đretmenlik mesleđine ynelik tutumlarının incelenmesi. *Gaziantep niversitesi Spor Bilimleri Dergisi*, 1(1), 38-47.
11. Dđşgen M. Psikoloji ve psikiyatri szlđ. 1. Baskı, İstanbul, Emre Yayınları, 2005: s. 167-168.
12. Ekinci N. đretmenlerin fke ifade tarzları ile tkenmiřlik dzeyleri arasındaki iliřkinin incelenmesi. Necmettin Erbakan niversitesi Eđitim Bilimleri Enstits, Yksek Lisans Tezi, 2013, 179 sayfa, Konya (Hasan YILMAZ).
13. İmamođlu O, Gltekin Y. nerilen Dengelenmiř Toplumsal Birey Modeli Iřıđında niversite Gençliđinin Sorunları: 1982-1992 Dneminde Yayınlanan Arařtırmalara İliřkin Bir Deđerlendirme, Yorum ve neriler. *Trk Psikoloji Dergisi*, 1993: 8, 27-41.
14. Karababa A, Dilmaç B. Ergenlerde insani deđerlerin srekli fke ve fke ifade biçimlerini yordamadaki rol. *İlkđretim Online*, 2015: 14, 3.
15. Karadal F. fke ynetimi ve Niđde niversitesinde bir arařtırma. Niđde niversitesi Sosyal Bilimler Enstits, Yksek Lisans Tezi, 2009, 188 sayfa, Niđde (İbrahim YALÇIN).
16. Kendirci A. Evli bireylerin fke ifade tarzları ve řiddet sorumluluđunun incelenmesi. Gaziosmanpařa niversitesi Eđitim Bilimleri Enstits, Yksek Lisans Tezi, 2013, 149 sayfa, Tokat (Rukiye řAHİN).
17. Kuruođlu D. niversite đrencilerinin Srekli fke Dzeyleri, fke İfade Tarzları İle Obsesif Kompulsif Semptomları Arasındaki İliři. Maltepe niversitesi Sosyal Bilimler Enstits, Yksek Lisans Tezi, 2009, sayfa 89, İstanbul (Ayřem Çalıřkur).
18. Mayne T, Ambrose T. Research review on anger in psychotherapy. *Journal of Clinical Psychology/InSession: Psychotherapy in Practice*, 1999: 55, p.353-63.
19. z SF. fke ynetimi eđitiminin ergenlerde fke ile bařa çıkma ve iletiřim becerilerine etkisi. Dokuz Eyll niversitesi Eđitim Bilimleri Enstits, Doktora Tezi, 2008, 209 sayfa, İzmir (Ferda Aysan).
20. zer, K. "Srekli fke ve fke İfade Tarzı lçekleri n Çalıřması", *Trk Psikoloji Dergisi*, 1994: 31, 26-35.
21. Seyyar A. Davranıř bilimleri terimleri: ansiklopedik szlk, Beta Basım Yayım Dađıtım A.ř, 2004: s.537-538, p.
22. Tambađ H, z F. Aileleri ile birlikte ve yetiřtirme yurtlarında yařayan ergenlerin fke ifade etme biçimleri. *Kriz Dergisi*, 2005: 13, 11-21.

23. Tuna D. özüm odaklı kısa süreli yaklaşıma dayalı öfke kontrolü eğitim programının lise öğrencilerinin öfke kontrolü ve iletişim becerileri düzeylerine etkisi. Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü, Yüksek Lisans Tezi, 2012, 188 sayfa, İzmir (Didem Müge Siyez).
24. Yarcheski A, Mahon NE, Yarcheski TJ. Anger in early adolescent boys and girls with health manifestations. Nurs Res, 2002: 51, 229-36.

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).