

## Management of Anger Among Adolescent Boys through Peace Education: Evidence from Two High Schools in Odisha

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### Abstract

The present empirical investigation aims to study the effectiveness of Peace Education in the management of anger among adolescent boys. The study adopted a pre-test and post-test control group design. Out of 200 adolescent boys, 60 adolescent boys were selected as participants through median split. 60 boys were divided randomly into an Experimental group and a Control group with 30 participants in each group. The result indicated that adolescents in the experimental group scored lower on each dimension of aggression as well as in the overall aggression scores as compared to their counterparts in the control group. The implications, limitations, and future directions of the study are also emphasized concerning the national and international findings.

**Key Words:** Peace Education, Adolescents, Aggression, Conflict Resolution, Peer Mediation, Tolerance, Anger, Hostility

### Introduction

Learning to make a life, a life that is beneficial, useful, and peaceful is an important by-product of learning. All over the world, a great deal of emphasis is currently being given to peace education. During student life, the individual gets ample opportunity to enrich his personal life, nurture social adjustments, foster friendship, and develop an understanding of human living. Therefore, one can very well understand the crucial necessity of teaching students, youth, and young leaders the art of living together in mutual respect, justice, love, and peace.

Peace can be achieved by the efforts of people individually and socially. Peace educators play a significant role in promoting the concept of peace in adolescents. The period of adolescence is a time to develop knowledge and skills, learn to manage emotions, manage relationships, and acquire attributes and abilities that are important for enjoying the adolescent years and assuming adult roles. Society has seen an increase in incidents of

aggression and violence among youth. Many a time, this expression is not direct and comes out in the form of aggression.

It is based on this principle that education must develop not only cognitive skills - both 'foundational skills' of literacy and numeracy and 'higher-order' cognitive skills such as critical thinking and problem-solving – but also social and emotional skills - also referred to as 'soft skills' -including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others.

Peace Education begins with the practice of values and virtues. An adolescent who seeks an identity goes through rapid cognitive and emotional development and thinks about abstract concepts logically and systematically (Celikoz, Secer, & Durak, 2008; Kulaksizoglu, 2013). It is noted that behaviors that include violence and aggression reach their peak generally in high school and that adolescents have an increased tendency to offend during this period (Avcr 2008; Efilti, 2008; Guler, 2010; Ozcebe et al., 2002; Steinberg, 2007). Peace Education is a process of promoting the knowledge, skills, attitudes, qualities, and values needed to bring about behavior changes. It will enable the adolescent to prevent conflict and violence and resolve conflicts peacefully. The modules of Peace Education are designed for inculcating patience towards self, tolerance towards diversity, justice, forbearance towards disability and differences, techniques of negotiation and peer mediation, and sharing the adolescents.

### Objective

- 1- To study the effectiveness of Peace Education in the management of anger among adolescent boys.

## Method

### An overview of the research design:

This study adopts a pre-test and post-test control group design. The independent variable in this study is Peace Education (Intervention modules) and the Dependent Variable in this study is aggressive behavior among adolescents.

Group	Pre-test	Treatment	Post-test
Experimental Group	Measurement of Aggressive Behaviour	Introduction of peace education (X)	Measurement of Aggressive Behaviour
Control Group	Measurement of Aggressive Behaviour	No Treatment (C)	Measurement of Aggressive Behaviour

### Participants

The aggression Questionnaire was administered to 200 Adolescent boys from two different English medium schools in Bhubaneswar. After that 60 Adolescent boys were selected as participants, above the median by doing the median split. These students were in the age group of 12-14 years with high aggressive behavior symptoms. With the help of a random sampling procedure, sixty boys were divided into an experimental group and a control group with 30 participants in each group. The inclusion criteria both for the experimental and control groups were: adolescent boys screened by the researcher as having aggressive

behavioural symptoms after administering the aggression questionnaire keeping in view that the age range is between 12 to 14 and all the adolescent boys would belong to the middle socio-economic status.

### **Tools used**

**Aggression Questionnaire:** The aggression scale developed by Buss & Perry, in the year 1992 was used in this study. It was a 5-point scale. This scale was designed to measure aggression. This scale consisted of 29 items and the highest score is 145 and the lowest score is 29. This scale consists of 4 factors, such as Physical Aggression (PA), Verbal Aggression (VA), Anger (A), and Hostility (H). The reliability of this scale is 0.60 and the validity of this scale is 0.84. Each item on this scale would be scored as 5 for extremely characteristic of me, 4 for somewhat characteristic of me, 3 for neither uncharacteristic nor characteristic of me, 2 for somewhat uncharacteristic of me, and 1 for extremely uncharacteristic of me.

### ***The Intervention Sessions***

Peace education modules were introduced to the participants of the Experimental group one after the other in several sessions. The modules are as follows:

Lesson 1- Introduction to Peace Education

Lesson 2- Tolerance Towards Diversity and Differences

Lesson 3- Developing Human Values and Virtues in Our Lives

Lesson 4- Peace Education: Techniques of Negotiation and Peer Mediation

Lesson 5- Peace Education and Conflict Resolution

Lesson 6- Peace Education: Patience Towards Self and Others

Lesson 7- Peace Education: Justice and Equity

Lesson 8- Peace Education: Forbearance towards Disabilities

### **Procedure**

As the subjects (participants) were sampled, a questionnaire was given to them to find out the level of their understanding of the universal values. This would serve as the baseline for further investigations and research. Then the Buss & Perry Aggression Questionnaire was administered to all 200 adolescent boys. The top sixty adolescents with high scores of aggressions were selected as participants in the research for the experimental and control group. The interventions proposed were about the indicators of peace education for a few dimensions (parameters) of peaceful behavior. The sessions of intervention were designed for the experimental group in an exclusive setup. They were also observed by the teachers in their day-to-day interactions with the peer group and the behavioural changes were marked. After the completion of the sessions of intervention, once again the Buss & Perry Aggression Questionnaire was administered to the experimental as well as the control group, and the effect of Peace Education was validated.

### **Peace Education Module Development**

A peace education curriculum was designed which was suitable to the age group (12 to 14 years). This curriculum will take care of developing values in the students which would lead to peaceful behavior. As peaceful behavior has many dimensions, the researcher selected a few dimensions

namely: patience towards self, tolerance towards diversity, justice, forbearance towards disability and differences, techniques of negotiation and peer meditation, and sharing. Therefore, the curriculum was designed with lessons and exercises related to these topics. Writing articles and storytelling based on related issues was an important part of the curriculum. Field works such as visits to the orphanage, schools for children with special needs, old age homes, and different places of worship helped students practice the lessons already learned. The Peace Education Modules were validated by two Professors who are working with adolescents in the field of Peace Education. They appreciated the modules and made the necessary corrections to be more effective on the adolescents for anger management and their behavioral change.

As a follow-up to this curriculum, certain other elements were added to maintain peaceful behaviour in adolescents in general. The lessons were age-based and graded. The methodology of cooperative learning was applied for a better understanding of the concepts. Timely workshops were organized for the students to learn the related concepts and develop the skills for peacefulness.

### Results

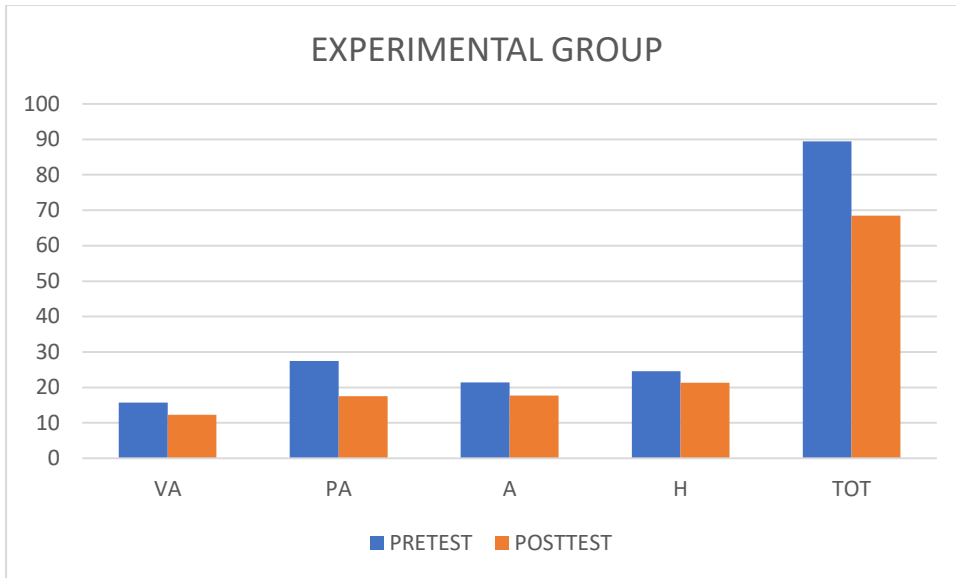
**Table- I:** Means, standard deviations, and t-values showing differences in mean scores between the pre-test and post-test conditions for the experimental group and control group on verbal aggression, physical aggression, anger, hostility, and total aggression.

N=30		Experimental Group			N=30		Control Group		
		Mean	SD	t			Mean	SD	t
Verbal Aggression	Pretest	15.70	3.38	4.68**	Verbal Aggression	Pretest	15.16	2.86	0.35
	Post-test	12.30	2.01			Post-test	15.40	2.81	
Physical Aggression	Pretest	27.46	4.25	8.34**	Physical Aggression	Pretest	25.86	4.84	0.13
	Post-test	17.56	5.01			Post-test	25.70	6.35	
Anger	Pretest	21.40	3.13	4.10**	Anger	Pretest	22.13	3.19	0.59
	Post-test	17.73	3.54			Post-test	22.63	4.02	
Hostility	Pretest	24.56	3.78	3.19**	Hostility	Pretest	25.23	3.98	0.21
	Post-test	21.33	4.01			Post-test	25.46	5.11	
Total	Pretest	89.46	8.41	7.51**	Total	Pretest	88.40	8.16	0.54
	Post-test	68.46	10.97			Post-test	89.66	13.41	

\*\*P<0.01

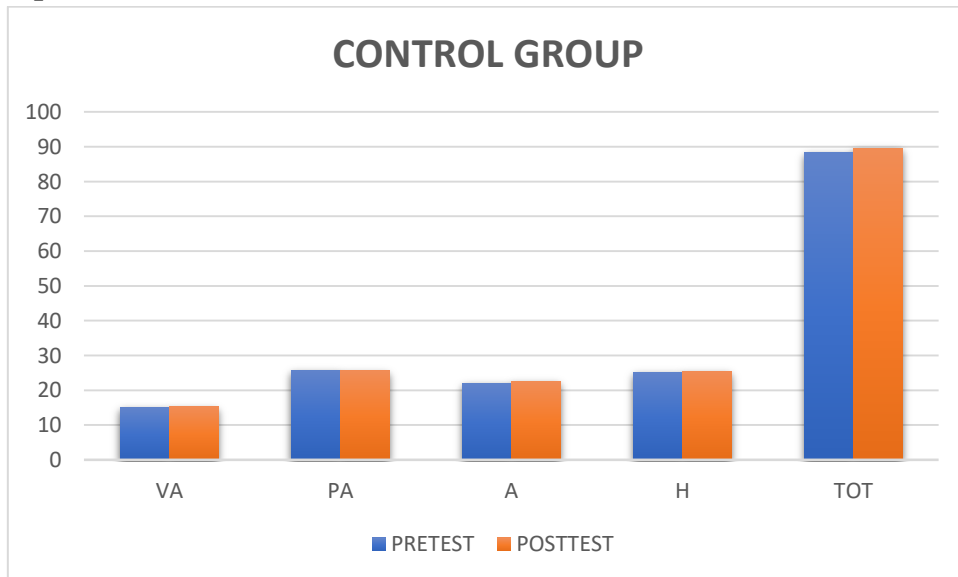
The result shows that there exists a significant difference between pretest and post-test conditions in the experimental group for verbal aggression ( $t=4.68, P<0.01$ ), physical aggression ( $t=8.34, P<0.01$ ), anger ( $t=4.10, P<0.01$ ), hostility ( $t=3.19, P<0.01$ ), and total aggression ( $t=7.51, P<0.01$ ). Low mean scores in the post-test conditions in the experimental group indicated that after intervention adolescents' aggression levels in each of the dimensions subsided significantly. It is evident from the above table that there is no significant difference between pretest and post-test conditions in the control group for verbal aggression, physical aggression, anger, hostility, and total aggression.

**Figure I: Graph showing the difference between pretest and post-test conditions in the experimental group.**



From the above graph, it is evident that in all the dimensions of aggression, there is a difference between pretest and post-test conditions in the experimental group. Aggression is more in the pretest condition as compared to the post-test condition for the experimental group.

**Figure II: Graph showing the difference between pretest and post-test conditions in the control group.**



From the above graph, it is evident that in all the dimensions of aggression, there is no difference between pretest and post-test conditions in the control group.

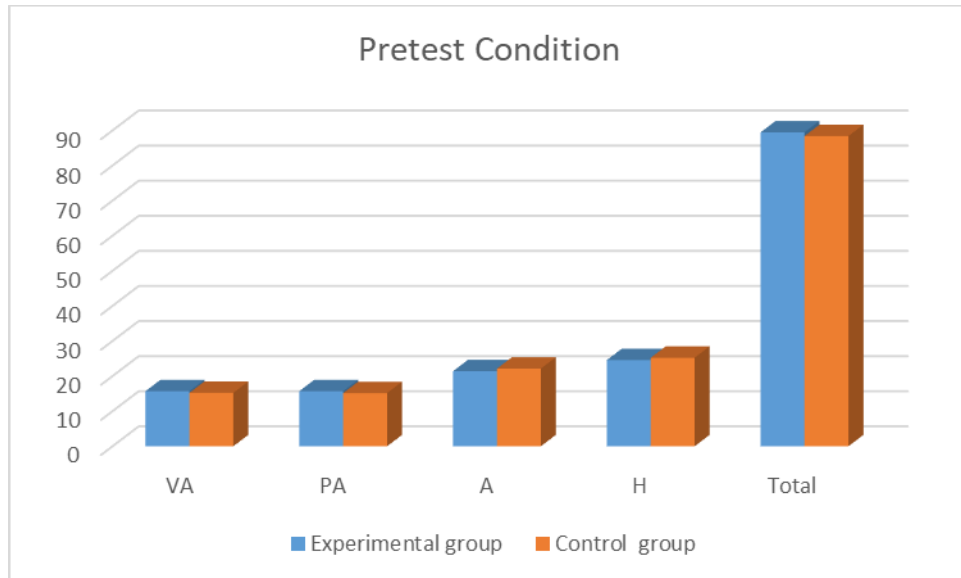
**Table- II:** Means, standard deviations, and t-values showing differences in mean scores between the experimental group and control group for the pretest and post-test conditions on verbal aggression, physical aggression, anger, hostility, and total aggression.

N=30		Pretest			N=30		Posttest		
		Mean	SD	t			Mean	SD	t
Verbal Aggression	Experimental group	15.70	3.38	0.51	Verbal Aggression	Experimental Group	17.56	5.01	5.50**
	Control group	15.22	3.10			Control Group	25.70	6.35	
Physical Aggression	Experimental Group	15.70	3.38	0.65	Physical Aggression	Experimental Group	12.30	2.01	4.90**
	Control Group	15.16	2.86			Control Group	15.40	2.81	
Anger	Experimental Group	21.40	3.13	0.89	Anger	Experimental Group	17.73	3.54	5.00**
	Control Group	22.13	3.19			Control Group	22.63	4.02	
Hostility	Experimental Group	24.56	3.78	0.66	Hostility	Experimental Group	21.33	4.01	3.48**
	Control Group	25.23	3.98			Control Group	25.46	5.11	
Total	Experimental Group	89.46	8.41	0.49	Total	Experimental Group	68.46	10.97	6.70**
	Control Group	88.40	8.16			Control Group	89.66	13.41	

\*\*P<0.01

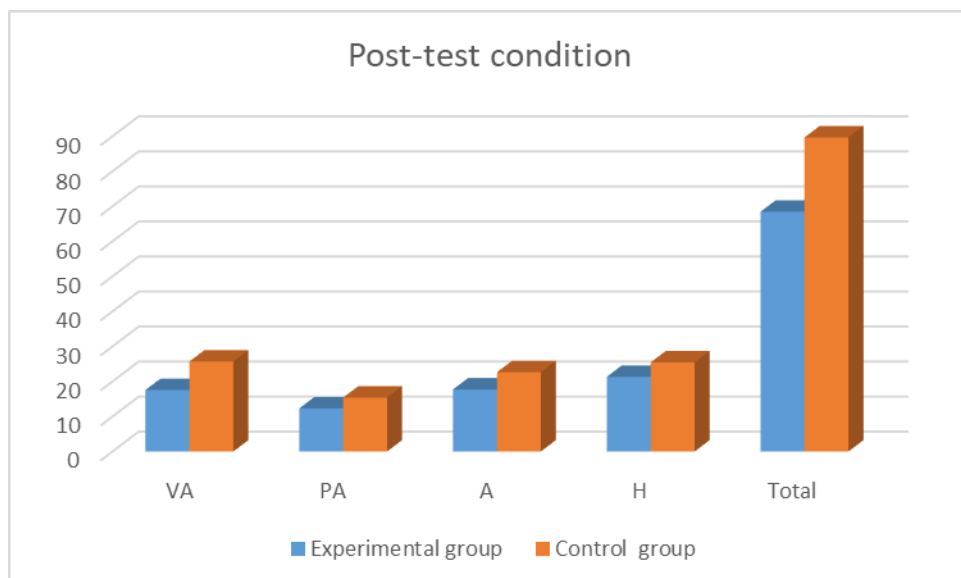
The result shows that there exists a significant difference between the experimental group and control group in the post-test conditions for verbal aggression ( $t=5.50$ ,  $P<0.01$ ), physical aggression ( $t=4.90$ ,  $P<0.01$ ), anger ( $t=5.00$ ,  $P<0.01$ ), hostility ( $t=3.48$ ,  $P<0.01$ ), and total aggression ( $t=6.70$ ,  $P<0.01$ ). Low mean scores in the experimental group in the post-test conditions indicated that after intervention adolescents' aggression levels in each of the dimensions subsided significantly. It is evident from the above table that there is no significant difference between the experimental group and the control group in the pretest conditions for verbal aggression, physical aggression, anger, hostility, and total aggression.

**Figure III: Graph showing the difference between experimental and control groups in the pretest condition.**



From the above graph, it is evident that in all the dimensions of aggression, there is no difference between the experimental group and the control group in the pretest condition.

**Figure IV: Graph showing the difference between experimental and control groups in the posttest condition.**



From the above graph, it is evident that in all the dimensions of aggression, there is a difference between the experimental group and the control group in the post-test condition. Aggression is less in the experimental group as compared to the control group in the post-test condition.

## Discussion

This study investigated the role of peace education in the management of aggression among adolescent boys. The peace education curriculum in schools not only reduces aggression in adolescents but also helps the students practice social justice, enhance their interpersonal interactions, and develop a Peace culture in the school. Emotional changes among adolescents took place when the researcher completed the second module which was on tolerance towards diversity and differences. Few adolescents in this group were from minority communities and were feeling insecure in the beginning but the researcher could gradually observe the change in the behavior on the part of the other students. They started accepting the differences among them in a positive manner.

The turning point in social behavior was visibly felt after the completion of modules 6 and 7, as they learned about patience towards self and others as well as justice and equity. They learned about the Golden Rule which says: "Never wish for others what you do not wish for yourself". The researcher completed a series of activities and role-play to make this concept easy and understandable. Later the participants expressed that since they learned this, their social interactions have improved. Once they started practicing the Golden Rule, they developed a great feeling for others be it their friends or family members.

Module 4 (Peace Education: Techniques of Negotiation and Peer Mediation) and Module 5 (Peace Education and Conflict Resolution) seemed to be very useful for the adolescents as they cited several examples of how they used to behave and how they started behaving after attending the peace Education sessions. They learned about conflict resolution, techniques of negotiation, and peer mediation. The modules of Peace Education had a great impact on all these aspects of Aggression in the Adolescents in this study. As a result, there was a great reduction in the scores of aggression in post-test results. The teachers observed the students and reported distinct changes in the behavior of the students in the experimental group. The students were more understanding and reflective. They developed fellow feelings for their peer group. They were less aggressive and more cooperative. Their ability of peer mediation was appreciated by the teachers.

Similar research was done by Sagkal, Turnuklu, and Totan in Turkey (2016) on the students in the sixth grade of primary and middle schools towards decreasing aggression as well as preventing violence. They concluded that the Peace Education Program was effective in decreasing the aggression level of the adolescents. This research was about the decrease in reactive and proactive Aggression post-test scores of the experimental group. It was observed that for the control group, the post-test results were slightly higher than the pre-test scores. In this research, the students stated that there were distinguished positive behavioral changes in them, such as better problem-solving skills, clearer communication skills, anger management, and improvement in their interpersonal relationships and interactions. Hence the findings empirically validated the hypothesis that a practical approach to peace education programs in schools will help and assist the students to develop a great deal of fundamental life skills to be able to manage their day-to-day problems in their dealings and conflict situations.

Supriyanto, Ayriza, Astuti, and Costa, 2020 viewed that the Peace Counseling Approach (PCA) was administered to reduce aggression in school students. The results



showed that the students who received PCA interventions demonstrated a decreased level of aggression in their behavior. The results also indicated that the students can develop peaceful thoughts which in turn minimize their inclination towards aggression. The students, who had developed problem-solving skills, could manage and suppress aggressive behavior.

A Peace Education curriculum will support the development of the Adolescents' problem-solving and resolution of the conflicts leading to aggressive behavior and therefore it helps them to manage their anger in interpersonal interactions. To validate this research, we refer to similar research done by Farisandy and Hartini(2020) on the effect of anger management training on aggressive behavior in adolescents. Researchers believe that an individual will show aggressive behavior for the reason of solving his problems instantly. The person's aggression is demonstrated because he cannot control his anger emotion, and as a consequence, it hurts or harms another individual. The person's aggression will not only stimulate negativity in the victim but it also has an impact on the perpetrator. In this study, anger management training was given to adolescents to reduce their aggressive behavior. This study is done on adolescents who are living in social homes in Indonesia. Several training modules were constructed with different methods such as lectures, games, role models, and discussions. In this way, the participants can develop new skills and learn how to solve problems. They also learn how to exchange ideas to be able to understand one another. The purpose of this research was to examine anger management training on the reduction of aggression in adolescents in UPTD Kampung Anak Negeri. This study used a quasi-experimental method with just one group pretest-posttest design. One of the tools used in this study, for the measurement of aggression behavior in adolescent participants was The Aggression Questionnaire of Buss and Perry (1982). They used it for pretest and posttest. The anger management training was adopted from Simmonds's(2003) book entitled *Seeing Red: An Anger Management and Peace Making Curriculum for Kids*, and Bhave and Saini's (2009) book entitled *Anger Management*. In nine sessions the participants (adolescents) learned about the cognitive, behavioral, and physiological components of anger. They were taught how to control their anger by controlling their emotions. The aggression in the adolescents reduced after the sessions of the intervention.

## Conclusion

Peace Education has a great impact on the management of Aggression in Adolescents. Peace education program addresses the knowledge, attitude, and skills needed for adolescents to practice and overcome the negative emotions in them. All four dimensions of Aggression namely, Physical Aggression, Verbal Aggression, Anger, and Hostility are the variables that can be controlled through Peace Education. The content of the Peace Education modules includes a world-embracing pedagogy that will have an impact on adolescents irrespective of their cultural background. It also includes nonviolent methods of social transformation and global as well as universal values. The pedagogy of Peace Education is adolescent-centered and directly addresses the nature of different kinds of conflicts among adolescents. Peace Education will enable adolescents to be able to face the threatening problems of the world.

### Implications

Peace education imparted to the students by the teachers at the school at different age groups, with befitting age-related materials, enhances their moral capacity and bring about change in their aggressive behavior leading to more friendly and cordial relationship and understanding. Peacefulness in the students can reduce the frequency of violence and aggression and can bring a sustained behavioral change in the adolescents, if teachers and parents join hands and support the desirable behavior of the adolescents. These research findings have empirically validated the effectiveness of the Peace Education Program in Schools. The Peace Education modules will help the students to increase their capacities in developing fundamental life skills in such a manner to be able to resolve interpersonal conflicts. For the students at the school, it is important to integrate the peaceful attitudes, the values which will be universally accepted, and the skills, into the curriculum of the schools. In some countries, this has already been implemented such as Malaysia and the Philippines naming it as Value Education, the U.S.A having the subject as Citizenship Education, Ireland having it in their curriculum as Education for Mutual Understanding, and so on. Peace Education will also help the schools to have a more humanistic approach to their administration and management.

### Limitations

This study is done in only two schools in Bhubaneswar; therefore, the findings are limited. The periods devoted to Peace Education sessions were limited as they had to be included in the day-to-day timetable of the school. If we want to establish this program more effectively, we should implement it in several schools at the same time and see the impact.

### Acknowledgement

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