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**Gender Variation in Anger: A Study of Anger in
Undergraduate Students**

Emily Munoz, Honors Nursing Student

University of Tennessee, Knoxville

April 2005

Gender Variation in Anger: A Study of Anger in Undergraduate Students

Introduction

Every individual feels anger and witnesses others' response to anger. It is a daily aspect of life. Some perceive anger as shameful or sinful, while others see it as a healthy release of emotion. There is a continual need for anger research because society must recognize why people are angry and what is the appropriate way to deal with it: some people do not allow themselves the freedom to express their feelings, while others' response to anger is inappropriate and concerning, warranting pathological consideration from medical professionals. Awareness and research regarding anger are vital to our understanding of human behavior

Anger is experienced by everyone, but response to anger is different from person to person. There are multiple contributing factors that determine a person's response to anger. Thomas wrote regarding American cultures, "the focus here is on relief of tension in the individual rather than consequences of an outburst for interpersonal relationships" (in press). Through research, definite patterns are identified regarding contributing factors such as culture and gender, but outliers are present in every recognized group of subjects. The purpose of this research is to focus on gender issues regarding anger. Are stereotypes such as boys fighting to settle disagreements accurate? Are girls lady-like and less likely to act out their anger? Do girls vent anger by talking behind others' backs? The objective of this research is to determine gender variation in anger. Are

these society-instilled stereotypes about boys and girls true tendencies with anger or simply assumptions?

This research investigates the differences between males and females that score high on angry temperament and between males and females that score low on the entire trait anger scale. Narratives of anger episodes were analyzed and responses to survey questions were quantitatively tabulated. Data were examined regarding methods of dealing with anger, the outcomes of the anger, the cause, and the relational context of the situation. To conclude, implications for nursing practice and anger counseling will be presented.

Methods

The larger project, from which these data were taken, involved surveys distributed to undergraduate students at the University of Tennessee, Knoxville. Thirty-one students in the university honors program operated as the data collectors. Surveys that the students passed out and collected included two short anger questionnaires, a page to include a description of an anger incident, and four demographic questions to answer (age, year of college, gender, and preferred racial/ethnic designation). (Appendix A) Anger expression styles were determined by using the Framingham Anger Scale (FAS). Trait anger was determined by using Spielberger's Trait Anger Scale (STAS), which assesses angry temperament and the tendency to react angrily to criticism and other stimuli. Information about the reliability and validity of these instruments may be found in Thomas (1993).

Three-hundred and five surveys were returned. The resulting sample was 126 males and 175 females. Four subjects did not report their gender. Racial composition of the sample was 88% white, 7.5% black, and 5% of other ethnicity. The mean age of the students who completed the survey was 19.6, with the range being from 18 to 24 years old. Returned surveys were kept anonymous and identified with an assigned number to determine demographics; no names were used.

While the questionnaire posed situations and possible responses that students could select that were reflective of their behavior, the narrative portion of the packet allowed them to freely describe an anger incident of their choice, consistent with the method employed in Scherer's 37-country study. Respondents were asked to describe an anger incident in detail. The coding scheme of Fischer et al. (2004) was used with some adaptations as the model for examining the students' reasons for anger and the relational context of the anger incident. Stories were coded several times in a group checking for consistency among the three researchers, Emily Munoz, Dr. Sandra P. Thomas, and McColl Adelman, and later separated for further analysis according to STAS scores. The scores were used to create 3 groups: a group scoring high on angry temperament, a group scoring high on angry reaction but not high on temperament, and a low anger group (those scoring low on both angry temperament and angry reaction). After data collection and coding completion, stories were further separated according to gender for quantitative and qualitative analysis for this study regarding gender variation in anger.

This analysis involved a subsample of 76 students who either scored in the high angry temperament group (91st percentile on the STAS), which included 35 students, or

who scored low on the entire STAS instrument (6th percentile for men and 5th percentile for women), which consisted of 41 students.

Results

Prior to separating according to gender, trait anger characteristics evident in the research findings will be discussed in the high and low anger categories below.

High Angry Temperament Results. Thematic elements of the narratives of students in high angry temperament included an exaggerated response to being provoked and often the cause of the anger was from a trivial situation, such as losing in a videogame or not liking the temperature a roommate set the thermostat. Physical and verbal aggression was often displayed in high angry temperament people. One account reported “I pushed her into the wall. She was crying a little. I smacked her and told her to ‘shut the f*** up.’” Although not all high angry temperament individuals are violent, it is a characteristic more reflective of high trait anger than low trait. Often relationships are adversely affected by anger and relationships are ended. Some told their account including “all ties were severed” or “I still, to this day, have not talked in person to the girl.” Lastly, high temperament stories often lacked any comments of remorse for the behavior or comments about lessons learned.

Low Anger Results. In general, low anger students were more laid back—anger was not a frequent response for them. Often stories included a comment similar to “I am the type of person who really tries hard to not get angry” or “I can honestly not think of a time when I was truly angry within the last 5 years.” Anger was typically provoked by a violation of values or a disturbed sense of justice. These students displayed a value for life, love, honesty, responsibility, and therefore typically maintained dignity in distressing

situations or in moments of their anger. One person described an engagement being suddenly broken off, "I was extremely hurt but I didn't say anything mean to him...I was extremely happy that I didn't insult him or say anything that I would regret. In the end, I feel that I am a stronger individual for the way that I handled it." Another individual told of how she was mad when others were in unnecessary danger "I normally do not get mad at people, but he really did scare me and was being careless." Unlike the high anger temperament group, the low anger stories included very little or no physical or verbal aggression. These students were more passive but still dealt with the anger, just not aggressively. Often, the individual would talk out the anger with the person who provoked them or spoke with a supportive listener. "I became very hurt and upset. I confronted him immediately. I let him know I was mad, but I was still controlled." Some people expressed a desire to hit something, but most low angry temperament displayed control and a sense of protection for relationships. Accounts often told of forgiving the person or that a lesson was learned. If relationships did end, they were for justifiable reasons such as continual injustice or lack of respect or even unfaithfulness of a friend or romantic intimate. Low anger individuals had a desire to protect others and themselves. Instead of only considering their feelings and frustrations, they attempted to consider the feelings and point of view of the other party involved.

Below, multiple categories are discussed according to gender, variation in anger.

Length of Narratives. Initially, one clear distinction was obvious. Females were more willing to talk at length about their anger story than males who told shorter ones. Of the forty-three stories that the women wrote, 18.6% (8) wrote stories more than one full page in length. Not one male wrote a story longer than a page. The majority of male

anger stories were categorized as “short,” which was less than a page, a paragraph or less. The majority of female narratives were a full page. This willingness to continue to recount an anger event could be a reflection of our society encouraging women to express their feelings and men feeling less comfortable doing so. Possibly, men express their feelings less because our society emphasizes value in being “tough” and masculinity. More research is needed to determine the reason behind this distinct gender tendency clearly apparent in the narratives.

Time of Anger Incident. Initially, the research team had the assumption that since the research was titled anger in undergraduate students, undergraduate students would recount a college incident or an incident occurring within a few of those years. Surprisingly, some individuals regressed back to their childhood days. This is most likely indicative that many people are unwilling to let go of a disturbing event from the past; even many years later it comes to mind. Although an interesting finding that warrants attention, the research team decided that these stories from childhood would not be relevant to the research’s purpose, for the reason that age and environment affects the individual. It would not be common for college kids to be upset at an elementary event such as a classmate breaking a toy or someone being mean at recess because undergraduates are in college—college is a completely different environment so most likely, the things that made them angry when they were younger are no longer common encounters. The narratives were coded to have occurred in childhood, middle school, high school, or college. High school and college stories were focused on since the intended purpose of the research was to analyze undergraduate episodes of anger. Stereotyping could suggest that females dwell on things and can’t let go, but instead the

trend in freely selecting an anger memory was not a gender issue. High angry temperament, both male and female, selected more recent events. Low angry temperament males and females gave more stories from the past than the high angry temperament. The findings are subtle, yet notable. Possibly, low angry temperament have to go back to the past to remember a time they were markedly angry or maybe high angry temperament have more of a selection of recent episodes of anger. A larger data set is necessary to determine the true significance of this finding.

Direction of Anger. Across all subjects, with no gender or trait anger distinction, the majority of undergraduate students' anger is directed at their non-romantic intimate, such as a roommate or a close friend. Forty-four percent of the anger stories were about a non-romantic intimate. Often, a living situation was involved such as close quarters in a dorm when a roommate was too loud, disrespectful, or borrowed things without asking. Of the stories regarding romantic intimates, 14.0% of the women wrote about their anger directed toward their boyfriend, while only 9.4% of the men wrote about anger toward their girlfriend. Although more women wrote about romantic relational issues, it is important to note that it is an essential issue in undergraduate students regardless of gender. Low anger males and females included more stories involving a family member than high anger males and females. More specifically, low anger females had the most relational issues with their families in the anger accounts. Six females (24%) in the low anger category told narratives involving their families. There was only one account of an anger issue in relation to family in the high angry temperament category. Lastly, high angry temperament males had more anger issues with strangers than any other categories. Six of the sixteen high angry temperament males (37.5%) had anger directed at strangers

while the other groups had an average of 6.1% reported they were angry because of a stranger. One high angry temperament story directed at a stranger goes as follows: “One day I was driving down the road and someone tried to run me off so I chased after them and ran them off.” Another account tells of a person being soaked on his way to class when a motorist ran over a puddle. The male wrote that “I feel the driver did it as a joke...I hit my dorm room wall and broke my hand. It was horrible and if I see that person again I still won’t hesitate to punch him.” One common theme among the anger stories directed at strangers is that the angry person assumes that the stranger was acting only to spite them, which is not true in every situation. The angry person does not consider that the situation could have been accidental or that a stranger has not ulterior motives to make the person angry. The angry persons’ false assumptions are often responsible for the excessive anger.

Reason for Anger. Reasons for anger were coded as either a relational issue, an attack on one’s status/disrespectful treatment (ie sexism, racism, etc.), personal or general injustice (ie betrayal, unfairness, being lied to), or a minor frustration, such as thwarted plans. In both male and female anger stories, the incidences that were caused by attack on one’s status/disrespectful treatment and personal or general injustice were similar in the number of cases between genders. The difference was that more women were angry due to a relational issue (32.6%) compared to the 18.8% of men whose anger was caused by a relational issue. Minor frustrations that precipitated the anger were more prevalent in men: 31.3% of men were angry because of their minor frustration while only 16.3% of women’s anger was caused by it. Often the males’ anger stories that were told in relation to minor frustration had to do with a video game or some sort of competition. One story

told of how a basketball player was upset because his competition “talked trash” and gave “two cheap shots,” and the person responded to the competition by “plowing through him. As he lay on the ground, I laughed in his face and then again when we cut down the nets.” A possible connection to personal pride was a theme for the men who were angry because of minor frustrations. Women on the other hand were angry for reasons such as they slept through their alarm for an exam, property borrowed and not returned, cancellation of plans, or inability to properly complete an assigned task. Through the females’ stories of minor frustration it was not so much a defense of their pride but rather a sense of responsibility tainted and their resulting frustration.

Method of Anger Expression. Of the many methods to express anger, there were two distinct methods that presented gender variation. Suppression of anger was more prevalent among the females (25.5%) than the males where only 12.5% of the stories included anger suppression. The most distinct difference in anger expression among gender was the use of a physical expression, either a physical act or assault on another person. Only 1 of the 43 female anger stories included an account of a physical act, but no account of assault. Although 40.6% of the male stories had physical reactions, it is important to know that high anger males were responsible for 12 of the 13 accounts of a physical act or assault. Therefore, the variation is present between males and females but it is clearly more a quality for high anger temperament males than males in general. An impressive 75% of the male high angry temperament stories included a physical act or assault where only 6.25% of the male low temperament stories included such physical expression. Some of the high angry temperament male accounts are reflected below: “I smacked her,” “threw it [the phone] against the wall,” “broke my phone, knocked a

picture off the wall, and broke a cologne bottle. No one else saw the wrath of my anger,” “repeatedly impaled the game console...I’ve only broken the d*** thing once since then,” “I hit the dorm room wall and broke my hand,” “I stabbed the kid next to me,” “things were said and people were injured.” “in my frustration slammed the game-boy console straight onto the medal rod shattering the digital display.” In comparison, the only female story of a physical act (there were no accounts of assault) said “after leaving, I was still shaking, and appeared to be keeping my cool, but suddenly punched the wall with all my strength. It hurt. I cried afterward.” Another girl mentioned that “I was seriously contemplating hitting her,” but she refrained even in her anger. These were the only mention of physical attack in the 43 analyzed stories. There were many more male anger stories to choose from, especially in the high angry temperament group.

Outcome. There were few significant differences among genders with regards to outcomes because there were so many variables related to the situation and the other party involved. The main distinction made regarding this sample was that females, in general, were more likely to work the anger situation out (39.5%) or to let go of the anger (23.3%). Males, on the other hand, still worked out the situation (18.8%) or let go of the anger (15.6%) but were less likely to do so compared to the women.

Revenge. One male was representative of his gender when writing about his anger situation and stated “he caused me to retaliate.” Revenge was a major theme that became a highlighted difference between the males and females. Males, whether serious or minor, often mentioned a desire to get back at the person. Some stories were intense such as “it was horrible and if I see that person again I still won’t hesitate to punch him.” Others were a minor frustration with friends and left a stated goal: “I have planned

revenge on everyone involved. And I will get them.” Others are more pathological in nature such as “I spit on them as the blood dripped from [my] fingers.” Regardless of the situation, males often indicated in their stories some desire for revenge or to get back. They wanted to “get even” with the person that made them so angry. This is a distinct theme that is present in the male stories but non-existent in the female anger stories.

Crying and Hurt. One male describes his story of how he dealt with an unexpected break-up as follows: “I cursed and blasphemed which totally caught her off guard. I punched a hole in the wall. As for my ex, I didn’t even acknowledge her existence any more.” In comparison, a female describes how she dealt with an unexpected end to an engagement: “I was extremely hurt but I didn’t say anything mean to him...I was extremely happy that I didn’t insult him or say anything that I would regret. In the end, I feel that I am a stronger individual for the way that I handled it.” Although not every female deals with breakups the same and males handle them differently, the contrast in these stories do reflect how often people respond to these emotional, difficult situations. Males are often offended and even though they are hurt they more commonly express anger, but females often express hurt or pain. While the males’ stories often incorporated revenge, females often incorporated the word “hurt” in their anger stories. Hurt was commonly associated as an element of their anger. Women often noted that they cried in their anger or afterward in dealing with their anger. The words “cried” and “hurt” were commonly found in their anger accounts while the men did not mention the two words. Only one male noted “my eyes teared up.” Although this finding does not mean boys don’t cry or feel hurt, it simply means that girls more often identify and express their feelings of anger with crying and hurt.

God and forgiveness. When students were asked of anger, several individuals mentioned their relationship with God or forgiveness. Some comments made were “the entire time I was focused on how I felt, when Christ would call me to focus on him and love him unconditionally,” “as of now, I’ve yet to ask for his forgiveness of my words,” “I prayed for a loving and forgiving heart,” “I eventually forgave him,” “then I went home to read my Bible to be still, and “but eventually God revealed my sin.” This incorporation of God and forgiveness was used as a matter of conviction or a guide for how to deal with the anger. Unfortunately, the sample size was not large enough to determine the significance of variation between genders. Regardless, the data found warrants attention.

Pathological Anger. “Many things make me angry, violent, or depressed...I can get mad at a game, yes, but I could also start a murderous rampage upon hearing a blue jay sing a flat note. No one really knows.” This statement made by one of the male undergraduate students is alarming in that his anger is excessive and his reason unjustifiable. Another student told of his time at a family reunion where the cousins were playing bingo. He became angry when he kept losing and next thing he remembered was that he woke up in a pool of blood from fighting his cousin...over a game. The family ties were destroyed and they were no longer allowed to come to family reunions. Although anger is a normal emotion in life, certain reactions are unacceptable. People need to control their emotions in an appropriate manner out of respect for themselves and other human beings. Research such as this is important and should be used to increase awareness and should be implicated into anger counseling so that people deal with their anger appropriately.

Discussion

Overall, boys' and girls' anger were similar in most aspects, as prior research has found. Still, there were some gender differences apparent in undergraduate students' stories. Males told shorter accounts of their anger than girls. Also, females' anger was more commonly directed toward a boyfriend or regarding family. Males had anger issues with girlfriends but discussed that type of issue less than the women. Relational issues were a more common cause of anger for women than for men. Men also had a greater incidence of anger situations provoked by strangers. Women had a greater tendency to be angry for the reason of some injustice or disrespectful treatment while men mentioned anger stories precipitated by a minor frustration.

In Thomas' questionnaire study in 1989, she found no gender differences evident in anger suppression, but in these research findings, more women suppressed their emotions. More than twice as many of the female stories mentioned a method of suppression in dealing with their anger than the male stories. Clearly, and in accord with Deffenbacher (1994), men continued to be more physically aggressive than females. Over 40% of the male stories included a physical act or assault. The incidence was less in low anger males and extremely high in the high temperament males. Females had a greater tendency to work out the situation or let go of the anger than the males.

Two gender themes that became apparent after the analysis of the hundreds of stories was a male's tendency to "get back." The revenge was not necessarily malicious but there was an impulse to retaliate. This was more prevalent in the high angry temperament but present across high and low trait anger in males. Women on the other hand mentioned more about "hurt" and "crying." It is important to recognize these

different gender approaches to anger so that males and females can be better understood. Conversely, in meeting emotional needs, individuals should make sure they understand that some men will cry and some women do want revenge, but it is not the general trend for that gender.

God and forgiveness was not a variation among the genders but it is an area that is important for more study because several students freely related it to their anger experience without any prompting. It is important we understand this connection that individuals have between anger and God and/or forgiveness. Also, a few of the anger stories were pathological in nature. It is important to understand that these “normal college kids” are displaying very unhealthy habits that need to be identified and treated. And if these “normal college kids” are acting in this manner, how are the abnormal or unhealthy individuals acting?

Limitations in this study include incomplete responses on questionnaires. Also, there was no connection with subjects who filled out the survey anonymously so missing information was unable to access. Continued research is needed in studying different ages with the same questionnaire to determine the generational variations. Strengths of this research include the large sample size and ability to analyze stories that are freely described to discover the most important aspects of anger for undergraduate students.

Conclusions

This research has been enlightening to see the priorities in undergraduate students, major precipitators for anger, and their reactions. These findings can be used to apply to nursing practice to be aware of pathological anger. Such symptoms must be identified

for the protection of that individual's physical and emotional health, along with the health of others who could be potentially involved in the anger.

Also, anger counselors can use this information in guiding their practice in assisting college-age students. Gender issues can be identified and a person's needs can be better addressed when knowing their tendencies to act. Still, the counselor must be aware of that individual's needs and not generalize according to gender. Awareness and research regarding anger will continue to be vital to our understanding of human behavior.

Acknowledgments

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Components of Anger in Contemporary Undergraduate Students



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and McColl Adelman, Pre-Nursing Student
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Purpose of the Study

Anger's importance to psychological and physical health has been documented in numerous studies over the past 25 years. According to Spielberger, "trait anger" (one's general tendency to become angry) is an enduring aspect of the personality. Scores on his Trait Anger Scale are computed by adding responses to an Angry Temperament subscale, an Angry Reaction subscale, and other items. However, scholars have not sought to tease apart the "temperament" component of trait anger from the "reaction" component. Some people who score high on trait anger are highly reactive to a multitude of provocations; others react strongly to situations of criticism or injustice but are not customarily anger-prone (i.e., they do not score high on the Angry Temperament subscale). Examining the components of trait anger has implications for achieving greater conceptual clarity as well as appropriately tailoring anger management interventions. The purpose of this descriptive study was to (1) survey levels of trait anger and styles of anger expression in undergraduate students; and to (2) analyze their narratives of anger episodes, with regard to situational precipitants, relational context, behaviors, and outcomes of the anger.

Method

31 students in the university honors program served as data collectors, distributing instrument packets to their classmates. The resultant sample included 305 undergraduates (126 males, 175 females, 4 not reporting gender). Racial composition of the sample was 88% white, 7.5% black, 5% other. Mean age was 19.6 (range 18-24 years). To assess trait anger, Spielberger's Trait Anger Scale (STAS) was employed. To assess anger expression styles, the Framingham Anger Scale (FAS) was used. Additionally, students were asked to recall an experience of anger and describe it in writing as fully as possible. Consistent with the method employed in Scherer's 37-country study, respondents freely chose the events they reported. The coding scheme of Fischer et al. (2004) was used, with some adaptations, to examine the students' reasons for anger as well as the relational context. The narratives were also examined for emergent themes, using standard content analysis procedure as outlined by Waltz, Strickland, and Lenz (2005).

Findings of First Phase of Analysis

In this presentation, narratives of 3 groups are compared: (1) subjects scoring high on Angry Temperament (91st percentile), *n*=35; (2) subjects scoring high (12 or >) on Angry Reaction but *not* high on Angry Temperament, *n*=32; and subjects scoring low on the entire Trait Anger scale (6th percentile for men, 5th percentile for women), *n*=41.

Thematic Elements of the Narratives

Thematic Elements of the Narratives of Students High in Angry Temperament

- Exaggerated response to provocation, often a somewhat trivial provocation (unable to score well on a videogame, didn't like room temperature set by roommate)

"I was enraged, livid, furious, pissed off"

"I tend to fly off the handle early in arguments"

- Physical and verbal aggression often displayed

"I pushed her into the wall. She was crying a little. I smacked her and told her to "shut the f...up"

- Pejorative depiction of the other/lack of empathy for other's point of view

"I get very angry when I don't get my way"

Continued:

Thematic Elements of the Narratives of Students High in Angry Temperament

- Relationships adversely affected by the anger

"All ties were severed"

"I still, to this day, have not talked in person to the girl"

- Little remorse or lessons learned from the incident

Thematic Elements of the Narratives of Students High in Angry Reaction, but not Temperament

- Exaggerated response to provocation, but the provocation was quite serious in many cases, *not* about videogames (Examples: unfairly accused of sexual promiscuity, betrayed by boyfriend engaging in intimacy with best friend, betrayed by girlfriend engaging in intimacy with professor.)

- Intense bodily arousal described, and aggression sometimes displayed, but the person does not always talk about feelings to others--or find relief from doing so

(Describing anger when rumors being spread about him): "The first thing I usually feel is a rush, I guess adrenaline, that floods my skin. I feel dizzy for a second, light-headed, and my jaw clenches...When others question me about the situation, I usually have to cut them short. Talking about such incidents makes me relapse into that anger state."

(Describing forcing her mother out of her room): "She wouldn't get out of my room when I told her to, then demanded her to, then yelled at her to, so I used force to get her out of my room. When I finally got her out the door, I locked it and pounded my hand against it for emphasis"

- Pejorative description of the other person/lack of empathy for other's point of view

- Relationships adversely affected by the anger

- Little remorse or lessons learned from the incident

Thematic Elements of the Narratives of Students Low in Anger

- More laid-back, not frequently aroused to anger

"I am the type of person who really tries hard to not get angry"

"I can honestly not think of a time when I was truly angry within the last 5 years"

- Anger provoked by violation of values (e.g., valuing life, love, honesty, responsibility, maintaining dignity in handling distressing situations)

(Describing being lied to by her friend, "Anne," which deprived her of study time): "I value my time, to study any chance I get...A couple of days later, when I had some free time, I went to Anne's to discuss the issue because it bothered me"

Continued:

(Describing engagement being suddenly broken off by fiancé): "I was extremely hurt but didn't say anything mean to him...I was extremely happy that I didn't insult him or say anything that I would regret. In the end, I feel that I am stronger individual for the way that I handled it."

- Little or no verbal or physical aggression

- More likely to see the other side of the conflict or issue

(Speaking of father's position): "I understood his thoughts and feelings, but that doesn't mean I liked them"

- More likely to talk out the anger, either with the provocateur or a sympathetic listener

"I did not confront them...but I did talk to my other friends about it and got advice"

- More likely to let the anger go

"I eventually forgave him and we were able to enjoy the rest of the game"

- Remorse often expressed/Lessons often learned/Relationships not severed

"I let my dad know how I felt, and I think my words were a little too sharp... Before hanging up the phone, I told my dad I loved him, and our relationship was not hurt"

"Thankfully, it didn't really affect the friendship, but we did learn to talk things out"

Summary

While some commonalities among groups were observed (i.e., anger provocateurs were room-mates or friends), methods of anger expression and outcomes of the episodes varied considerably. Subjects high in Angry Temperament displayed more destructive anger and often remained angry about the incident. Subjects high in Angry Reaction described intense feelings but often kept them to themselves. For both of these groups, detrimental effects on relationships or relationship termination were often observed. The "low trait anger" group was more likely to report working things out successfully or letting go of anger, even if no resolution of the issue had been achieved.

Future Directions of the Study and Implications for Nursing Practice:

Emily Munoz is analyzing the data for gender differences as her senior honors thesis project. McColl Adelman may also conduct some further analyses of the data for an honors thesis.

Even at this early stage of the analysis, it is clear that many college students could benefit from psychoeducational anger management classes. Nurses are well prepared to conduct such classes.

Informed Consent Form
Student Anger Stories Project

You are invited to participate in a research study. The purpose of the study is to examine anger stories of undergraduate university students. If you agree to be in the study, you will:

1. Fill out two short anger questionnaires
2. Write a description of an anger incident
3. Answer 4 demographic questions

To complete these tasks will take you about 30 minutes. There are no known risks nor any benefits to you. It is entirely your choice whether to fill out the forms. If you decide to do so, but change your mind before finishing, you can simply stop and discard the forms.

In order to preserve your anonymity, no signature is required on this form. When you turn in your questionnaires to the data collector, that signifies that you are consenting to be in this study.

If you have questions about any aspect of this project, please contact:

Dr. Sandra Thomas
Professor, College of Nursing
University of Tennessee, Knoxville
1200 Volunteer Blvd.
Knoxville, TN 37996-4180
Tel: 865-974-7581
FAX: 865-975-3569
e-mail: sthomas@utk.edu

ID# _____

STAS

Rate yourself according to how you generally feel. Circle your responses.

	Almost Never	Sometimes	Often	Almost Always
1. I have a fiery temper	1	2	3	4
2. I am quick-tempered	1	2	3	4
3. I am a hot-headed person	1	2	3	4
4. It makes me furious when I am criticized in front of others	1	2	3	4
5. I get angry when I'm slowed down by others' mistakes	1	2	3	4
6. I feel infuriated when I do a good job and get poor evaluation	1	2	3	4
7. I fly off the handle	1	2	3	4
8. I feel annoyed when I am not given recognition for doing good work	1	2	3	4
9. When I get mad, I say nasty things	1	2	3	4
10. When I get frustrated, I feel like hitting someone	1	2	3	4

FAS

Please circle your response to the items below. Answer in terms of how likely you are to behave in the way described. Be as honest and accurate as you can. Do not let your answer to one question influence your answers to other questions. There are no correct or incorrect answers.

Not too likely Somewhat likely Very likely

When really angry or annoyed,
do you:

try to act as though nothing much happened?	1	2	3
keep it to yourself?	1	2	3
apologize even though you are right?	1	2	3
get it off your chest?	1	2	3
talk to a friend or relative?	1	2	3
take it out on others?	1	2	3
blame someone else?	1	2	3
get tense or worried?	1	2	3
get a headache?	1	2	3
feel weak?	1	2	3
feel depressed?	1	2	3
get nervous or shaky?	1	2	3

Story of Anger Incident

Think of a time when you became angry. Describe this experience in as much detail as you can. Where were you and what happened? Include your thoughts and actions as well as any after-effects of the incident (e.g., how you felt, how your relationship with another person was affected). When speaking about other people you interacted with while angry, be sure to give them pseudonyms. Type your story or write legibly. Add other pages if necessary.

Demographic Sheet

Age _____

Year of college _____

Gender _____

Preferred racial/ethnic designation _____

