



Effectiveness of assertiveness and anger control training on life satisfaction of high school girl students in ordinary schools

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ABSTRACT

This study aims to evaluate the effectiveness of assertiveness and anger control training on life satisfaction of high school girl students in Bandar Abbas. The study sample consisted of high school girl students in Bandar Abbas schools in the 89-90 school years. Firstly, 235 students were randomly selected in a school, secondly all the students responded to the life satisfaction test with the validity of 0.87. 45 students whose life satisfaction score was one standard deviation below the average (9 or less than 9) were randomly selected and then randomly assigned to the experimental groups 1 and 2 and the control group. Experimental groups received the assertiveness and anger control training for 10 sessions of 90 minutes during 2.5 months and the control group did not receive any training in this period. After training, all three groups responded to life satisfaction test and the results were analyzed by one-way analysis of covariance using spss software. The results showed that assertiveness skills training were effective on students' life satisfaction. Anger control training was effective on students' life satisfaction. There were not a significant difference between two methods of assertiveness and anger control training in terms of effectiveness on life satisfaction of students.

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Introduction

In the contemporary world, many of the studies in the field of humanities investigate the individual and social harms and offer therapies and special ways of prevention. Psychologists studied the Behavioral disorders and social distortions and came to the conclusion that many of the disorders and injuries of the inability of some people are rooted in their analysis and positions. Thus now that we cannot stop progress and complexity of change in today's society, due to the social and interpersonal interactions there is no way except the training and preparing the people, especially the younger generation to deal with difficult situations in life. (Hassan Shahi, 1388). Hosseini (1378) believes that training is the most basic method of primary prevention. On the other hand, the most important and most effective age for preventative education is the childhood and adolescence, for this reason, mental health professionals consider the preventive education in this period. Today, cultural changes, and changes in lifestyle have made many people vulnerable to face the problems of everyday life. (Pourahmadi, 1389).

Anger and aggression in children and adolescents is the most common problem and the important reason to refer the Counseling and Psychotherapy centers. (Goodwin, Pacey & Grace 2003. Sukhodolsky, Kassinove, & Gorman 2004)

Anger is a satisfying and devastating emotion which enables the internal system of the person and prepares him to confront the potential dangers. (Taylor & Novaco 2005). In other words anger is a reaction related to the tension and hostility and is elicited in various situations of real or imaginary misfortunes, injuries, humiliation, intimidation or injustice and is typically transferred to an external target. Also its Behavioral reactions include a range from avoiding sources of anger to

verbal or behavioral violence (Corsini 1999). When anger is uncontrollable and destructive, can lead to problems in job, interpersonal relationships, and overall quality of life. (American Psychological Association 2004). Patterson 1992 stated in his research that the people who have behavioral problems, including aggression have not only the symptoms of morbid physical symptoms such as headaches, stomach - Intestinal pains but also they live in isolation and do not pay attention to the social demands of others. (Novaco, Ramm, & Black 2007).

Due to the negative personal and social consequences of anger, the most important issue is the anger management. Recent researches have considered the emotion of anger, measuring and understanding the consequences of anger and the effects of educational interventions. (Novaco, Ramm, & Black 2000).

In the context of self-control, the development of anger management and stress management techniques are very important (Iwaniec, 2006). Anger management training is a cognitive behavioral therapy approach, aiming to change the behavior of individuals (Stem, 1999), and includes factors affecting interpersonal relationships. In fact, training skills to behavior challenge and change and vain thinking and intense emotional responses and inhibits with self control method is considered. All interventions of anger management are focused on the modulation of intensity, duration and frequency of anger expression, and increasing non aggressive interpersonal responses (mine and Ambrose, 1999; quoted in Feindler and Weisner, 2006).

One of the key and important elements is promoting children's assertiveness in order to improve consistency and reduce aggression in them. Assertiveness training is the

behavioral training approach, which has gained wide support, and especially for people who have problems in interpersonal situations is worthwhile. Assertiveness training is often used in the group environment and insists learn to patrons that without overriding the rights of others defend the right of themselves. Assertive behavior includes thoughts, feelings, and behavior in direct, honest and appropriate style. This means the right to defend them when a person feels that others are taking advantage of him. This also means individual requests and needs of others, regardless of whether or not others will help meet those needs. People, who have learned to express themselves, usually feel good about themselves (Ghorban Shiroudi, Khalatbary, Moballeqi, Salehi, 1389).

An important feature that the individuals with mental health should be entitled to is the feeling of satisfaction. Satisfaction is commonly defined as: General satisfaction with life and positive sense of self and others in various fields including family, career, and.... Life satisfaction has both emotional and cognitive components (Bahraini, 1388). Life satisfaction is a subjective concept and is unique for each person, who constitutes an essential component of subjective well-being, and is generally referred to as cognitive evaluations of a person's life. The concept includes an overall assessment of the life process based on personal judgment. In this process, a comparison between hypothetical criteria of a real life and the fact is performed, and the closer these criteria and facts are, the person will feel more satisfied with his / her life (Delahajj, Gaillard, & Van Dam, 2010). In other words, we can say that life satisfaction reflects a balance between one's wishes and his / her current status (Bishop, Martin, 2006).

People with high life satisfaction experience more positive emotions, remember more positive events in the past and future of their lives and others' lives, and have a more positive assessment of their surroundings and describe them as pleased. While individuals with lower life satisfaction, assess their past and future of their lives and others' lives and events and situations as undesirable and experience negative emotions such as anxiety and depression more frequently (Lazarus and Folkman, 1984; Wright, Crawford and Del Castillo, 2009).

Wright and Cropanzano (2000) have suggested several factors which affect the life satisfaction of individuals. These factors can be categorized in two groups of biological factors (such as genetic predisposition and physical health) and psychological and social factors (such as good social relations and psychological needs) (Wright and Cropanzano, 2000). Anger and Assertiveness variables, are among variables affecting social relationships, and if you cannot manage them in a proper manner, they disrupt the social relations, and since social relations are among the variables affecting life satisfaction, they can therefore affect people's life satisfaction. This is corroborated by research literature that can be cited including researches by Ghanbari (1386), which aimed to explore the impact of life skills education (where assertiveness training and anger management are also key items) on life satisfaction of students. The results showed that training life skills improves life satisfaction in the experimental group and making significant difference from the control group. In this regard, a study by Gomes & Marques (2013) was performed to evaluate the effectiveness of life skills education on life satisfaction, expectation of life and academic achievement. In a 84-member group of students (41 experimental and 43 control

subjects) it was shown that the experimental group showed greater satisfaction with life after graduation, found more optimistic view of their surroundings and in their expectations of academic achievement were also higher.

Ashley and Alicia (2012) in a meta-analysis began to evaluate the efficacy of anger management training to students. In this study, 60 studies in this area in the years 1979-2010 were evaluated and meta-analyzes were conducted and the results of these interventions effective in reducing the negative impact of children's emotional and behavioral including anger, aggression, and loss of self-control, in the range of low to moderate. These results are consistent with research carried out by Navidi (1387) which showed that anger management training to male students reduces their aggressive and violent behavior and increases their adaptability. Chan, Lu, Tseng, Chou (2003) also evaluated effective anger management program in reducing anger expression in schizophrenia patients. Results indicate that the anger management training is effective in anger expression reduction and led to increased ability to control anger in schizophrenia patients.

Phillips et al (2006) in a study dealt with the relationship between anger management and regulation and Age and Welfare, and showed that controlling emotions such as anger, is a key factor in welfare and satisfaction. With increasing age, the more important factor is the welfare of the people.

According to the research literature cited, and the importance and role of learning assertiveness skills and anger control on life satisfaction, and the effectiveness of prevention programs, this study was carried out with aim to determine the effectiveness of assertiveness training and anger control on life satisfaction in Bandar Abbas high school female students. So the question was raised that:

Whether assertiveness and anger training in group is effective on life satisfaction of female students is?

Research Methods

Due to the main purpose of this research study, this research is of applied type and its method is experimental, which is carried out in the pre-test _ post-test with control group.

Population: population of this study is formed by all female high school students in the city of Bandar Abbas in were enrolled in the academic year of 90-89; the number of them has been 2570.

Sample and Sampling method: The sample of this research includes 45 high school girls in Bandar Abbas in the 90-89 school year randomly selected, and placed randomly in three groups of 15 people, two experimental groups and one control group.

Research tools: Data collected from the Diener and colleagues' questionnaire of life satisfaction (1985), and assertiveness training and anger control training package is also used. Life satisfaction questionnaire has five questions grading in Likert style. Questions are about attaining desires, ideals and feelings towards life, ability to obtain and alter some situations. How to answer the questions is strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. In this study, the validity is measured by calculating the correlation with the Oxford Happiness Scale, 66/0 (001/0> P) and reliability is evaluated using Cronbach's alpha to 0.80 respectively.

Anger control training package, was presented during the 9 Sessions which content includes skills training such as 1 - Referrals and familiarity with each other, defining anger, modes

of anger, What is the correct way of expressing anger or incorrect attributes and consequences, what causes anger? 2 - In what ways human aggression is expressed and how implications are there? What factors can lead to aggression? 3 – presenting the last session homework / and training, body language such as eye contact, breathing, tone of voice, complexion, facial expressions, posture and ... 4 - presenting the Report of last session homework and giving feedback, communication training, poor communication and explanation and discussion, are taught how to properly speak and listen properly. 5 - Presenting the Report of last session homework and giving feedback, analyzing errors of thought. 6 - Presenting the Report of last session homework and giving feedback, How to prevent anger passively? 7 - Presenting the Report of last session homework and giving feedback, learning muscle relaxation during anger. 8 - Presenting the Report of last session homework and giving feedback, retraining muscle relaxation. 9 - Training abdominal breathing, anger management, such as providing solutions for environment, leaving, walking, training, problem solving, and adaptive ways of expressing anger.

Assertiveness training package was presented during the 9 Sessions which content includes skills training such as 1 - Referrals and familiarity with each other, defining assertiveness, assertiveness necessary to debate and discuss the functions and benefits of assertiveness. 2 - Presenting the report of last session homework and giving feedback, discuss how the self expression can be achieved. 3 - Presenting the report of last session homework and giving feedback, understanding the behavior of passive-aggressive, provide an example to clarify the discussions and exercises and assignments, discourage predatory behavior to detect and differentiate aggressive / passive response in their behavior and others'. 4 - Presenting the Report of last session homework and giving feedback, discussing the benefits and harms of behavioral styles (assertive, aggressive, passive). 5 - Presenting the Report of last session homework and giving feedback, discussing topics such as what is anger? When the anger should be expressed? Whether anger is useful or not? 6 - Presenting the Report of last session homework and giving feedback, discuss the question of whether anger is good? What are ways to deal with anger? 7 - Presenting the Report of last session homework and giving feedback, verbal and nonverbal communication and body time long with examples of open and closed body language. 8 - the final report on the last and give feedback, how to say no with assertiveness, how to say yes with assertiveness, how to say no and how to appeal and discussion of individual rights, social and cognitive knowledge as background. The ability to say yes and no, yes and causes an inability to say no, say yes or no based on the experiences of students, the role playing and doing duties. 9 - Presenting homework of last session about the criticism, effective and appropriate ways to deal with criticism and cope with criticism. A critical feature of how people act in the face of criticism intimate malicious tactics to deal with criticism (Bahraini, 1388).

Implementation Method: First, for the screening, among 18 high schools in Bandar Abbas, one was randomly selected Which had 235 students. All students responded to a questionnaire of life satisfaction, to determine the cut-off point of Questionnaire, 30 students were randomly selected, the mean and standard deviation scores were calculated as the 12.75 and 3.8 respectively, Then the life satisfaction scores of students

which were one standard deviation below the mean (i. e. , 9 and under) were separated from the rest and coded, whose numbers were 63. Finally, 45 of the 63 students in the study were selected randomly as samples, and placed randomly in three groups of 15 people, two experimental groups and one control group, and during the nine sessions, anger management and assertiveness training was given to them.

Results

Q: whether assertiveness and anger management training in a group way is effective on life satisfaction of the female students?

In order to investigate the research question, the mean differences between the experimental group and the control group pre-test and post-test in the life satisfaction variable were calculated and analysis of covariance (ANCOVA) was used. Pre-implementation analysis of covariance following assumptions were reviewed and approved. 1) A linear relationship between the auxiliary random variable and the dependent variable. 2) The assumption of homogeneity gradients (regression). 3) The assumption of equal variances.

Results The mean and standard deviation of adjusted average life satisfaction variable, Is shown in the table below.

Table 1: Mean, adjusted average and standard deviation of life satisfaction variable

source	pretest		Post test		Adjusted average	
	M	SD	M	SD	M	SE
assertiveness	27.5	4580.	73.19	86.2	76.19	7290.
Anger control	28.5	4580.	07.18	93.3	09.18	7290.
control	33.5	4880.	67.5	8160.	61.5	7300.

According to the adjusted average, the results show that averages of first and second experimental groups are in higher levels compared with the control group. Summary results of the covariance analysis of life satisfaction in the experimental group and the control with the elimination of mutual effect is shown in Table 2.

Table 2: Summary of covariance analysis of life satisfaction data in the test and control groups by eliminating the mutual effect

Source of changes	Sum of squares	df	Mean squares	f	Significance level	Eta
diffraction	336.1786	3	445.595	679.74	0000.	8450
group (A)	580.1785	2	790.892	971.111	0010.	8450
Pre test	292.14	1	292.14	792.1	1880.	0420
error	908.326	41	973.7			
total	000.11560	45				

As can be seen, diffraction effect ($f(3,41)=74.679, p=0.001$) in terms of statistical significance is high, and so is strongly associated with the criterion. F ratio is also statistically significant. ($f(2,41)=111.971, p=0.001$) that shows there is difference between three groups the two experimental groups in the increase in life satisfaction with the control group. In other words, there is significant difference between two methods of increasing life satisfaction with control group since characteristic of F is significant; post-hoc test should be used. For this purpose, complementary dual comparison testing called Costom Hypothesis with a command of Lmatrix, was used. The results are shown in Table 3.. The results are shown in Table 3.

Table 3: dual comparison of post-test averages for life satisfaction in three groups of assertiveness, anger management and control

groups	Mean difference	P
Control and assertiveness	117.14	0010.
Control and anger management	489.12	0010.
Assertiveness and anger management	667.1	1930.

Figures in the above table shows that there are significant differences as follows between post test of life satisfaction in assertiveness, anger management and control groups.

- 1) There is a significant difference between the average of life satisfaction in control group and life satisfaction in assertiveness group. And the difference is pro assertiveness group.
- 2) There is a significant difference between the average of life satisfaction in control group and life satisfaction in anger management group. And the difference is pro anger management group.
- 3) There is no significant difference between the average of life satisfaction in anger management group and life satisfaction in assertiveness group.

Thus, we can conclude both assertiveness and anger control trainings have effect on life satisfaction. In contrast, there is no difference between them.

Discussion and conclusions

The results of data analysis showed that assertiveness training has effects on life satisfaction of female students and increase satisfaction and improve the lives of the female students. This finding is consistent with Ghanbari (1386), Bahraini (1388), and Gomes & Marques (2013), Gresham and colleagues (2006), Matsuda and Uchiyama (2006), Lin et al (2004) researches, and confirms them.

Life Satisfaction involves striving for perfection and fulfillment of individual potential. People, who are more satisfied, have more emotionally positive experiences. And by learning Skills to control their emotions and negative emotions, will acquire more ability to control interpersonal relations, and Successful and mutually satisfactory progress and will get more out of life. When people have a reasonable ability to assert themselves, in situations where is under unreasonable pressure to meet demand, can fully express their respectful answer. When people do something in contrary to what their heart says feel pressured or forced, and sometimes even feel guilt and shame. This threatens one's emotions and mental health. It also affects interpersonal relations of that person, and this is effective on the personal life and satisfaction with it. People who have higher life satisfaction and better use of effective coping styles, have deeper emotions and experience greater health, and depression, personality problems, poor health behaviors and poor social conditions under which it occurs is less among them. Assertiveness training which is a systematic intervention is to improve the effectiveness of communication methods and trained personnel are allowed to express their feelings, and compensate for deficiencies in the information and guidance, and instruction necessary to shape the outcome. The ability to express oneself, in an adaptive person is one of the main causes of personality development. There are various psychological needs leads us to assert that, in many situations, and that the optimal positions of accelerating and facilitating adaptation, and helps prevent injuries. The lack of adequate skill in this regard

destroys development opportunities. So that it may be irreversible (Dadge et al, 1985).

Bahrain (1388), in a research showed that assertiveness training is effective on increase self-esteem and life satisfaction of nursing students, and Matsuda and Achiyama (2006) considered this training as a pilot model for development of social skills which are used to cope with the situations contains a lot of stress in which. Lin et al (2004) also investigated the impact of training on increasing self-confidence, and satisfaction with interpersonal relationships in medical students, and showed that this considerably increases assertiveness and self confidence, but the effect is not significant in improving interpersonal relationships.

Introducing a series of studies in which the assertiveness was examined, it was shown that assertiveness is a basic intervention to fit the new world, and is consistent with the needs of people in today's unstable and chaotic world. Understanding the benefits and effects of social and psychological barriers to assertiveness has an important role to achieve adaptation and life satisfaction, and investigations of the role of assertiveness on the adaptation and life satisfaction indicate that adolescents and young people who enjoy from the adequate power of reasoning and problem solving and assertiveness, have higher consistency and mental health and life satisfaction (Rooks, 1991).

Another results obtained from this study showed that anger control training was effective on life satisfaction of female students, and improved education and increased life satisfaction of student girls. This finding is consistent with researches of Ashley and Elicia (2012), Phillips et al (2006), Gresham and colleagues (2006), Chan et al (2003) and Navidi (1387) and confirms them. Anger has enormous power to control one's thoughts and behavior, and therefore being able to control it requires long time. So it should be bear in mind that the skills are formed through training. Using a three-stage process to control anger enhance the ability of different people to deal with anger provoking situations, but it is essential to note that the purpose of education to control anger is to act under that process. Individual differences are a factor that prevents this. If someone behaves in situations that trigger anger, so that he / she and the other person feel good and relaxed, and no harm is taken to the rights of them, this person has anger management skills. This factor leads to an increase in life satisfaction. Life satisfaction involves striving for perfection and fulfillment of individual potential. The reason for this must be sought in its theoretical foundations. People could learn in these training sessions to correctly recognize their emotional and affective states. This could establish a relationship between an individual and his / her interaction to feel more satisfaction in life. They found techniques to control their emotions and express them correctly. Assertiveness and anger control skills training, lead to formation of proper interpersonal and social relations, and helps people to have more and more intimate relations sphere, and therefore feel better and have more control over their behavior in different situations.

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