

Relationship between Anger and Depression, Anxiety and Stress among University Students

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ABSTRACT

Background: Students face depression, anxiety and stress because of anger that effect their education. **Aim:** The aim of the present study was to explore the relationship between anger and depression, anxiety and stress in university students. **Methodology:** It was based on hypotheses that a) Anger would be positively correlated with Depression, b) Anger would be positively correlated with Anxiety, c) Anger would be positively correlated with Stress. Sample consisted of 200 participants; data was collected from Islamabad and Rawalpindi. **Results:** To explore the main hypothesis of research, person correlation coefficient was applied on the data. Significant relationship between anger and depression, anxiety and stress. **Conclusion:** Students need care of family and counseling center in university. Teachers also need counseling to handle the students. This research is effective for students, parents and teachers.

Keywords: Anger, Depression, Anxiety, Stress, male & female university students

Anger is an emotional state commonly joined by mental and biological changes, and it can differ from minor problem to rage .There is various definitions of anger in the journalism. Kassinove and Sukhodolsky define anger as a negative, phenomenological or inside feeling state. As per Lewis and Golden , anger is a essential feeling and a reaction to crisis identified with natural snags whose capacity is to furnish the life form with inspired abilities to beat those impediments. Novaco characterized anger as having four particular segments:

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physiological, emotional, behavioral and psychological. Spielberger recognized two parts of anger: (a) state anger, in which the individual reacts sincerely to conditions and (b) attribute anger, which is a more unavoidable reaction.

Therapists perceive that anger as an essential, characteristic, and develop feeling experienced by all people, and as something that has useful esteem for survival. Parker-Hall for example, conceptualizes controlled anger as a positive, complete and useful feeling that is constantly conscious of others, something that is just ever used to ensure the self physically, emotionally, mentally and intensely in relationship. Then again, uncontrolled anger can be a prominent issue and can result in depression, self-harm ideation, and substance use, threatening vibe, anger, aggression and crime. Researchers have exposed relationship between depression, anxiety, stress and anger appearance. Goodwin analyze information from a good behavior research of US school-matured students and noticed that outward anger expression was connected with a just about triple increment in the risk of depression among male students. Thus Orpinas et al, noticed that students displaying brutal practices in schools will probably have side effects of depression than students not showing such practices. In addition, positive relationship between anger expression and side effects of depression has been accounted for in both American and Turkish.

Even though unusual, open information from studies lead in Turkey recommend a high repetition of outward anger expression among secondary school students. Researchers have also uncovered high frequencies of depression, anxiety and stress among students. Few researches have assessed the relationship amongst anger and symptoms of depression, anxiety and stress among Turkish youth. In this research, therefore, we looked to assess anger expression and symptoms of depression, anxiety and stress among Turkish youth who were living in Turkey and in Germany.

In other words, the individuals who are experiencing mental issues, for instance, depression, anxiety and stress, may face issues in dealing with their educational implementation. Bilgel and Bayram found that students for the most part experienced mild depression, anxiety and stress with prominent gender differences as females show high level of depression anxiety and stress than male students. Many factors identified the impact of level of psychologically healthy and distress among both healthy and ill individuals of which students are part.

Researches in the western world have exhibited how psychological well-being of student's impact tricky affects the educational performance of students in different nations. In any case, the determinants or the variables that could impact the level of depression, anxiety and stress which are major psychological wellness challenges remain students particularly in the Ghanaian setting except a few.

METHODOLOGY

Aim of study

- The aim of the present study was to explore the relationship between anger and depression, anxiety and stress in university students.

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Hypothesis

It was based on hypotheses that

1. Anger would be positively correlated with Depression
2. Anger would be positively correlated with Anxiety
3. Anger would be positively correlated with Stress

Sample

For the present investigation data was collected through questionnaires from those who were agreed to participate in the study. In the present study 200 participants participated in the study from which were 100 male and 100 female from different localities of Islamabad and Rawalpindi participated.

Instruments

Three tools were used in this study: Questionnaire about demographic data, and DASS

Demographic data sheet appendices A

The questionnaire about demographic data was intended to collect data about the personal characteristics of the participants. These included age, gender, family status, socioeconomic status.

DASS

In this study DASS is used. It is developed by Lovibond & Lovibond in 1995. It is 4-point likert scale and composed of three subscales: Depression Anxiety Stress scale-21. Its reliability is .96 which indicates that scale is internally consistent and highly reliable.

Buss-Perry scale

This scale developed by Buss & Perry in 1992²⁶. It is 7 point likert scale and composed of four subscales: Physical Aggression, Verbal Aggression, Anger and Hostility. It has 29 items. 1 to 9 items describe physical aggression, 10 to 14 items describe verbal aggression, 15 to 21 items describe anger and 22 to 29 items describe hostility.

Procedure

After sharing the tools, the researcher explained the objectives of the research to the participants in order to receive the reliable data. Each participant received a copy of the tools. The scales were filled in by the participants, and collected instantly after completion. The participants were allowed to keep the scales with them, filled them in and could submit them. The time required for completion of the tools was found to range from 30-45 minutes.

RESULT

Table 1 Demographic Characteristics of sample

Variables	Category	Frequency	Percentages
Gender	Male	100	50%
	Female	100	50%

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Variables	Category	Frequency	Percentages
Family status	Joint	073	36.5
	Nuclear	127	63.5
Socioeconomic Status	Upper	034	17%
	Middle	158	79%
	Lower	008	04%
Age	Mean	21.79	
	Std. Deviation	2.970	

Table 2 Pearson Correlation of Anger and Depression, Anxiety and Stress

Variables	N	R	Sig
Depression	200	.396	.000***
Anxiety	200	.340	.000***
Stress	200	.309	.000***

***Correlation is significant at the 0.01 level (2-tailed)

DISCUSSION

The aim of the present study was to explore the relationship between anger and depression, anxiety and stress in university students. DASS is used to measure the depression, anxiety and stress and Buss-Perry scale is used to measure the anger.

Anger is positively correlated with depression, anxiety and stress. The course of the relationship demonstrates that depressed people are more peculiar than non depressed people to show this suppression. This finding appears to be opposing to Ferster's claim that discouraged people might smother anger to stay away from loss of reinforcers. Maybe discouraged people have controlled strength handy to take part in suppression of anger or maybe an increased feeling of threatening vibe brings about subjective support for the experience of anger.

Discoveries were acquired in Balkaya and Şahin's examine, which stated that the appearance of anger as a quiet response may reflect individual maturity and could be known as a signal of positive adapting to anger with increasing age. Comparative propensities were found for interpersonal anger as far as simple powerful and inwards corresponding responses.

Researches in the western world have exhibited how psychological well-being of student's impact tricky affects the educational performance of students in different nations. In any case, the determinants or the variables that could impact the level of depression, anxiety and stress which are major psychological wellness challenges remain students particularly in the Ghanaian setting except a few. In other words, the individuals who are experiencing mental issues, for instance, depression, anxiety and stress, may face issues in dealing with their educational implementation. Bilgel and Bayram found that students for the most part experienced mild depression, anxiety and stress with prominent gender differences as females show high level of depression anxiety and stress than male students. Many factors identified

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the impact of level of psychologically healthy and distress among both healthy and ill individuals of which students are part.

CONCLUSION

The purpose of the research was to find out the relationship between anger and depression, anxiety and stress among university students. Students need care of family and counseling center in university. Teachers also need counseling to handle the students. This research is effective for students, parents and teachers.

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