The Adolescent Anger Rating Scale (AARS) Test of Southville International School and Colleges Basic Education Students PHASE I

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KEYWORDS: job motivation, job satisfaction

INTRODUCTION

In this modern day world we are bombarded with a lot of things such as instant coffee, instant milk, instant noodles, instant spaghetti and the like. With this kind of modernization people tend to be impatient. With this habit of impatience, people tend to lose control of their temperance.

The adolescent group are exposed to so many immediate responses to their needs that if they did not get what they want their temper will rise. Thus, it is the purpose of this study to take a look at the profile of the students in Southville International School and Colleges (SISC) with regards to their anger management. In this way, we can identify how to manage the anger disciplinary cases of our students.

“Anger” is defined as a “feeling of displeasure resulting from injury, mistreatment, opposition, etc., and usually showing itself in a desire to fight back at the supposed cause of this feeling”. There is pain or trouble involved in anger circumstances. The etymology of anger is “distress” or “angh” which means “constricted”. The Latin is “angustus or angustia” which means “tightness”. In Greek it is “anchein or anchone” which means “squeeze or strangling”. Then in German it is “angst” for “fear.”

In the above definition of anger, we can say that there is the presence of threat and fear from the person being threatened that produces a very negative behavior in his/her words and action. There is a struggle of self-control and temperament outburst.

The Counseling and Psychological Services or CAPS of SISC provides Anger Inventory Test for all Upper School students to help the Discipline Office and all the school counselors in identifying individual student’s personality regarding their handling of anger. It is the hope of this paper that data can be used by bringing up some recommendation on how to better manage the student’s body regarding emotion control particularly the negative impact of the anger emotion.

The researchers charted comparative data of all the Upper School to identify which batch from Grades 8 to 11, including IB and ILC, are more prone to anger emotional outburst. It is the desire of the researchers to make use of the
data to create an appropriate intervention program for the specific types of anger and for anger management for these groups of students.

**STATEMENT OF THE PROBLEM**

The research aimed to find the profile of the Adolescent Anger Scale Test (AARS) of Southville International School and Colleges Basic Education Students of the Upper School Division for the Academic Year 2008-2009. More specifically, this research aimed to answer the following questions:

1. What is the profile of respondents’ AARS in terms of each type of anger by:
   - **A. Grade Level and Section?**
     1. Instrumental Anger?
     2. Reactive Anger?
     3. Anger Control?
     4. Total Anger?
   - **B. Gender?**
     1. Instrumental Anger?
     2. Reactive Anger?
     3. Anger Control?
     4. Total Anger?
   - **C. Nationality?**
     1. Instrumental Anger?
     2. Reactive Anger?
     3. Anger Control?
     4. Total Anger?

2. What is the total number of respondents who shall be recommended for Anger Management Intervention Program in terms of four anger categories:
   - **A. Instrumental Anger?**
   - **B. Reactive Anger?**
   - **C. Anger Control?**
   - **D. Total Anger?**

**CONCEPTUAL FRAMEWORK**

The conceptual paradigm of this study is presented in the form of the Conceptual Model in Figure 1.

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**PHASE 1**

**Plan**

Apply Intervention Program appropriate for specific types of anger the adolescent respondent experiences

- **A. Preventive Measure/Support**
  - Individual Conferencing
- **- Create an Anger Management Module for the Upper School students**
- **- Address students for special and intensive counseling for referral to the counselors**

**PHASE 2**

**Plan**

Apply Intervention Program appropriate for specific types of anger the adolescent respondent experiences

- **B. Curative Measure**
  - Offer Suggestion to Parents whose child falls under high level and have manifestation of high level of total anger for Anger Management Therapy
Anger Control (AC). This phrase refers to the expressed proactive cognitive-behavioral method to resolve anger response. This is used to respond to reactive and or instrumental provocations.

Bad anger emotion. This phrase refers to the negative emotion showed by the respondent when triggered by stimulus.

Good anger emotion. This phrase refers to the positive emotion showed by the respondent when triggered by stimulus.

Instrumental Anger (IA). This phrase refers to the delayed or covert or hidden anger. This could be the negative emotion that triggers a delayed response resulting from planned goal of revenge motivated by past provocation.

Reactive Anger (RA). This phrase refers to the overt anger is an immediate angry response to a perceived threatening or fear provoking event which displays negative attributions that lead to impulsive and hyperactive response styles marked by deficits in cognitive processing, social skills and anger control.

Total Anger (TA). This term means the sum of all three types of anger: instrumental, reactive and control angers.

Upper School. This phrase refers to the secondary education or High School.

RELATED LITERATURE

Anger is viewed as an immature response to frustration. Keeping calm is considered more socially acceptable. Anger which is constantly subdued can lead to persistent violent thoughts or actions, nightmares and even physical symptoms. It can aggravate to an already present mental health problem like clinical depression.

Depression is an anger turned inwards. One secondary effect of the depression sufferer's denial of anger is that their interpersonal relationships are often unhappy and unhealthy. Another side-effect of anger is that it can fuel obsessions, phobias, addictions and manic tendencies. Anger can also fan the flames of paranoia and prejudice. Passive “fight” response is repression and denial of anger for safety. Aggressive “fight” behavior is a response which uses verbal and physical power of anger to hurt people.

Anger can cause us more than just emotional problems. It may also cause an increased risk of heart problems, due to the increase in heartbeat and adrenaline experienced during times of extreme anger.

Symptoms of Anger

Anger can be passive or aggressive. These two types of anger have some characteristic symptoms:

Passive Anger

Passive anger can be expressed in the following ways: secretive behavior, manipulation, self-blame, self-sacrifice, ineffectualness, dispassion, obsessive behavior, and evasiveness.

Aggressive anger

Aggressive anger can be expressed in the following behaviors: threats, hurtfulness, destructiveness, bullying, unjust blaming, manic behavior, grandiosity, selfishness, vengeance, and unpredictability.

Anyone displaying any of these behaviors does not always have an anger management problem.

Anger management
Anger management refers to psychological therapeutic techniques and practices to control or reduce the triggers of an emotional state. These techniques can be finding agreement with another person to avoid conflict. The use of deep breathing and meditation can be used as a means of relaxation. Treatments designed to be personal to every individual for issues of anger vary from person to person.

**Methods of Anger Management**

Psychologists recommended balanced approach to anger. The following descriptions of actions of anger management can be used like direct approach, honorable approach, focused, persistent, courageous, passionate, creative, forgiving, and listening.

The most common technique is learning assertive communication techniques. Assertive communication is the appropriate use of expressing feelings and needs without offending or taking away the rights of others. Dr. Eva L. Feindler recommends interpersonal anger that people have to try, in the heat of an angry moment, to see if they can understand where the alleged perpetrator is coming from. Empathy is very difficult when one is angry but it can make all the difference in the world.

Buddhists have different approach on anger management. They suggest seeing the anger as an incorrect projection of the mind. This means we have to correct the mind and eliminate anger completely.

The eHow.com says that support system is most important for a person to get out the net of anger. Freedom of speech under the First Amendment to the Constitution, you may be subject to legal action if your words are directed toward a specific individual in a public place with the intent to arouse anger.

In the AARS Professional Manual (2001) Anger Control is a subscale of the AARS. It is a proactive cognitive-behavioral method used to respond to reactive and instrumental provocations. Adolescents who display high level of Anger Control utilize the cognitive processes and skills necessary to manage anger-related behaviors. The ones who are very low in this subscale lack these skills to effectively confront anger provocations. Therefore recommended to be resource persons on how to manage and confront anger provocations.

**The Adolescent Anger Rating Scale**

This Adolescent Anger Rating Scale (AARS) investigates and elucidates the etiological factors related to adolescent anger and aggression, the development of an anger rating scale to measure subcategories of anger, and the development of treatment plans geared toward decreasing the effects of violence due to the different types of anger experienced by adolescents.

David S. Wheeler said that Dr. McKinnie Burney’s research explained and added two types of anger [instrumental and reactive], the implications for treatment, and the relationship between anger and other disorders. But what practitioners and researchers will find most helpful is the Adolescent Anger Rating Scale, an anger assessment instrument [the author] developed to measure the intensity and frequency of anger expression in adolescents.

Dr. Yvonne Bell said that this will contribute significantly to adolescents who experience difficulty with anger. For psychologists (Clinical and School), this book provides excellent research to help explain the causes, behaviors, and outcomes of anger for certain expressed types of anger.

Dr. Tony J. Manson, (Florida A&M University) said that the school is where he is working said this AARS is
particularly contributory [to scholarship] “because its points out certain aspects of growing social problems.” The AARS is a 41-item psychometrically sound instrument that assesses the intensity and frequency of anger expression in adolescents ages 11-19 years. The items are consistent with behaviors identified in the DSM-IV™. Elevated AARS scores can help to identify adolescents who are at risk for diagnoses of Conduct Disorder (CD), Oppositional Defiant Disorder (ODD), or Attention-Deficit/Hyperactivity Disorder (ADHD).

Individuals indicate which behaviors they exhibit when angered and how often each behavior typically occurs; the 4-point response scale ranges from Hardly Ever to Very Often. Scores are reported for Total anger and for three subscales measuring aspects of the adolescent's typical anger response pattern: Instrumental Anger, Reactive Anger, and Anger Control. The goal of any anger intervention program is to help the adolescent manage his or her anger. Practitioners using the AARS will be able to select the most appropriate intervention program for the specific type(s) of anger the adolescent typically experiences.

The AARS Professional Manual provides directions for administration, scoring, and interpretation (including case examples), as well as information about the development and validation of the instrument with students in two age groups: middle school (Grades 6-8) and high school (Grades 9-12). Conversions of raw scores to percentiles and T scores also are provided by gender and age group.

Five ethnic groups were represented in the normative sample of 4,187 adolescents. Normative data are provided for boys and girls in middle schools and high schools. Additional information about the normative sample includes grade average, number of suspensions in the past year, number of friends, a rating of friends' behavior, and the primary person(s) with whom the adolescent lives.

Statistical analyses support the use of the AARS in both clinical and research applications. Therapists who employ anger control training may find the AARS a useful measure of behavior change. The AARS also can be used to help practitioners select the most appropriate intervention program for the specific type(s) of anger the adolescent typically experiences.

**Synthesis**

The AARS is a 41-item psychometrically sound instrument that assesses the intensity and frequency of anger expression in adolescents ages 11-19 years.

Individuals indicate which behaviors they exhibit when angered and how often each behavior typically occurs; the 4-point response scale ranges from Hardly Ever to Very Often. Scores are reported for Total Anger (TA) and for three subscales measuring aspects of the adolescent's typical anger response pattern: Instrumental Anger (IA), Reactive Anger (RA), and Anger Control (CA). The goal of any anger intervention program is to help the adolescent manage his or her anger. Practitioners using the AARS will be able to select the most appropriate intervention program for the specific type(s) of anger the adolescent typically experiences.

Instrumental Anger is expressed as delayed or covert or hidden anger. This is defined as negative emotion that triggers a delayed response. This is resulting in a desired and planned goal of revenge which is internally motivated by some memory of a past provocation. A Reactive Anger is expressed an overt anger. This type of anger is defined as an immediate angry response to a perceived threatening or fear provoking event. Anger Control is expressed a proactive cognitive-behavioral method to resolve anger response. Adolescents who display high levels of anger control utilize the cognitive processes and skills necessary to manage anger-related behaviors. Adolescents who are low in anger control lack the cognitive-behavioral strategies to effectively confront
anger provocations. These three subscales are used to assess an adolescent’s total or overall level of anger expression.

**METHODOLOGY**

The researchers made use of the AARS Test to be able to determine the categories of the respondents in terms of their anger management.

**Respondents of the Study**

The researchers chose 599 students out of 630 students from all sections of the Upper School Division of Southville International School and Colleges as the respondents of the study.

**Research Instruments**

The researchers used the data provided by the CAPS-SISC. AARS test was administered to the Upper School students including IB and ILC.

**Administration of the Instrument**

The CAPS_SISC RVED teachers conducted the test in the RVED periods in their respective RVED classes. Test papers were checked and given scores using the AARS Professional Manual. Scores of the IA, RA and AC were used to get the Total Anger raw score. The gathered data was tabulated using the Microsoft Excel.

**Statistical Treatment of Data**

To obtain the Total Anger raw score the formula used was:

\[
\text{Total Anger raw score} = \text{IA raw score} + \text{RA raw score} + (65 - \text{AC raw score})
\]

To interpret the score the AARS Professional Manual pages 13-18 used the Interpretive Guidelines for T Scores

<table>
<thead>
<tr>
<th>T Score Values</th>
<th>Suggested Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 70</td>
<td>Very High Level of Anger (Total Anger, IA, RA or AC)</td>
</tr>
<tr>
<td>60-69</td>
<td>Moderately High Level of Anger (Total Anger, IA, RA or AC)</td>
</tr>
<tr>
<td>41-59</td>
<td>Average Level of Anger (Total Anger, IA, RA or AC)</td>
</tr>
<tr>
<td>31-40</td>
<td>Moderately Low Level of Anger (Total Anger, IA, RA or AC)</td>
</tr>
<tr>
<td>≤ 30</td>
<td>Very Low Level of Anger (Total Anger, IA, RA or AC)</td>
</tr>
</tbody>
</table>

After this the respondents were grouped into sub categories was chosen, tallied, and tabulated. The total number of responses for each question was referred to as “N”. The percentage of each category for each was calculated using the formula:

\[
\text{Percentage (\%)} = \left(\frac{n}{N}\right) 100,
\]

Where: “n” - for frequency of a specific response

“N” - total number of responses to the specific question.

The percentages were presented using the pie charts or graphs.

**PRESENTATION, INTERPRETATION, ANALYSIS OF DATA**

**Specific Question No.1A: What is the profile of the respondents in terms of Grade Level and type of anger?**

1. The AARS Summary of Grade 8
**Question No. 1:** What is the level of anger of the Upper School students in terms of Grade Level and type of anger?

**Table 1A.1.a:** The Grade 8 AARS Summary – Instrumental Anger

Table 1A.1.a shows that out of 155 Grade 8 respondents, there are 137 or 88% are in the average level, 9 or 6% in the moderately high level and 9 or 6% in the very high level in the instrumental anger.

This reveals that majority of the respondents are in the average level, but there are 18 students from Grade 8 shall be recommended for Anger Management Intervention Program in the Instrumental Anger.

**Table 1A.1.b:** The Grade 8 AARS Summary – Reactive Anger

Table 1A.1.b shows that out of 155 Grade 8 students, there are 103 or 66% are in the average level, 36 or 23 are in the moderately low level, 14 or 9% in the moderately high level and 2 or 1% in the very high level in the reactive anger.

This means that majority of the respondents are in the average level but there are 16 students from Grade 8 shall be recommended for Anger Management Intervention Program in the Reactive Anger.
Table 1A.1.c: The Grade 8 AARS Summary –Anger Control

Table 1A.1.c shows that out of 155 Grade 8 students, there are 92 or 59 % are in the average level, 34 or 22 % are in the moderately high level and 4 or 3 % in the very low level under anger control. Majority of the respondents are in the average level, and there are 25 students from Grade 8 who shall serve as resources persons to share experience on how to manage anger.

Table 1A.1.d: Grade 8 AARS Summary –Total Anger

Table 1A.1.d shows that out of 155 Grade 8 respondents, there are 120 or 77 % are in the average level, 15 or 10 % are in the moderately low level, 15 or 10 % are in the moderately high level and 5 or 3 % in the very high level in the total anger.

Majority of the respondents are in the average level, but there is a total of 40 in all 25 respondents in the upper bracket and 15 in the lower bracket from Grade 8 who shall be recommended for Anger Management Intervention Program in the Total Anger.
2. The AARS Summary of Grade 9:

Table 1A.2.a: The Grade 9 AARS Summary – Instrumental Anger

Table 1A.2.a shows that out of 131 Grade 9 respondents, there are 115 or 88% are in the average level, 12 or 9% in the moderately high level and 4 or 3% in the very high level in the Instrumental Anger.

This reveals that majority of the respondents are in the average level, but there are 16 students from Grade 9 who shall be recommended for Anger Management Intervention Program in the Instrumental Anger type.

Table 1A.2.b: The Grade 9 AARS Summary – Reactive Anger

Table 1A.2.b shows that out of 131 Grade 9 respondents, there are 91 or 69% in the average level, 20 or 15% in the moderately low level; there are 18 or 14% in the moderately high level and 2 or 1% in the very high level in the reactive anger.

This means that majority of the respondents are in the average level, and there are 20 students in Grade 9 who shall be recommended for Anger Management Intervention Program in the Reactive Anger.
**Table 1A.2.c: The Grade 9 AARS Summary –Anger Control**

Table 1A.2.c shows that out of 131 Grade 9 respondents, there are 94 or 72% are in the average level, 20 or 15% are in the moderately high level, 16 or 12% are in the moderately low level and 1 or 1% in the very high level in the anger control. This means that majority of the respondents are in the average level, and there are still 21 Grade 9 respondents who shall serve as resource persons to share experience on how to manage anger.

**Table 1A.2.d: The Grade 9 AARS Summary –Total Anger**

Table 1A.2.d shows that out of 131 Grade 9 respondents, there are 114 or 87% are in the average level, 9 or 7% are in the moderately low level, 7 or 5% are in the moderately high level and 1 or 1% in the very high level in the total anger. This means that majority of the respondents are in the average level but there is a total of 15 respondents- 8 from the upper bracket and 7 from the lower bracket from Grade 9 shall be recommended for Anger Management Intervention Program in the Total Anger.
3. The AARS Summary of Grade 10:

**Table 1A.3.a:** The Grade 10 AARS Summary – Instrumental Anger

Table 1A.3.a sows that out of 159 Grade 10 respondents there are 115 or 77 % in the average level, 30 or 19 % in the moderately high level, and 14 or 9 % in the very high level in the Instrumental Anger.

This reveals that majority of the respondents are in the average level but there are 44 students who shall be recommended for Anger Management Intervention Program in the Instrumental Anger.

**Table 1A.3.b:** The Grade 10 AARS Summary – Reactive Anger

Table 1A.3.b shows that out of 159 Grade 10 respondents, there are 99 or 62 % under average level, 31 or 19 % are in the moderately high, 16 or 10 % in the moderately low, while 13 or 8 % are in the very high level in reactive anger.

This means that majority of the respondents are in the average level, and there are 44 students in Grade 10 who shall be recommended for Anger Management Intervention Program in the Reactive Anger.
Table 1A.3.c: The Grade 10 AARS Summary – Anger Control

Table 1A.3.d: The Grade 10 AARS Summary – Total Anger

Table 1A.3.c shows that out of 159 Grade 10 respondents, there are 93 or 58% are in the average level, 33 or 21% are in the moderately low level, 21 or 13% are in the moderately high level and 12 or 8% in the very low level under anger control. This means that majority of the respondents are in the average level, and there are 21 students from Grade 10 who shall serve as resource persons to share experience on how to manage anger.

Table 1A.3.d shows that out of 159 Grade 10 respondents, there are 102 or 64% are in the average level, 21 or 13% in the very low level in the total anger, 19 or 12% are in the moderately high level, 14 or 9% are in the moderately low level, and 3 or 2% are in the very high level. This means that majority of the respondents are in the average level, but there is a total of 36 respondents- 22 respondents from the upper bracket and 14 respondents from the lower bracket from Grade 10 students shall be recommended for Anger Management Intervention Program in the Total Anger.
4. The AARS Summary of Grade 11

**Table 1A.4.a:** The Grade 11 AARS Summary – Instrumental Anger

Table 1A.4.a shows that out of 130 Grade 11 respondents, there are 107 or 82% under average level, 17 or 13% are under moderately high level, and 6 or 5% are in very high level in the instrumental anger.

This reveals that majority of the respondents are in the average level, but there are 23 students who need Anger Management Intervention Program in the Instrumental Anger.

**Table 1A.4.b:** The Grade 11 AARS Summary – Reactive Anger

Table 1A.4.b shows that out of 130 Grade 11 respondents, there are 89 or 68% students who are in the average level, 17 or 13% are in the moderately low, 16 or 12% are in the moderately high, and 8 or 6% are in the very high level in reactive anger.

This means that majority of the respondents are in the average level, and there are 24 students in Grade 11 who shall be recommended for Anger Management Intervention Program in the Reactive Anger.
**Table 1A.4.c**: The Grade 11 AARS Summary – Anger Control

Table 1A.4.c shows that out of 130 Grade 11 respondents, there are 96 or 74% are in the average level, 23 or 18% are in the moderately high level, 9 or 7% are in the moderately low level, there is 1 or 1% in very high level, and another 1 or 1% in the very low level in the Anger Control.

This means that majority of the respondents are in the average level, but there are 24 Grade 11 students who shall serve as resource persons to share experience on how to manage anger.

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**Table 1A.4.d**: The Grade 11 AARS Summary – Total Anger

Table 1A.4.d shows that out of 130 Grade 11 respondents, there are 104 or 80% who are under average level, 13 or 10% are in the moderately high level, 9 or 7% are in the moderately low level, there are 2 or 2% in very high level, and another 2 or 2% in the very low level in the Total Anger.

This means that majority of the respondents are in the average level, but there is a total of 36 respondents- 25 respondents from the upper bracket and 11 from the lower bracket from Grade 11 shall recommended for Anger Management Intervention Program in the Total Anger.
5. The AARS Summary of IB

Table 1A.5.a: The IB (1 and NDT) AARS Summary – Instrumental Anger

Table 1A.5.a shows that out of the 24 IB students, there are 22 or 92% in the average level, only 2 or 8% are in the moderately high level in the Instrumental Anger.

This reveals that majority of the respondents are in the average level, there are only 2 IB students who shall be recommended for Anger Management Intervention Program in the Instrumental Anger.

Table 1A.5.b: The IB AARS Summary – Reactive Anger

Table 1A.5.b shows that out of 24 IB respondents, there are 19 or 79% are in the average level, 3 or 13% are in the moderately low, 2 or 8% are in the moderately high level.

This means that majority of the respondents are in the average level, and there are 2 IB students who shall be recommended for Anger Management Intervention Program in the Reactive Anger.
**Table 1A.5.c**: The IB AARS Summary – Anger Control

Table 1A.5.c shows that out of 24 IB respondents, there are 14 or 58% are in the average level, 9 or 38% are in the moderately high level and 1 or 1% in the moderately low level in the anger control.

This means that majority of the respondents are in the average level, but there are 9 IB students who shall serve as resource persons to share experience on how to manage anger.

**Table 1A.5.d**: The IB-AARS Summary – Total Anger

Table 1A.5.d shows that out of 24 IB respondents, there are 14 or 58% are in the average level, 8 or 33% are in the moderately low level and 2 or 8% in the moderately high level in the total anger.

This means that majority of the respondents are in the average level, but there is a total of 10 respondents- 2 respondents from upper bracket and 8 from the lower bracket from IB shall be recommended for Anger Management Intervention Program in the Total Anger.
Specific Question No.1B: What is the profile of respondents in terms of gender and type of anger?

Question No. 2: What is the level of anger of Upper School students in terms of gender and type of anger? How many are recommended for Anger Management Intervention Program by gender and type anger?

Table 1B.1: The AARS of the Upper School by Gender- Instrumental Anger

Table 1B.1 shows that in the male group, out of 298 respondents, majority or 84 % are in the average level. In the female group, out of 301 respondents, majority or 82 % are in the average level. In the whole Upper School out of 599 respondents, there are 499 or 83 % students in the average level, 54 or 9 % in the moderately high level, another 47 or 8 % in the very high level.

Majority of the respondents are in the average level in both male and female groups and in the whole Upper School. And there are 103 respondents, 48 male and 55 female from Upper School shall be recommended for Anger management Intervention Program in terms of gender in the Instrumental Anger.

Table 1B.2: The AARS of the Upper School by Gender-Reactive Anger

Table 1B.2 shows that in the male group, out of 298 respondents, there are 204 or 68 % are in the average level, 47 or 16 % in the moderately low level, 36 or 12 % in the moderately high level and 11 or 4 % in the very high level. In the female group, out of 301 respondents there are 199 or 66 % are in the average level, 46 or 15 % in the moderately low level, 44 or 46 % in the moderately high level and 12 or 4 % in the very high level. In general, in the whole Upper School out of 599 respondents, there are 404 or 67 % students in the average level, 93 or 16 % in the moderately low level, 80 or 13 % in the moderately high level, and 23 or 4 % in the very high level.

This means that majority of the Upper School respondents in both male and female groups are in the average level. And there are 103 respondents, 47 male, and
other 58 female shall be recommended for Anger management Intervention Program by gender in the Reactive Anger.

**Table 1B.3:** The AARS of the Upper School by Gender-Anger Control

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High Level</td>
<td>200</td>
<td>45</td>
<td>245</td>
</tr>
<tr>
<td>Moderately High Level</td>
<td>51</td>
<td>49</td>
<td>100</td>
</tr>
<tr>
<td>Average Level</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Moderately Low Level</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Very Low Level</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 1B.3 shows that in the male group, out of 298 respondents, there are 200 or 67 % are in the average level, 51 or 17 % in the moderately high level, 40 or 13 % in the moderately low level, 5 or 2 % in the very low level and 3 or 1 % in the very high level. In the female group, out of 301 respondents there are 197 or 65 % are in the average level, 45 or 16 % in the moderately low level, 49 or 16 % in the moderately high level, 10 or 3 % in the very low level. In general, in the whole Upper School out of 599 respondents, there are 398 or 66 % in the average level, 96 or 16 % in the moderately high level, 89 or 15 % in the moderately low level, and 3 or 1 % in the very high level and another 3 or 1% in the very low level.

This reveals that majority of the Upper School respondents both in male and female groups are in the average level. And there are 99 respondents, 54 male, and other 45 female possessing Anger Control skills shall be recommended as resource persons or speakers on how to manage anger.

**Table 1B.1.a:** The AARS of the Upper School by Gender-Total Anger

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High Level</td>
<td>226</td>
<td>32</td>
<td>258</td>
</tr>
<tr>
<td>Moderately High Level</td>
<td>228</td>
<td>30</td>
<td>258</td>
</tr>
<tr>
<td>Average Level</td>
<td>330</td>
<td>5</td>
<td>335</td>
</tr>
<tr>
<td>Moderately Low Level</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Very Low Level</td>
<td>8</td>
<td>5</td>
<td>13</td>
</tr>
</tbody>
</table>

Table 1B.4 shows that in the male group, out of 298 respondents, there are 226 or 76 % are in the average level, 32 or 11 % in the moderately low level, 25 or 8 % are in the moderately high level, 10 or 3 % in the very low level and 5 or 2 % are in the very high level. In the female group, out of 301 respondents there are 228 or 76 % are in the average level, 30 or 10 % in the moderately high level, 25 or 9 % in the moderately low level, 15 or 5 % in the very low level, 3 or 1 % in the very high level. In general, the whole Upper School out of 599 respondents, there are 455 or 75 % students in the average level, 57 or 10 % in the moderately low level, 55 or 9
% in the moderately high level, 25 or 4 % in the very low level, 8 or 1 % in the very high level.

This means that majority of the Upper School respondents both in the male and female groups are in the average level. And there are 63 respondents in the upper bracket- 30 male, and 33 female, 82 respondents in the lower bracket-42 male and 40 female, a total of 145 respondents shall be recommended for Anger management Intervention Program by gender in the Total Anger.

Specific Question No.1C: What is the profile of the respondents in terms of nationality and type of anger?

Question No. 3: What is the level of anger of the Upper School respondents in terms of nationality and type of anger?

Table 1C.1: The AARS Summary of the Upper School in Terms of Nationality-Instrumental Anger

<table>
<thead>
<tr>
<th>LEVELS OF ANGER PER NATIONALITY</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High Level</td>
<td>207</td>
</tr>
<tr>
<td>Moderately High Level</td>
<td>54</td>
</tr>
<tr>
<td>Average Level</td>
<td>48</td>
</tr>
<tr>
<td>Moderately Low Level</td>
<td>19</td>
</tr>
<tr>
<td>Very Low Level</td>
<td>19</td>
</tr>
</tbody>
</table>

Table 1C.2 shows that out of 599 respondents in the Upper School Including ILC and IB, 253 of the respondents are Filipino students, 226 are Koreans, 61 are Japanese, and 59 other nationalities like Americans, Filipino-Am, British, Filipino-British, Pakistani, Indian, Thais and Singaporean.

Out of the Filipino respondents, majority or 82 % are in the average level, of the Korean respondents, 83 % are in the average level, and of the Japanese respondents, 89 % are in the average level of instrumental anger.

Among the 3 major nationalities, majority are in the average level. There are 103 respondents – 46 Filipinos, 39 Koreans, 7 Japanese, and 11 other nationalities shall be recommended for the Anger Management Intervention Program in the Instrumental Anger.

Table 1C.2: The AARS Summary of the Upper School in terms of Nationality-Reactive Anger
Table 1C.2 shows that out of 599 respondents in the Upper School Including ILC and IB, there are 253 or 42% Filipino students, 226 or 38% Koreans, 61 or 10% Japanese, and 59 or 10% other nationalities like Americans, Filipino-Am, British, Filipino-British, Pakistani, Indian, Thais, and Singaporean.

Among the 3 major nationalities-Filipinos, Koreans, Japanese, majority are in the average level. But there are 104 respondents who are in the moderately high and very high level of reactive anger who shall be recommended for the Anger Management Intervention Program in the Reactive Anger. (52 Filipino students, 31 Koreans, 9 Japanese, and 12 from other nationalities)

Table 1C.3 shows that out of 599 respondents in the Upper School Including ILC and IB, there are 253 or 42% Filipino students, 226 or 38% Koreans, 61 or 10% Japanese, and 59 or 10% other nationalities like Americans, Filipino-Am, British, Filipino-British, Pakistani, Indian, Thais, and Singaporean.

Majority of the respondents have average level of anger control - 64% among Filipino respondents, 66% among Koreans; 70% among Japanese, and 68% among other nationalities.

There are 97 students who will be recommended as resource speakers for having moderately high and very high levels of anger control – 50 Filipinos, 30 Koreans, 7 Japanese, and 10 from other nationalities.
Table 1C.4: The Upper School AARS Summary in terms of Nationality: Total Anger

Table 1C.4 shows that majority of the respondents have average levels of Total Anger – 183 out of 253 Filipinos, 177 out of 226 Koreans, 43 out of 61 Japanese, and 47 out of 59 among other nationalities.

70 students are in the upper bracket (those who are in the moderately high to very high level) – 29 Filipinos, 27 Koreans, 6 Japanese, and 8 from other nationalities. 79 students are in the lower bracket (those who are in the moderately low to very low level) – 41 Filipinos, 22 Koreans, 12 Japanese, and 4 from other nationalities. All these students, a total of 149, shall be recommended for the Anger Management Intervention Program in the Total Anger.

Specific Question No. 2: What is the total number of population and total percentage of the respondents shall be recommended for Anger Management Intervention Program in terms of four anger categories?

Question No.4: What is the number of population and total percentage of the Upper School students shall be recommended for Anger Management Intervention Program in terms of four anger categories?

Table 2A: The Total Number of Respondents Recommended for the Program - Instrumental Anger

Table 2A shows that out of 599 respondents in the Upper School Including ILC and IB, there are 496 or 83 % of the respondents in the average level, 54 or 9 % in the moderately high level, and there are 49 or 8 % in the very high level in the instrumental anger.

This means that majority of the Upper School respondents are in the average level and there are 113 High School students recommended for the Anger Management Intervention Program in the Instrumental Anger.
Table 2B: The Number of Respondents Recommended for the Program-Reactive Anger

Table 2B shows that out of 599 respondents in the Upper School including ILC and IB, there are 401 or 67 % of the respondents in the average level, 92 or 15 % in the moderately low, 81 or 14 % are in the moderately high level, and there are 25 or 4 % are in very high level. This means that majority of the respondents are in the average level and there are 106 High School students who will be recommended for Anger Management Intervention Program in the Reactive Anger.

Table 2C: The Number of Respondents Recommended as Speakers or Resource Persons-Anger Control

Table 2C shows that out of 599 High School, IB and ILC students, there are 389 or 65 % students who are under average level, 98 or 16 % are in the moderately high level, 93 or 16 % in the moderately low level. 17 or 3 % in the very low level and 2 or .33% in the very high level in the anger control. This means that majority of the respondents are in the average level and there are 100 High School, IB and ILC students shall be recommended for Anger Management Intervention Program in the Anger Control.
Chapter 5
Summary, Conclusions and Recommendations

Summary
The researchers used 599 respondents out of actual population of 630 students of Southville International School and Colleges, (count is true as of December 2008). These students come from different cultures and traditions or countries. They come from different family backgrounds with parents who were too busy to teach the value of self-control and patience. Thus, it is the purpose of this study to take a look at the profile of the SISC students with regards to their temperance control. In this way, we can identify how to manage these anger disciplinary cases of our students.

The researchers conducted a study on the topic “The Adolescent Anger Scale Test or AARS of Southville International School and Colleges Basic Education of the Upper School Division for the Academic Year 2008-2009”. The research aimed to find the number of students who shall be recommended for the Anger Management Intervention Program. This profiling is the Phase I in order to be the basis of the Phase II for 2009-2010 research study.

The CAPS Department conducted the test in June-August. After the AARS test was given, data was tallied and analyzed. After a thorough study of the data, the following findings were gathered here.

Major Findings
Based on the test, the following major findings were gathered. That:

1A.1.a. a majority of the respondents are in the average level, but there are 18 respondents from Grade 8 who will be recommended for Anger Management Intervention Program in the Instrumental Anger type.
1A.1.b. A majority of the respondents are in the average level but there are 16 respondents from Grade 8 students shall be recommended for Anger Management Intervention Program in the Reactive Anger.

1A.1.c. A majority of the respondents are in the average level, and there are still 25 respondents from Grade 8 shall be recommended for Anger Management Intervention Program in the Anger Control.

1A.1.d. A majority of the respondents are in the average level, but there are still 25 respondents from Grade 8 shall be recommended for Anger Management Intervention Program in the Total Anger.

1A.2.a. A majority of respondents are in the average level, but there are 16 respondents from Grade 9 who shall be recommended for Anger Management Intervention Program in the Instrumental Anger type.

1A.2.b. A majority of the respondents are in the average level, and there are 20 respondents from Grade 9 shall be recommended for Anger Management Intervention Program in the Reactive Anger.

1A.2.c. A majority of the respondents are in the average level, and there are still 21 respondents from Grade 9 shall be recommended for Anger Management Intervention Program under Anger Control.

1A.2.d. A majority of the respondents are in the average level but there are still 8 respondents from Grade 9 shall be recommended for Anger Management Intervention Program in the Total Anger.

1A.3.a. A majority of the respondents are in the average level but there are 44 respondents from Grade 10 shall be recommended for Anger Management Intervention Program in the Instrumental Anger.

1A.3.b. A majority of the respondents are in the average level, and there are 44 students in Grade 10 who shall be recommended for Anger Management Intervention Program in the Reactive Anger.

1A.3.c. A majority of the respondents are in the average level, and there are 21 Grade 10 students who shall be recommended for Anger Management Intervention Program in the Anger Control.

1A.3.d. A majority of the respondents are in the average level, but there are 22 respondents from Grade 10 shall be recommended for Anger Management Intervention Program in the Total Anger.

1A.4.a. A majority of the respondents are in the average level but there are 44 respondents from Grade 11 shall be recommended for Anger Management Intervention Program in the Instrumental Anger.

1A.4.b. A majority of the respondents are in the average level, but there are 24 respondents from Grade 11 shall be recommended for Anger Management Intervention Program in the Reactive Anger.

1A.4.c. A majority of the respondents are in the average level, and there are 24 students in Grade 11 who shall be recommended for Anger Management Intervention Program in the Anger Control.

1A.4.d. A majority of the respondents are in the average level, but there are still 25 respondents from Grade 11 shall be recommended for Anger Management Intervention Program in the Reactive Anger.

1A.4.d. A majority of the respondents are in the average level, but there are still 25 respondents from Grade 11 shall be recommended for Anger Management Intervention Program in the Total Anger.

1A.5.a. A majority of the respondents are in the average level, but there are 2 respondents from IB Anger Management Intervention Program in the Instrumental Anger.
1A.5.b.a majority of the respondents are in the average level, and there are 2 respondents from IB shall be recommended for Anger Management Intervention Program in the Reactive Anger.

1A.5.c.a majority of the respondents are in the average level, but there are 9 respondents from IB shall be recommended for Anger Management Intervention Program in the Anger Control.

1A.5.d. a majority of the respondents are in the average level, but there are still 2 respondents from IB shall be recommended for Anger Management Intervention Program in the Total Anger.

1B.1. a majority of the respondents are in the average level in both male and female groups and in the whole Upper School. And there are 103 respondents, 48 male and 55 female from Upper School shall be recommended for Anger management Intervention Program in terms of gender in the Instrumental Anger.

1B.2. a majority of the Upper School respondents in both male and female groups are in the average level. And there are 104 respondents, 46 male, and other 58 female shall be recommended for Anger management Intervention Program by gender in the Reactive Anger.

1B.3. a majority of the Upper School respondents both in male and female groups are in the average level. And there are 97 respondents, 52 male, and other 45 female possessing Anger Control skills shall be recommended as resource persons or speakers on how to manage anger.

1B.4. a majority of the Upper School respondents both in the male and female groups are in the average level. And there are 63 respondents in the upper bracket- 30 male, and 33 female, 82 respondents in the lower bracket-42 male and 40 female, a total of 145 respondents shall be recommended for Anger management Intervention Program by gender in the Total Anger.

1C.1. a majority of the Upper School respondents are Filipinos. Among the 3 major nationalities-Filipinos, Koreans, Japanese, majority are in the average level. But there are 103 respondents – 46 Filipinos, 39 Koreans, 7 Japanese, and 11 other nationalities (5 Filipino-Americans, 1 Filipino-British, 3 Chinese, 1 Pakistani, and 1 Singaporean) shall be recommended for the Anger Management Intervention Program in the Instrumental Anger.

1C.2. a majority of the Upper School respondents are Filipinos. Among the 3 major nationalities-Filipinos, Koreans, Japanese, majority are in the average level. But there are 104 respondents – 52 Filipinos, 31 Koreans, 9 Japanese, and 12 other nationalities shall be recommended for the Anger Management Intervention Program in the Reactive Anger.

1C.3. a majority of the Upper School respondents are Filipinos. Among the 3 major nationalities-Filipinos, Koreans, Japanese, majority are in the average level. But there are 97 students shall be recommended as resource speakers for having shown skills in managing Anger.

1C.4. a majority of the Upper School respondents are Filipinos. Among the 3 major nationalities-Filipinos, Koreans, Japanese, majority are in the average level. But there are 70 students (29 Filipino, 27 Korans, 6 Japanese, and 8 other nationalities) in the upper bracket, and 79 students (41 Filipinos, 22 Koreans, 12 Japanese and 4 other nationalities) in the lower bracket a total of 149 students shall be recommended for the Anger Management Intervention Program in the Total Anger.

2A. a majority of the Upper School respondents are in the average level and there are 103 High School students
inclusive of IB and ILC shall be Anger Management Intervention Program in the Instrumental Anger.

2B. a majority of the respondents are in the average level and there are 104 High School students inclusive of IB and ILC shall be recommended for Anger Management Intervention Program in the Instrumental Anger.

2C. a majority of the respondents are in the average level and there are 97 High School, IB and ILC students shall be recommended for Anger Management Intervention Program in the Anger Control as resource persons.

2D. a majority of the respondents are in the average level and there is a total of 145 students (70 students –Upper Bracket and 79 students- Lower Bracket) from Upper School (shall be recommended for Anger Management Intervention Program in the Total Anger.

Conclusions

Based on the major findings, the following conclusions were made. That:

1A. The AARS profile of the Upper School in terms of Grade Level and Section and type of anger are the following: 1. In Grade 8 (a) for the Instrumental Anger a majority of the students are in the average level and there are 18 students shall be recommended for the program. (b) For the Reactive Anger a majority of the students are in the average level but there are 16 students shall be recommended for the program. (c) For the Anger Control a majority of the students are in the average level, and there are still 25 respondents shall be recommended as resource persons. (d) For Total Anger a majority of the students are in the average level, but there are still 25 students shall be recommended for the program. 2. In Grade 9 (a) for the Instrumental Anger a majority of the students are in the average level but there are 44 students shall be recommended for the program. (b) For the Reactive a majority of the students are in the average level, and there are 44 students shall be recommended for the program. (c) For the Anger Control a majority of the students are in the average level, and there are 21 students shall be recommended as resource persons. (d) For Total Anger a majority of the students are in the average level, but there are 22 students shall be recommended for the program. 3. In Grade 10 (a) for the Instrumental Anger a majority of the students are in the average level but there are 44 students shall be recommended for the program. (b) For the Reactive a majority of the students are in the average level, and there are 21 students shall be recommended for the program. (c) For the Anger Control a majority of the students are in the average level, and there are 21 students shall be recommended as resource persons. (d) For Total Anger a majority of the students are in the average level, but there are 22 students shall be recommended for the program. 4. In Grade 11(a) for the Instrumental Anger a majority of the students are in the average level but there are 44 students shall be recommended for the program. (b) For the Reactive Anger a majority of the students are in the average level, and there are 24 students shall be recommended for the program. (c) For the Anger Control a majority of the students are in the average level, but there are 24 students shall be recommended as resource persons. (d) For the Total Anger a majority of the students are in the average level, but there are still 25 students shall be recommended for the program. 5. In IB (a) for the Instrumental Anger a majority of the students is in the average level, but there are 2 students shall be recommended for the program. (b) For the Reactive Anger a majority of the students are in the average level, and there are 2 students shall be recommended as resource persons. (d) For Total Anger a majority of the students are in the average level, but there are still 2 students shall be recommended for the program.
1B. The AARS profile of the Upper School in terms of gender and type of anger: a majority of the Upper School students are in the average level in both male and female groups in all types of anger. 1. In terms of gender In the Instrumental Anger there are 103 students, 48 male and 55 female shall be recommended program; there are 103 students, 47 male, and other 56 female in the Reactive Anger; there are 99 students, 54 male, and other 45 female possessing Anger Control skills shall be recommended as resource persons or speakers on how to manage anger; there are 63 students in the upper bracket- 30 male, and 33 female, 82 students in the lower bracket-42 male and 40 female, a total of 145 Upper School students shall be recommended for the program in the Total Anger.

1C. In terms of nationality the AARS of the Upper school is as follows: (1). In the Instrumental Anger, a majority of the Upper School students are Filipinos. Among the 3 major nationalities-Filipinos, Koreans, Japanese, majority are in the average level. But there are 103 students – 46 Filipinos, 39 Koreans, 7 Japanese, and 11 other nationalities (5 Filipino-Americans, 1 Filipino-British, 3 Chinese, 1 Pakistani, and 1 Singaporean) shall be recommended; (2). In the Reactive Anger, a majority of the Upper School students are Filipinos. Among the 3 major nationalities-Filipinos, Koreans, Japanese, a majority of the students are in the average level. But there are 104 students – 52 Filipinos, 31 Koreans, 9 Japanese, and 12 other nationalities shall be recommended program; (3). In the Anger Control, majority of the Upper School students are Filipinos. Among the 3 major nationalities-Filipinos, Koreans, Japanese, majority are in the average level. But there are 97 students shall be recommended as resource speakers for having shown skills in managing Anger; (4). In the Total Anger, majority of the Upper School students are Filipinos. Among the 3 major nationalities-Filipinos, Koreans, Japanese, majority are in the average level. But there are 70 students (29 Filipino, 27 Korans, 6 Japanese, and 8 other nationalities) in the upper bracket, and 79 students (41 Filipinos, 22 Koreans, 12 Japanese and 4 other nationalities) in the lower bracket, a total of 149 students shall be recommended for the program.

2. It is concluded that majority of the Upper School students are in the average level in all types of anger; there are 103 students in the Instrumental Anger; 104 students in the Reactive Anger; 97 students in the Anger Control as resource persons; There is a total of 149 students, 70 students in the upper bracket and 79 students in the lower bracket) shall be recommended for the program in the Total Anger.

Recommendations
Based on the results of the study, the following are recommended:

1. For the CAPS Department the counselors of each level should prepare the Anger Management Intervention Program (AMIP) and implement it either by Grade level, gender or by nationality. They will conduct individual conferencing. And it is suggested that CAPS Department should use those students who fall in the Upper Bracket of the Anger Control as resource persons or speakers to help give input on how did they able to manage anger in the past.

2. For the Office of the Discipline to closely monitor the update of CAPS regarding the change in the number of submitted or reported cases due to anger.

3. For the Future Researchers to find the effective program to study the result of the AMIP by conducting a survey after seminar is given as the final goal of the Phase II.

4. School-SISC. To continue support the program until such time favorable result is observed.

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Bell, Dr. Yvonne. Associate Professor –Educational Psychologist, Florida A&M University.


