



A Study of Anger Management Skills among B.Ed. Student-Teachers

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Abstract

The present study, entitled “A Study of Anger Management Skills among B.Ed. Student-teachers”, examines student-teachers’ attitudes toward managing anger based on gender, family structure, number of siblings, and family income. The study was conducted on a sample of 30 B.Ed. Student-teachers from Mumbai are using the survey method. A rating scale was used for data collection. The collected data were analysed using the percentage method.

The findings indicate that female student-teachers possess better Anger Management Skills compared to male student-teachers. Student-teachers from joint families exhibit higher emotional control than those from nuclear families. It was also found that student-teachers with fewer siblings and those belonging to higher income groups demonstrate better Anger Management Skills.

Keywords: Anger Management Skills, gender, family structure, number of siblings, and family income.

1. Introduction

Anger is a natural human emotion that arises in response to situations such as frustration, disappointment, injustice, or perceived threats. While anger itself is not harmful, uncontrolled or poorly managed anger can lead to negative consequences for individuals and those around them. Anger Management Skills refers to the ability to recognise, control, and express anger healthily and constructively. Effective Anger Management Skills involves understanding the triggers of anger, developing self-awareness, and using appropriate strategies to deal with intense emotions. These strategies may include relaxation techniques, communication skills, problem-solving abilities, and emotional regulation. Managing anger helps individuals maintain better relationships, improve mental well-being, and avoid harmful behaviours.

However, many adolescents and young adults, especially B.Ed. Student-teachers face challenges in managing anger due to academic pressure, peer influence, personal issues, and hormonal changes. Uncontrolled anger can result in conflicts, aggression, stress, and even impact academic performance. Therefore, there is a growing need to promote awareness and teach anger management skills among student-teachers. This will help them develop emotional intelligence, resilience, and the ability to handle stressful situations effectively, contributing to their overall personal and social development.

What is Anger Management Skills?

Anger Management Skills refers to an individual's beliefs, feelings, and behaviours regarding how they perceive and handle anger. It reflects a person's approach toward

controlling emotional reactions, especially in challenging or frustrating situations.

Positive Anger Management Skills involves recognising anger as a normal emotion, but choosing to express it calmly and constructively. Individuals with such an attitude tend to think before reacting, communicate effectively, and use coping strategies to manage their emotions.

On the other hand, a negative Anger Management Skills may involve impulsive reactions, aggression, suppression of emotions, or inability to control anger. Such attitudes can lead to interpersonal conflicts, stress, and negative outcomes in personal and academic life.

Anger management skills can be developed and improved through education, counselling, self-reflection, and practice of emotional regulation techniques. Schools and teachers play a vital role in shaping these attitudes among student-teachers.

Characteristics of Anger Management Skills

- **Self-awareness:** Student-teachers with positive Anger Management Skills are aware of their emotions. They can identify when they are getting angry and understand the reasons behind their feelings.
- **Emotional Control:** They are able to control their reactions and avoid impulsive or aggressive behaviour. They pause and think before responding.
- **Healthy Expression:** They express their anger in a constructive way, such as through communication rather than shouting or violence.
- **Problem-solving Skills:** Such individuals focus on

finding solutions rather than blaming others. They try to resolve conflicts calmly.

- **Empathy and Understanding:** They try to understand others' perspectives, which helps reduce anger and promotes better relationships.
- **Stress Management:** They use techniques like deep breathing, meditation, or physical activities to manage stress and anger.
- **Positive Thinking:** They maintain a positive outlook and avoid overreacting to situations, which helps in controlling anger effectively.

2. Rationale of the Study

The study of Anger Management Skills among B.Ed. Student-teachers are important in today's context due to increasing stress levels, academic pressure, and social challenges faced by adolescents. Understanding how student-teachers perceive and manage anger helps in identifying emotional and behavioural patterns that may affect their personal and academic life. This study helps in developing strategies and interventions to promote healthy emotional expression and reduce aggressive behaviour. It also aids in enhancing student-teachers' emotional intelligence, improving their relationships, and creating a positive learning environment.

As a teacher educator, studying Anger Management Skills is essential to understand student-teachers' emotional needs. It enables the researcher to design teaching methods and classroom strategies that promote calmness, discipline, and mutual respect. By identifying student-teachers who struggle with anger issues, appropriate guidance and support can be provided. Furthermore, promoting effective anger management skills among student-teachers empowers them to become responsible individuals who can handle conflicts maturely and contribute positively to society. It also prepares them to face life challenges with patience and resilience.

3. Statement of Aim

"A Study of Anger Management Skills among B.Ed. Student-teachers."

4. Objectives of Study

- To Study the Anger Management Skills among B.Ed. Student-teachers based on Gender.
- To Study the Anger Management Skills among B.Ed. Student-teachers based on Family Structure.
- To Study the Anger Management Skills among B.Ed. Student-teachers based on the number of Siblings.
- To Study the Anger Management Skills among B.Ed. Student-teachers based on Family Income.

5. Scope and Delimitations of the Study

The scope refers to the area of the study, and delimitations are boundaries of the study that restrict the conclusion of the study to the sampled population. The present study investigates the Anger Management Skills among B.Ed. Student-teachers; the study was conducted on 30 student-teachers. Data was collected from student-teachers of Guru Nanak College of Education and Research, Bhandup, while others were excluded from this study. The study is also restricted to factors, i.e., gender, family structure, number of siblings and family income and other factors, i.e., years of experience, pursuing course, stream, father's qualification and mother's qualification, which were excluded from this study. The study is delimited to student-teachers from colleges situated in Bhandup, Mumbai, only and not from Navi

Mumbai, Thane, Sindhudurg, or Raigad districts. The researcher has taken only student-teachers learning in English medium colleges, and it excludes Hindi, Marathi, Gujarati, and other vernacular mediums. The study was delimited for the year 2025-2026.

6. Methodology of the Study

For the present study, the researcher has used the survey & comparative method. The survey method gathers data from a relatively large number of people at a particular time. The comparative method gives an overview of student-teachers' attitudes toward managing anger on the basis of gender, family structure, number of siblings, and family income.

7. Sample of Study

The researcher has researched B.Ed. Student-teachers who stay in Mumbai. The samples were collected from 30 student-teachers of Guru Nanak College of Education and Research, Bhandup, and data were collected from them as per the researcher's convenience.

8. Tools of the Study

Action research indicates a small-scale project. The researcher used the following tools for research:

The personal data sheet had been collected based on the following information: Name of the student, gender, pursuing course, family structure, family income, and number of siblings.

For the present study, the researcher used a rating scale to collect data on anger management skills among B.Ed. Student-teachers. The responses were collected personally and analysed to understand student-teachers' behaviour, emotional control, and coping strategies in managing anger. The rating scale consisted of 20 statements, designed in the form of Strongly Agree/Agree/Disagree/Strongly Disagree. Providing clear instructions and necessary clarifications helped participants understand how to complete the rating scale accurately. Ensuring anonymity and confidentiality of responses encouraged honesty and openness among the participants. The researcher distributed a printed rating scale and interacted with the student-teachers in person. Some of the statements included were as follows:

- I use music or hobbies to relax when upset.
- I react immediately without thinking.

9. Data Collection

An official permission was taken from the management of Guru Nanak College of Education and Research, Bhandup, to collect the data. The researcher shared the rating scale with student-teachers and gave instructions about the study and how to fill out the Form. The doubts of the student-teachers were cleared by the researcher, and the student-teachers were asked to respond honestly. They were given the assurance that their data would be kept confidential. The researcher collected responses from 30 student-teachers for data analysis.

10. Data Analysis and Interpretation

The researcher found that Anger Management Skills is an important aspect of student-teachers' emotional and behavioural development. Therefore, the researcher conducted a survey to understand how student-teachers manage their anger, control their emotions, and respond to different situations.

The researcher used a systematic process of inspecting, organising, and analysing the collected data to draw

meaningful conclusions. The data collected through the printed rating scale were transferred into an Excel sheet for further analysis.

The researcher used the percentage method for analysing the data. The number of responses for each statement was calculated and tabulated. Percentages of each response category (Strongly Agree, Agree, Disagree, and Strongly Disagree) were computed and presented in tables. Based on these tables, appropriate graphs were prepared for better interpretation of each area of Anger Management Skills.

From the analysis, the researcher interpreted the responses.

i). To Study the Anger Management Skills among B.Ed. Student-teachers based on Gender.

The following table (1) shows the study of Anger Management Skills among B.Ed. Student-teachers based on gender.

Table 1: Anger Management Skills among B.Ed. Student-teachers on the basis of gender.

Gender	Female	Male
Percentage	69.75	30.25

Interpretation

The table shows the study of Anger Management Skills among B.Ed. Student-teachers based on gender. It reveals that 69.75% of girls and 30.25% of boys demonstrate Anger Management Skills.

This indicates that girls have a higher level of Anger Management Skills than boys. The difference between boys and girls is 39.5%, which shows that boys have comparatively lower Anger Management Skills than girls. Thus, it can be concluded that female student-teachers show better Anger Management Skills and awareness than male student-teachers. The following figure 1 shows the study of Anger Management Skills among B.Ed. Student-teachers on the basis of gender.

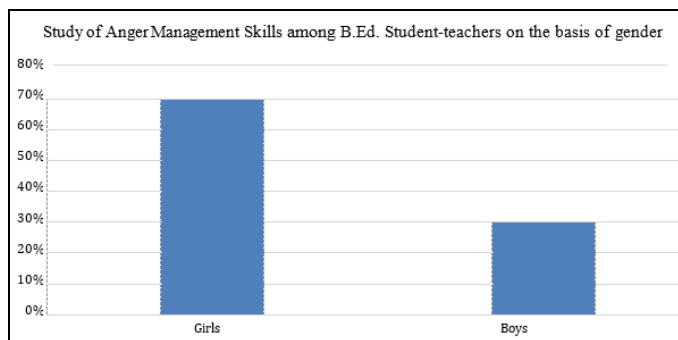


Fig 1: Anger Management Skills among B.Ed. Student-teachers on the basis of gender.

ii). To Study the Anger Management Skills among B.Ed. Student-teachers based on Family Structure.

The following table (2) shows the study of Anger Management Skills among B.Ed. Student-teachers based on family structure.

Table 2: Anger Management Skills among B.Ed. Student-teachers on the basis of family structure

Family Structure	Joint Family	Nuclear Family
Percentage	74.13	25.87

Interpretation

The above table shows the Anger Management Skills among B.Ed. Student-teachers based on family structure. It is observed that 74.13% of student-teachers from joint families and 25.87% of student-teachers from nuclear families demonstrate Anger Management Skills.

This indicates that student-teachers living in joint families have a higher level of Anger Management Skills as compared to those living in nuclear families. The difference between the two groups is 48.26%, which shows that student-teachers from nuclear families have comparatively lower Anger Management Skills ability.

Thus, it can be concluded that family structure plays an important role, and student-teachers from joint families exhibit better anger management skills than those from nuclear families.

The following figure 2 shows the study of Anger Management Skills among B.Ed. Student-teachers on the basis of family structure.

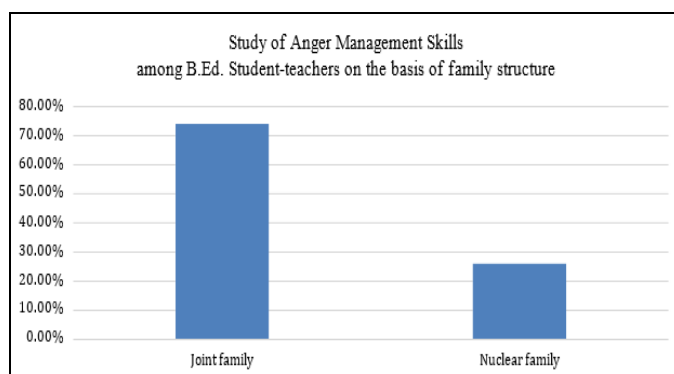


Fig 2: Anger Management Skills among B.Ed. Student-teachers on the basis of family structure

iii). To Study the Anger Management Skills among B.Ed. Student-teachers based on the number of Siblings.

The following table (3) shows the study of Anger Management Skills among B.Ed. Student-teachers based on the number of siblings.

Table 3: Anger Management Skills among B.Ed. Student-teachers on the basis of the number of siblings

Number of siblings	1	2	3
Percentage	47.04	39.52	13.44

Interpretation

The above table shows the Anger Management Skills among B.Ed. Student-teachers based on the number of siblings. It is observed that 47.04% of student-teachers having one sibling, 39.52% of student-teachers having two siblings, and 13.44% of student-teachers having three siblings demonstrate Anger Management Skills.

This indicates that student-teachers with one sibling show the highest level of Anger Management Skills, followed by those with two siblings, while student-teachers with three siblings show the lowest percentage.

Thus, it can be concluded that as the number of siblings increases, the level of Anger Management Skills tends to decrease among student-teachers.

The following figure 3 shows the study of Anger Management Skills among B.Ed. Student-teachers on the basis of the number of siblings.

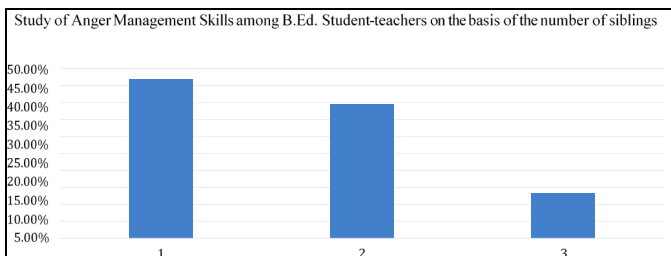


Fig 3: Anger Management Skills among B.Ed. Student-teachers on the basis of the number of siblings.

iv). To Study the Anger Management Skills among B.Ed. Student-teachers based on Family Income.

The following table 4) shows the study of Anger Management Skills among B.Ed. Student-teachers on the basis of family income.

Table 4: Anger Management Skills among B.Ed. Student-teachers on the basis of family income.

Family Income	1,00,000 to 5,00,000	5,00,000 and Above
Percentage	47.42%	52.58%

Interpretation

The above table shows the Anger Management skills among student-teachers based on family income. It is observed that 47.42% of student-teachers with a family income between 1,00,000 to 5,00,000 and 52.58% of students with an income of 5,00,000 and above demonstrate positive anger management skills.

This indicates that student-teachers from the higher income group (5,00,000 and above) have a higher level of anger management skills as compared to those in the lower income bracket. The difference between the two groups is 5.16%, which shows that student-teachers from the lower-income group have comparatively lower anger management skills.

The following figure 4 shows the study of Anger Management Skills among B.Ed. Student-teachers on the basis of family income.

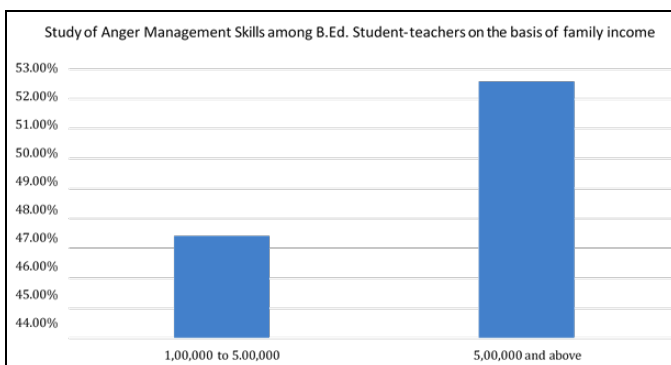


Fig 4: Anger Management Skills among B.Ed. Student-teachers on the basis of family income.

11. Finding of the Study

- Female student-teachers show better Anger Management Skills than male student-teachers.
- Student-teachers from joint families exhibit better anger management skills than those from nuclear families.
- The number of siblings increases; the level of Anger Management Skills tends to decrease among student-teachers.

Student-teachers from the lower-income group have

comparatively lower anger management skills than those from the higher-income group.

12. Suggestions For Principal

The principal introduces structured programs such as emotional intelligence workshops, counselling sessions, and awareness seminars. Incorporating life skills education into the curriculum will further strengthen student-teachers' emotional resilience and promote a healthy school climate. The principal should regularly practice emotional regulation techniques and also adopt constructive coping mechanisms such as physical activities, mindfulness practices, and temporary withdrawal from stressful situations for student-teachers. The principal can significantly improve the emotional well-being of student-teachers by strategically integrating Social-Emotional Learning (SEL) into the core curriculum. By fostering a "Peaceful Campus" initiative, the administration can establish dedicated conflict-resolution centres that provide student-teachers with a safe space to navigate disputes constructively. Furthermore, organising campus-wide Anger Management Skills awareness campaigns and inviting mental health professionals to lead seminars ensures that student-teachers have access to expert guidance, shifting the institutional culture from one of discipline to one of emotional support and resilience.

For Teacher Educators

Teacher Educators play a vital role by incorporating emotional intelligence topics directly into the classroom environment through hands-on learning experiences. Teacher Educators should conduct the various sessions for managing the anger of the student-teachers through healthy practices like deep breathing, engaging in physical activities, and using positive communication strategies. This can include the creation of "cool-down" zones for overstimulated student-teachers or the use of reflection journals to help individuals process their feelings privately. By fostering a sense of psychological safety through open dialogue and modelling patient, calm behaviour during stressful moments, teachers set a standard for emotional regulation. Additionally, involving student-teachers in peer-mediation programs empowers them to take an active role in maintaining a harmonious learning environment. Teacher Educators play a crucial role in identifying such student-teachers and guiding them appropriately. By creating a supportive classroom environment, encouraging open communication, and integrating emotional learning into daily teaching practices, teachers can help student-teachers improve their Anger Management Skills and overall emotional development.

For Parents

Parents can improve their child's Anger Management Skills by serving as consistent role models for healthy emotional expression in the home. Rather than simply punishing an emotional outburst, parents should engage in meaningful discussions to identify the root causes of frustration, helping the child develop self-awareness. Furthermore, supporting healthy lifestyle habits- such as ensuring adequate sleep and balanced nutrition- is essential, as these physical factors significantly impact mood stability and the biological capacity for self-control during the high-pressure college years. Parents are encouraged to support their children by maintaining open communication, modelling calm behaviour, and teaching constructive ways to express emotions.

Providing a supportive and understanding home environment can significantly enhance a child's emotional stability and help them manage anger effectively. Parents should provide healthy outlets such as exercise, music, and mindfulness to deal with frustration, which contributes to their mental well-being and awareness of maintaining healthy relationships by avoiding aggressive behaviour and practising active listening.

For Student-teachers

As a student-teacher, you can take personal responsibility for your emotional growth by first educating yourself on the physiological triggers of anger, such as the "fight or flight" response. You can implement immediate, small actions like practising deep breathing or "grounding" techniques daily to stay centred during academic stress. Getting involved in college or community support groups allows you to share experiences and learn diverse coping strategies from peers. Ultimately, by adopting these environmentally friendly mental habits and advocating for emotional wellness, you contribute to a more sustainable and peaceful future for your entire campus community.

Most student-teachers are aware of how to manage their anger and actively use techniques like deep breathing, walking away from stressful situations, and engaging in positive activities such as sports and music. These practices help in reducing stress and maintaining emotional balance.

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