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Relationship between Anger, Social Competence and Academic Performance in Youth in Kuwait

By

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To Arab Youth; Our Future, Our Salvation

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ABSTRACT

This study examined the variable "Anger" in youth in Kuwait and its relationship to "Social Competence". It also investigated gender differences and types of schools differences (public versus private) in relation to these two variables. The study further investigated "Social Competence" and "Anger" in relation to "Academic Performance". Data were collected using STAXI-2 C/A and SSIS in English format and Arabic adaptations in private and public schools in Kuwait. The sample consisted of 357 students (161 females and 196 males), ranging in age from 16 to 18 years. Results revealed that the variable "Social Skills" was positively correlated with "Anger Control" and negatively correlated with "State Anger" and "Anger Expression Out". The results also revealed significant differences between public and private schools respondents, with public schools respondents scoring significantly higher on "State Anger", "Trait Anger" and "Anger Expression Out" and significantly lower on "Anger Expression In", "Anger Control" and 'Social Skills". The results did not reveal significant gender differences in the variables "State Anger" and "Trait Anger", but there were significant gender differences in the variable "Anger Expression In" with female participants scoring higher. Findings revealed a negative relationship between "State Anger" and "Academic Performance" and a positive significant relationship between "Social skills" and "Academic Performance". The main recommendation that stems from this study is that schools in Kuwait, public schools in particular, must adopt programs for teaching students social skills and anger control.

Keywords: Anger, Social Skills, Academic Performance, Arab Youth, Kuwait, Public Schools, Private Schools

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Chapter One

Introduction

1.1 Contextual Framework

Anger is a basic human emotion that has specific, unvarying, physical symptoms indicators, such as an increase in the heart rate, blood pressure, adrenaline level and perspiration (Dunn, 2010, Tomkins, 1995). However, the way humans analyze, evaluate and react to anger, changes with time and differs across cultures (Berkowitz & Harmon-Jones, 2004; Weiner & Craighead, 2010).

Anger is defined in many ways and has many forms. According to Brunner and Spielberger (2009), a differentiation is made between forms of anger that is either state anger or trait anger and the reaction to anger provoking situations, which are "Expression-In", "Expression-Out" and "Anger Control".

While some might argue that anger could be a positive reaction necessary to correct wrong doings, typically anger has the potential to be destructive both at the individual and social level. Thus controlling and managing anger is of great importance for the well-being of individuals and for the development of healthy communities (Averill, 1982; Weber, 2004).

In the Western world, anger has been extensively researched over the last four decades. The results have repeatedly shown that social competence is linked to positive anger management. Accordingly, schools in the West have started integrating social skills programs in their curriculum as a preventative measure, giving the students the tools to better understand, communicate and deal with anger provoking situations (Webster-Stratton, Reid & Hammond, 2001).

Social skills as defined by Gresham and Elliott's (2008) are a set of learned behaviors promoting positive interactions with others while discouraging negative ones.

The relationship between social skills and academic competence has been well documented. Studies show that high achieving students tend to manage and control their anger in more constructive ways than low achieving students. Furthermore,

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students with high social competence achieve higher grades than students who possess low levels of social skills (Webster-Stratton et. al, 2001; Webster-Stratton & Jamila, 2004).

In Kuwait, the Minister of Interior has lately emphasized teaching anger management skills to students through developing social skills as a preventative approach to conflicts. The incident that sparked this awareness happened in 2010 when a student stabbed his classmate to death directly in front of the school (Toumi, 2011). This study examines the relationship between anger and social competence and their effect on academic performance in Kuwaiti youth.

1.2 Sampling

In order to increase representation, the research was conducted on 400 students in Kuwaiti schools. As the research investigates a number of variables, purposive sampling was used in order to ascertain that genders, socio-economic levels and various school settings are being represented in the sample. Data were collected in one Public School for boys, one Public School for girls and one Private co-ed Schools. The choice of schools was dependent on the schools' administration willingness to cooperate. To secure the consent of the schools, a formal written request was submitted to the school's principals (appendix C). Following their approval, data collection commenced. The researcher visited students in grades 10, 11 and 12 in the classrooms to ensure accuracy and smoothness of the data collection process. In the presence of the teacher, the researcher distributed questionnaire sets (Appendix C2 and C3) in either English or Arabic, depending on each student's preference. Each set had a serial number in order to track the data while ensuring student's anonymity. The time for completing the set of questionnaires was approximately 30 minutes. The researcher collected the completed sets and, as a token of appreciation, presented each participating student with a customized pencil.

1.3 Validity of the Sampling Technique

The sample is a valid representation of the population as it is significant in number as well as representative of the diversity that the study seeks to ensure. By targeting grades 10 to 12, students from the ages of 16 to 18 were represented in the sample. Having public and private schools participating implies that the diversity in the socio-economic and family backgrounds was covered. All the students of the participating classes were administered the test without prejudice or discrimination.

Students remained anonymous, through replacing identification codes with serial numbers.

1.4 Instruments

The two instruments used in this study are well-recognized and widely used instruments in the measurement of the variables addressed in this study. STAXI-2 C/A (Appendix A1) by Brunner and Spielberger (2009) is the latest edition of STAXI that was first developed by Spielberger in the 1970s and has been used extensively since then in various researches aimed at testing the anger level and anger coping skills. The SSIS (Appendix B1) by Gresham & Elliott (2008) is the latest update of the widely used instrument previously known as the Social Skills Rating System that was first published in 1990 by the same authors. The SSIS consists of collecting data on the students' social skills from three different raters, the student, the teacher and the parent. However, "while the use of multi raters (especially teachers and parents) is strongly encouraged, it is not required" (Gresham & Elliott, 2008, p.3). For the purpose of this study, the only questionnaire that will be administered is the student copy (Appendix B1). It consists of two sections, the social skills section and the problem behaviors section. As this study focuses only on the relation between social skills and anger, the data collected on problem behaviors were not analyzed.

1.5 Reliability and Internal Consistency of the Instruments

STAXI has a high degree of internal consistency with alpha coefficients for the STAS S-Anger Scale of .93 for both males and females, and alpha coefficients for the STAS T-Anger Scale of .87 for both genders. Jacobs, Latham and Brown (1988) examined the stability of the STAS for a large group of undergraduate students. The test-rested reliability coefficients for the STAS T-Anger Scale over a 2-week interval were .70 and .77, respectively, for males and females. The test-retest reliability coefficient of the SSIS Student Form on the Social Skills Subscale is .81 (Gresham & Elliott, 2008, p.68). This was established after administering the questionnaires twice to 127 students between the ages of 8 and 18. Construct validity was established through a high correlation between social skills scale and pro-social behaviors with a coefficient of .70 (Gresham & Elliott, 2008, p.77). Gender and age seem to play a significant role, as female students at ages 12 and 16 rated themselves higher on social skills than the males, while the males at ages 14 and 18 rated themselves

higher (Gresham & Elliott, 2008, p.99).

1.6 Research Design

This study is quantitative in nature as the instruments for data collection require quantitative measurement and the use of statistical tests. Data were collected through a set of self-rated questionnaires that included a serialized covering letter to collect data on the type of school (private or public), age, gender and the academic performance of the participant, one STAXI-2 C/A standardized questionnaire and one SISS standardized questionnaire (See Appendixes C2 and C3). The set was available in Arabic and English for each participant to choose. All questions were translated by an expert to Arabic (See Appendixes A2 and B2) and back translated to English to ensure accuracy (See Appendixes A3 and B3).

1.7 The Purpose of the Study

The purpose of this study is to examine the level of Anger in youth in Kuwait and its relationship to social competence. A second purpose is to examine the levels of Anger Expression in youth in Kuwait and its relationship to social competence. A third purpose is to investigate gender differences with regard to anger and social competence. A fourth purpose is to examine the effect of public versus private schooling on these two variables. A fifth purpose is to investigate social competence and anger in relation to academic achievement.

1.8 Rationale and Significance of the Study

The research draws attention to the importance of developing social skills in youth so they may be able to react to anger provoking situations in a positive and constructive manner. In Kuwait, where research focusing on anger and social skills is scarce, collecting data on the social competence of youth and their level of anger will lead to a better understanding of the existing situation.

This study could be of great relevance to educators in charge of developing curricula, since integrating social skills programs in the curriculum has been found to increase social, emotional and academic competence, as well as decrease behavioral problems of children in the classroom (Webster-Stratton et al., 2001). Therefore, this study can shed light on the importance of developing social competence in youth and may propel decision makers and school officials to include preventative programs in the educational curriculums.

1.9 Operational Definitions of the Variables

Anger: In this study, anger is defined as per the State-Trait Anger Expression Inventory-2,Child & Adolescent (STAXI-2 C/A) (see Appendix A1) that differentiates between anger that is a character trait and anger that is situational and takes into consideration the response styles. The inventory encompasses the following subscales:

State Anger: Anger that is situational. It is measured by the State-Anger Scale (S-Ang) which "measures the intensity of anger feelings and the extent to which a youth feels like expressing anger at a particular time" (Brunner & Spielberger 2009, p.6).

Trait Anger: Anger as a character trait; how prone is an individual to getting angry and viewing situations as anger provoking. It is measured by the Trait-Anger Scale (T-Anger) which "measures how often angry feelings are experienced over time" (Brunner & Spielberger 2009, p.6).

Anger Expression-Out: Expressing anger outwardly and it is measured by the Anger Expression-Out Scale (AX-O) which "measures how often angry feelings are expressed in verbally or physically aggressive behavior" (Brunner & Spielberger 2009, p.6).

Anger Expression-In: Bottling in one's anger and it is measured by the Anger Expression-In Scale (AX-I) which "measures how often angry feelings are experienced but not expressed, i.e., suppressed" (Brunner & Spielberger 2009, p.6).

Anger Control: Ability to control one's anger by either calming one's self down or viewing the situation differently. It is measured by the Anger Control Scale (AC) which "measures how often a youth tries to control the inward or outward expression of angry feelings (Brunner & Spielberger 2009, p.6).

Social Competence: This variable is defined in terms of social skills which are "learned behaviors" promoting positive interactions with others. It is measured by the Social Skills Rating Scale for students (ages13-18) (see Appendix B). This scale encompasses communication, cooperation, assertion, responsibility, empathy, engagement, and self control (Gresham & Elliott, 2008).

Academic Achievement: This variable is measured through direct questions that the student had to answer concerning his/her academic achievement. As part of the questionnaire, the opening letter included questions on the academic achievement. Each students had to assess his overall level of academic achievement by ticking one

of the provided answers and by filling a blank indicating his/her GPA at the time of data collection (see Appendix C2).The researcher only used the data collected from overall level of academic achievement.

1.10 Research Questions

The questions addressed in this study are:

1- What is the level of anger in Kuwaiti youth?

2- What forms of anger (State Anger or Trait Anger) are manifested by Kuwaiti youth?

3- How do Kuwaiti youth cope with anger provoking situations? (Expression-In, Expression-Out, Anger Control)

4- Does the level of anger differ across gender?

5- Does the method of coping differ across gender?

6- Does the level of anger differ across types of schools (public and private)?

7- Does the method of coping differ across types of schools (public and private)?

8- How socially competent are Kuwaiti youth?

9- Does social competence differ across gender?

10- Does social competence differ across types of schools (public and private)?

11- What is the relation between social competence and anger?

12- How do anger and social competence relate to academic performance?

1.11 Limitations

This study has many limitations. First, it does not investigate in depth the current curriculum in the private and public schools of Kuwait, nor does it investigate teachers' training, two elements that have a direct relation to the transference of social skills (Webber-Stratton et. al, 2001; Webber-Stratton & Jamila, 2004).

This study is quantitative and lacks the qualitative aspect that would shed a deeper understanding on what lies behind the numbers. It is also limited in the variables investigated. Thus, it does not address other factors that have an effect on anger and social skills levels, such as socio-economic status, family structures and family dynamics (raised by single parents, both parents, in a polygamous or monogamous family).

The study is also limited in its sample; a nationwide study commissioned by the government will help in establishing a baseline for Kuwait and can act as a trigger for educators to adopt a social skills program as prevention to high levels of anger.

Finally, the instruments were designed in English for non-Arabs. Even though the instruments were translated to Arabic to facilitate understanding, the original form does not take into account the cultural context of what is deemed acceptable overt expression of anger and what is considered excessive or unacceptable. The tests in this study were standardized on a population of Americans and were not adapted to an Arab population.

1.12 Ethical Considerations

The anonymity of students and schools who have participated in this study has been kept into consideration. Schools that participated have been grouped into two types, public and private without any mentioning of their names. Similarly, all participating students were given serialized questionnaires and were never referred to except by their assigned numbers. A consent form was given to the schools' principals who, in turn, collected the consent of the participating students as well as the parents.

Chapter Two

Review of the Literature

2.1 Introduction

The literature review in this chapter covers the variables of anger and social skills. It sheds light on the effect of gender differences and types of schools in relation to anger and social skills and their role in academic achievement. It also provides an overview of the Kuwaiti culture and educational system which puts the study in context.

2.2 The Study of Anger

Historically, anger was seen as a method of communication between the gods and humans with various myths and religious beliefs filled with stories that underlie anger. The proverbial wrath of the gods has been the explanation of all natural disasters from earthquakes to floods and throughout the ages, anger has been portrayed in art, literature and dramatic works (Spielberger, Reheiser & Sydeman,1995; Dunn, 2010).

In 1872, Darwin defined anger as a powerful emotion common to all animals since time immemorial. He viewed it as a positive reaction, a motivator to face one's attacker, to fight or protect one's self against threat (Darwin, 1872/1998). Most theorists of resent days still view anger as a "basic" emotion (Ekman, 1999; Izard, 1992; Johnson-Laird & Oatley,1989; Tomkins, 1995). A great many people are angry at one time or another. Perhaps because this emotion is so common, specific definitions of this term often vary in detail (Berkowitz & Harmon-Jones, 2004) and its interpretations vary from one time period to another and from one culture to another (Weiner & Craighead, 2010).

All definitions agree on the physiological indicators of anger which include an increase in the heart rate, perspiration, higher blood pressure and adrenaline flow. However, anger is as much a psychological state as it is a physical one. In order to better understand the psychological aspect of anger, theorists began investigating

the determinants leading to the emotion. With aversive conditions being a major trigger to anger (Berkowitz & Harmon-Jones, 2004), people feel angry when their goals are being blocked, when they are being insulted, when their autonomy is being threatened or when they are being unjustly mistreated (Dunn, 2010). Attributions of blame, impact or severity of harm and perceived usefulness of becoming angry have also been added to the determinants (Weber, 2004). Some argue that the perception of blame worthiness is a necessary element and should be included in any definition of anger as without it the experienced emotion would be downgraded to irritation or grouchiness (Clore, Ortony, Dienes & Fujita, 1993; Russell & Fehr, 1994).

As the interpretations and definitions of anger vary throughout the times, so do the reactions and interactions with this emotion (Weiner & Craighead, 2010). Anger can be seen either as beneficial or dysfunctional, it has the potential of empowering people to fightagainst injustice and correct wrong doings (Novaco, 1976; Averill, 1982) but it also has a potential of being destructive. Anger can have negative consequences on the individual as well as the society (Averill, 1982; Weber, 2004). In some cultures, and at certain periods of times, an angry person was colloquially described as a "pressurized container", and was justifiably either going to "blow up in someone's face" or "blow off steam". Such reactions were deemed acceptable as research was pointing to the ill medical effects of "bottling in anger" leading to high blood pressureand coronary diseases (Dembroski, MacDougall, Williams & Haney, 1985; Dunn, 2010; Gentry, Chesney, Hall & Harburg, 1981; 1982; Potegal, Stemmler & Spielberger, 2010).Venting out has been considered a positive reaction to negative emotions such as anger and was considered beneficial to both the individual as well as the society (Bushman, Baumeister & Stack, 1999; Wegman, 1985). This notion of catharsis that dates back to Aristotle wasagain revived by Freud and later became the foundation of the hydraulic model of anger. The hydraulic model suggests that frustrations lead to anger, and that anger, in turn, builds up inside an individual like hydraulic pressure inside a closed environment until it is released in some way. However, more recent approaches have observed that when activities considered to becathartic are also aggressive, they could lead to the activation of other aggressive thoughts, emotions and behavioral tendencies, which in turn could lead to greater anger and aggression (Berkowitz, 1984; Tice & Baumeister, 1993). In their experimental study in 1999, Bushman, Baumeister and Stack found that promoting

the false benefits of cathartic reactions and venting out led to an increase in angry and violent behavior. Dividing their participants into two groups, it was observed that those who read a mock newspaper article on the benefits of venting out anger on an inanimate object expressed a high desire of hitting a punching bag after being exposed to an anger provoking situation, while the participants who were given a newspaper article refuting the catharsis hypothesis and recommending relaxation were disinclined to hit the pouching bag. Thus, modern theorists call for the denunciation of the catharsis hypothesis and regard it as a potential threat to peace and social harmony as well as a potential danger to public health. Their argument is that anger level goes down and dissipates by itself with time, regardless of one's reaction to it (Bushman et al, 1999).

There are many ways in which individuals can react to anger provoking situations other than expressing it outwardly. They can suppress anger by hiding their feelings, avoid it by ignoring their feelings, reappraise their anger by reinterpreting the situation or they can learn physical self-calming which is part of anger management (Gross, 1998; 1999). Individuals can also learn to shift their focus from the feelings of frustrations and anger, and direct it to an attainable, more positive goal (Maisto, Ewart, Connors, Funderburk & Krenek, 2009).

Cultural and gender differences play a major role in the perception and expression of anger and response styles vary depending on social acceptance and desirability (Abdel-Khalek & Al-Ansari, 2004). In 2004, Weber conducted a study in Southern Germany to investigate the social acceptance of the various reactions to anger. He found that thoughtalking and negotiation were the responses that were most favored by the respondents, venting, disengagement, and concealing anger were sill deemed acceptable. Anger suppression has also been positively correlated with anxiety (Martin & Dahlen, 2005). Furthermore, studies have shown a correlation between collectivism/individualism and anger response styles, with collectivism positively correlating with the suppression of anger. In two separate cross cultural studies on anxiety levels, one comparing American students toLebanese students and the other to Japanese students, it was reported that both Lebanese and Japanese students had significant higher anxiety levels than the American students on both State and Trait Anxiety scales (Abdullatif, 2004; Iwata & Higuchi, 2000). It is interesting to note that culturally, Japan and the Arab world have similar scores on the individualism

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index (Hofstede, 1984).

In most cultures, anger is perceived as a "masculine" emotion (Shields, 1987) and women are discouraged from outwardly expressing their frustrations (Thomas, 1991). Women generally report the feeling of anger as much as men if not even more, however theydo not translate their anger into overt behavior and physical reactions as much as men do (Linden, Leung, Chawla, Stossel, Rutledge & Tanco, 1997; Harris, 1992). Thus, women are more likely than men to suppress their anger or to express their anger through somatic symptoms (Haynes et al, 1978).

Socially, anger can have many negative outcomes, ranging from physical and verbal aggression (Hazaleus & Deffenbacher, 1986; Rule & Nesdale, 1976), to child abuse (Deffenbacher, Story, Stark, Hogg & Brandon, 1987), affecting physical injury or property damage (Hazaleus & Deffenbacher, 1986).On the individual level, anger can result in social withdrawal (Novaco, 1979), health problems such as hypertension (Gentry et al, 1982; Spielberger, Westberry, Barker, Russle, DeCrane & Ozer, 1980) and coronary heart diseases (Friedman & Rosenman, 1974; Spielberger& London, 1982). Anger can also lead to hostility and neuroticism. In 1998, Spielbergerwas able to establish a positive correlation between Trait Anger "T-Anger" and hostility by administering the T- Anger scale and comparing the results against the Buss-Durkee Hostility Inventory (Buss & Perry, 1992), the Hostility inventory (Cook & Medley, 1954) and the Overt Hostility inventory (Schutz, 1954). In another study, Spielberger was also able to establish a correlation between T-Anger and Neuroticism, by administering the Neuroticism Scale of the Eysenck Personality Questionnaire (Eysenck, Eysenck & Barrett, 1985). His results came consistent with the clinical observations that neurotic individuals often experience angry feelings that they are unable to express (Spielberger, 1988). Thus the study of anger and how to better cope with anger provoking situations is of great importance on both the social and individual levels.

2.3 The Study of Social skills

For more than 40 years, preventive approaches have been evolving in the United States and much focus has been given to teaching social skills (Jenson, 2009). The lack of social and conflict resolution skills and poor problem solving result in conduct problems at schools (Webster-Stratton et al., 2001). The skills-deficit model stipulates that poor social skills render the person incapable of appropriately

expressing anger which in turn results in aggressive behavior. The model advocates social skills training or assertiveness training promoting more appropriate ways of expressing emotions (Rimm & Masters, 1974).

Schools provide the appropriate environment for the adoption and implementation of social skills programs. Acquiring positive skills and learning how to better react to anger provoking situations should start from the early days of school (Farrell, Meyer, Kung & Sullivan 2001). Unintentionally, schools can often create an environment ripe with aggression where aggressive behaviors are perceived as strength, are used to gain status or to correct wrongdoings and perceived injustices. Such school's environments are often seen in lower economic stratus communities (Fagan &Wilkinson, 1998). In order to prevent aggressive reactions to anger provoking situations, a "manualized" program of skill-training techniques and lesson plans should be adopted (Jenson, 2009). In their experimental study, Webster-Stratton, Reid and Hammond (2001) have concluded that by adopting a social skills and problem solving curriculum, children exhibit significantly less aggressive behavior and externalizing problems at school and at home, become more pro-social with their peers and learn more positive strategies when in conflict.

2.4 Social Competence and Academic Performance

The introduction of social skills programs in schools also affects academic performance as individuals with poor social skills are associated with academic underachievement (Hughes & Sullivan, 1988) whereas high levels of self-efficacy are associated with higher academic grades (Jenson, 2009). The focus on introducing Social Skills programs in schools has short and long term benefits on both the individual as well as the social level. Socially skilled individuals are more attuned to realities, can cope better with situations and are more capable of achieving interpersonal goals (Liberman et al. 1989).

Although there is no consensus on the exact definition of social skills, it is commonly agreed that individuals with social skills have the ability to interact with others in an effective and appropriate manner to attain desired goals (Segrin, 1992; 2000; Spitzberg, 1989; Spitzberg & Canary, 1985). This requires skills to assess situations and having a repertoire of appropriate responses. Evidence confirms that social skills are necessary for maintaining social, psychological, inter and intrapersonal relationships, as well as occupational well-being (Segrin, 2000).

2.5 The Kuwaiti Culture: An Overview

The study of anger and anger expression in Kuwait has been given some focus in recent years with the Minister of Interior calling in 2010 for the incorporation of teaching anger management skills to students as a preventative approach to conflicts (Toumi, 2011).

Kuwait is a conservative culture where families are extended and often segregated (Al-Fayez, Ohaeri & Gado, 2010). Family members often follow the patriarchal hierarchy of power, where males dominate the females, and the older dominates the younger. Males in the Kuwaiti society are typically given more authority, responsibility and freedom than females (Al-Issa, 2000). Submission and dependency are instilled in the upbringing of girls as feminine attributes (Abdel-Khalek & Al-Ansari, 2004). However, Al-Subaie and Alhamad (2000) have observed that recently there has been a growing conflict between the traditional female role expectation of getting married and becoming a mother and the new female aspirations of gaining education and joining the work force. This conflict is not only in Kuwait, but it is also spread across the Arab world. Combined with the cultural restrain on females on how to express their anger, this may well be the reason why the Arab females seem to experience higher levels of mild and server anxiety symptoms that their male counterparts (Abdullatif, 2004).In their research investigating anxiety levels across 10 different Arab countries, Abdel-Khalek and Al-Ansari (2004), found that females had higher anxiety levels than their male counterparts in all ten countries.

In Kuwait, education up to the intermediate level is free and compulsory for all Kuwaiti children and the state is obliged to provide school premises, teachers, personnel, as well as books and materials necessary for the success of the schools. The latest figures in 2006 show that there are 664 public schools and 481 private schools in the State of Kuwait, with 13% of all public spending dedicated to the educational sector. The literacy rate in Kuwait was over 93 percent in 2001 (UNESCO, 2008).

Kuwait public schools are gender segregated, starting from primary levels and are known to be mass oriented, traditional and weak in English instruction (Kuwait Cultural Office, 2012). English language lessons were introduced in the first grade

in public schools in 1993/1994 (UNESCO, 2008). On the other hand, most private schools in Kuwait are not gender segregated and offer a co-education environment (Kuwait Cultural Office, 2012). Under the guidance and supervision of the Ministry of Education, foreign schools like the American, French, British, and Indian follow the curriculum of the country they represent while adhering to the Ministry's curriculum in teaching the Arabic language, Islamic religion, history and geography (Kuwait Cultural Office, 2012; UNESCO, 2008). Prestigious private schools recruit only native English speaking, qualified teachers and offer the International Baccalaureate Diploma Program (DP), the International Baccalaureate Primary Years Program (PYP) and the International Baccalaureate Middle Years Program (MYP). It is noteworthy that the Kuwaiti government subsidizes private schools by allocating them land and an annual budget of KD 5.6 million (approximately 20 million US$). At present, primary education in Kuwait starts at age six and is for five years (Grade 1 to 5), intermediated level is four years (grade 6 to 9) and the secondary level is three years (grades 10 to 12) (Kuwait Cultural Office, 2012; UNESCO, 2008). In Kuwait's most recent years, an increase in aggression and violence has been reported at schools. In May 2010, two teenagers, aged 18 and 20, were wounded in a fight where knives and sticks were used to settle scores between youngsters at a school car park. Two weeks later, and in an unrelated incident, a 16 year old Kuwaiti student was stabbed to death by a 14 year old Kuwaiti student at the doorstep of their school over a personal disagreement (Toumi, 2011). In that same year, results of a study that was sponsored by the Kuwait Society for the Advancement of the Arab Children showed that in Kuwait, 4.3% of children experience physical abuse from their mother, 5.8% from their father, and 6.4% from others, while 18% of children experience psychological abuse from their mothers, 15% from their fathers and 18% from others (Al-Fayez, Ohaeri & Gado, 2010). Children exposed to domestic violence are likely to have emotional and behavioral problems including increased aggressiveness, anxiety, difficulties in socializing with peers, family members and authority figures as well as difficulties in studies (Al-Fayez et al. 2010). Furthermore, following media reports on an increase in assaults by patients and their families on healthcare workers, a national cross-sectional survey was conducted at the beginning of the new millennium to study the prevalence of violence against nurses in Kuwait. The study showed that 48% of nurses were subjected to verbal

violence ranging from loud expressions of frustration and anger to insults and threats and 7% were subjected to physical violence (Adib, Al-Shatti, Kamal, El-Gerges & Al-Raqem, 2002).

2.6 Conclusion

In sum, anger is perceived as a negative reaction to stressors that could have ill effects on the individual as well as societal levels. Therefore, it is better to control anger rather than to suppress or express it outwardly. Recent research has established a correlation between social skills, anger control and academic performance; when equipped with proper social skills, students are more proficient in controlling their anger and, consequently, in performing academically.

Chapter Three

Methods

3.1 Introduction

This study examines the level of Anger in youth in Kuwait and its relationship to social competence. It also investigated gender differences with regard to anger and social competence as well as the effect of public versus private schooling on these two variables. Lastly, the study examines social competence and anger in relation to academic achievement.

3.2 Participants

Data were collected by distributing 400 serialized questionnaire sets. Each set comprised of a covering letter which included a serial number, the type of school (private or public), age, gender and the academic performance of the participant , one STAXI-2 C/A consisting of 35 questions and one SSIS questionnaire consisting of 75 questions (See Appendix C2).

The sets were administered in private and public schools in Kuwait to students aged between 16 and 18 years. The participants were given the choice of being administered the questionnaire set in either English or Arabic. The sets were completed by 81 females from the private schools, 80 females from the public schools, 116 males from the private schools and 80 males from the public schools. Therefore, the total number of completed sets was 357, with 161 females and 196 males.

3.3 Procedure

In May and June of 2013, data were collected through a set of self-rated questionnaires. The set was available in Arabic and English for each participant to choose. All questions were translated by an expert to Arabic (See Appendixes A2 and B2) and then back translated to English to ensure accuracy (See Appendixes A3 and B3). Following the completion of the sets, data for each set were calculated as per the instruments manuals.

The first instrument is the STAXI-2 C/A and consists of 35 questions divided into three sections (Appendix A1). As per the manual, each question in the first section is rated on a 3 point scale corresponding to a numerical value. "Not at all" corresponds to1,"Somewhat" corresponds to 2, and "Very much" corresponds to 3. Similarly in the second and third sections, each question is rated on a 3 point scale "Hardly Ever" corresponds to 1,"Sometimes" corresponds to 2 and "Often" corresponds to 3. As per the scoring manual (Appendix A4), the State Anger (s-anger) Total Raw Score is calculated by the sum of questions 1 to 10. The Trait Anger (t-anger) Total Raw Score is calculated by the sum of questions 11 to 20. Anger Expression Out (AX-O) is the sum of questions 21, 24, 27, 31 and 34. Anger Expression In (AX-I) is the sum of questions 22, 25, 28, 33 and 35. Anger Control (AC) is the sum of questions 23, 26, 29, 30, and 32.

After calculating the raw scores for each participant, each raw score was converted to a percentile rank using the tables provided by the STAXI 2 C/A manual for males and females ages 15-18 years (Appendix A5 & A6).Accordingly, each participant was classified in one of four categories: low (if the score is equal or less than 25%), average (if the score is between 25 and 75%), Elevated (if the score is between 76 to 90%) and Very High (if the score is equal or greater than 90%) as per the conversation table in Appendix A7 (Brunner & Spielberger, 2009).

The second instrument is the student copy of the Social Skills Improvement System (SSIS). As this study does not examine behavioral problems, data collected on this variable were entered but not analyzed. In the SSIS, the social skills section includes 46 questions. As per the SSIS scoring sheet (Appendix B4), each question is rated on a 4 point and is given a numerical value: N: Not true = 0, L: Little true = 1, A: A lot true = 2, and V: Very true = 3. Each raw score was converted to a percentile rank using the tables provided by the SSIS manual for males and females ages 13 - 18 years (Appendix B5 & B6).Using the conversion table provided by the SSIS manual (Appendix B7), each subscale raw score will be classified as "below average", "average" or "above average".

As such, data on each participant consisted of 11 fields:

1- Participant number

2- Gender

3- Social Skills

4- S-Anger (State Anger)

5- T-Anger (Trait Anger)

6- AX-O (Anger Expression Out)

7- AX-I (Anger Expression In)

8- AC (Anger Control)

9- Academic Performance

10- Type of school (private/public)

3.4 Data Analysis

To answer the research questions, the collected data were analyzed using the statistical program SPSS version 15. Statistical significance will be set at alpha of 0.05.

The first set of questions relates to "state anger".

1- What is the distribution of the level of "state anger" in youth in Kuwait?

The level of "state anger" in youth in Kuwait is measured by classifying the students into 4 different categories according to their raw scores on the "state anger" subscale (low, average, elevated and very high). By performing a frequency analysis, data are reported in percentages of the number of youth in each subcategory.

2- Does the distribution of the level of "state anger" differ across gender?

Gender difference is assessed by performing a chi-squared test to determine if there is a significant difference in the distribution of the level of "stage anger" according to gender.

3- Does the distribution of the level of "stage anger" differ across the types of school (public versus private)?

School differences are assessed by performing a chi-squared test to determine if there is a significant difference in the distribution of the level of "state anger" according to schools.

The second set of questions relates to "trait anger".

1- What is the distribution of the level of "trait anger" in youth in Kuwait?

The level of "trait anger" in youth in Kuwait is measured by classifying the students into 4 different categories according to their raw scores on the "trait anger" subscale (low, average, elevated and very high). By performing a frequency analysis, data are reported in percentages of the number of youth in each subcategory.

2- Does the distribution of the level of "trait anger" differ across gender?

School differences are assessed by performing a chi-squared test to determine if there is a significant difference in the distribution of the level of "trait anger" according to gender.

3- Does the distribution of the level of "trait anger" differ across the type of school (public versus private)?

School differences are assessed by performing a chi-squared test to determine if there is a significant difference in the distribution of the level of "trait anger" according to type of school.

The third set of questions relates to "anger expression out".

1- What is the distribution of the level of "anger expression out" in youth in Kuwait?

The level of "anger expression out" in youth in Kuwait is measured by classifying the students into 4 different categories according to their raw scores on the "anger expression out" subscale (low, average, elevated and very high). By performing a frequency analysis, data are reported in percentages of the number of youth in each subcategory.

2- Does the distribution of the level of "anger expression out" differ across gender?

Gender differences are assessed by performing a chi-squared test to determine if there is a significant difference in the distribution of the level of "anger expression out" according to gender.

3- Does the distribution of the level of "anger expression out" differ across the type of school (public versus private)?

School differences are assessed by performing a chi-squared test to determine if there is a significant difference in the distribution of the level of "anger expression out" according to type of school.

The fourth set of questions relates to "anger expression in".

1- What is the distribution of the level of "anger expression in" in youth in Kuwait?

The level of "anger expression in" in youth in Kuwait is measured by classifying the students into 4 different categories according to their raw scores on the "anger expression in" subscale (low, average, elevated and very high). By performing a frequency analysis, data are reported in percentages of the number of youth in each subcategory.

2- Does the distribution of the level of "anger expression in" differ across gender?

Gender differences will be assessed by performing a chi-squared test to determine if

there is a significant difference in the distribution of the level of "anger expression in" according to gender.

3- Does the distribution of the level of "anger expression in" differ across the type of school (public versus private)?

School differences are assessed by performing a chi-squared test to determine if there is a significant difference in the distribution of the level of "anger expression in" according to type of school.

The fifth set of questions relates to "anger control".

1- What is the distribution of the level of "anger control" in the majority of youth in Kuwait?

The level of "anger control" in youth in Kuwait is measured by classifying the students into 4 different categories according to their raw scores on the "anger control" subscale (low, average, elevated and very high). By performing a frequency analysis, data are reported in percentages of the number of youth in each subcategory.

2- Does the distribution of the level of "anger control" differ across gender?

Gender differences are assessed by performing a chi-squared test to determine if there is a significant difference in the distribution of the level of "anger control" according to gender.

3- Does the distribution of the level of "anger control" differ across the type of school (public versus private)?

School differences are assessed by performing a chi-squared test will determine if there is a significant difference in the distribution of the level of "anger control" according to type of school.

The sixth set of questions relates to "social skills".

1- What is the distribution of the level of "social skills" in youth in Kuwait?

The level of "social skills" in Kuwait youth is measured by classifying the students into 3 different categories according to their raw scores on the "social skills" subscale (below, average, average and above average). By performing a frequency analysis, data are reported in percentages of the number of youth in each subcategory.

2- Does the distribution of the level of "social skills" differ across gender?

Gender differences are assessed by performing a chi-squared test to determine if there is a significant difference in the distribution of the level of "social skills" according to gender.

3- Does the distribution of the level of "social skills" differ across the type of school (public versus private)?

School differences are assessed by performing a chi-squared test will determine if there is a significant difference in the distribution of the level of "social skills" according to type of school.

The seventh and last set of questions investigates correlations between the different variables.

1- How does the variable of "social skills" relate to the variable of "anger"?

The question is answered by performing regression analysis to determine the extent of the relationship between "social skills" and each of the following variables: "s-anger", "t-anger", "anger expression out", "anger expression in", and "anger control".

2- How does the variable "anger" relate to the variable of "academic performance"?

The question is answered by performing regression analysis to determine the extent of the relationship between "s-anger" and "academic performance" and "t-anger" and "academic performance".

3- How does the variable of "social skills" relate to "academic performance"?

The question is answered by performing regression analysis to determine the extent of the relationship between "social skills" and "academic performance".

Chapter Four

Results

4.1 Introduction

The purpose of this study was to examine the level of Anger in youth in Kuwait and its relationship to social competence. A second purpose was to investigate gender differences with regard to anger and social competence. A third purpose was to examine the effect of public versus private schooling on these two variables. A fourth purpose was to study social competence and anger in relation to academic achievement.

4.2 The Anger Variable

As per Brunner and Spielberger (2009), this study differentiates between "State Anger" that is situational and "Trait anger" that is a character trait. Furthermore, it categorizes responses to anger provoking situations into three categories, "Anger Expression Out", "Anger Expression In" and "Anger Control". As such, to understand the level of anger of participants, each of the anger variables had to be assessed separately.

4.2.1 The State Anger Variable

In order to investigate the variable of "State Anger", three questions were asked. The first question was: "What is the distribution of the level of 'state anger' in youth in Kuwait?". The second question was: "Does the distribution of the level of 'state anger' differ across Genders?". Lastly, the third question was: "Does the distribution of the level of 'State Anger' differ across the types of school?".

To answer these questions, the "state anger" raw data for males were converted into percentiles as per STAXI-2 C/A males norms (Appendices A5) and the "state anger" raw data for females were converted into percentiles as per STAXI-2 C/A females norms (Appendices A6). The percentiles were converted into qualitative descriptors as per the conversion table of STAXI-2 C/A (Appendix A7). Respondents percentiles greater than 90 were converted into "Very High" level, those varying from 76 to 90

were converted into "Elevated" level, from 25 to 75 into "Average" level and those scoring less than 25 percentile were converted into "Low" level.

To answer the first question, "What is the distribution of the level of 'state anger' in youth in Kuwait?", the sum of respondents in each level was calculated and converted into a percentage as shown in Table 1.

Table 1

Participants' Classification on the Variable "State Anger"

Level of "state anger"	N	Percentage
Low	0	0.00
Average	129	36.10
Elevated	66	18.50
Very High	162	45.40
Total	357	100.00

Results revealed that 18.5% of the respondents fall in the "Elevated" level of "State Anger", 45.5% in the "Very High" level, 36.1% in the "Average" level and 0% in the "Low" level. Therefore, a majority of 63.9% of the total sample falls in the "Elevated" and "Very High" levels.

To answer the second question: "Does the distribution of the level of 'state anger' differ across Genders?", the sum of male respondents and female respondents in each level was calculated separately and converted into percentages as shown in Table 2.

Table 2

Participants' Classification by Gender on the Variable "State Anger"

	Male N	Male %	Female N	Female %
Low	0	0.00	0	0.00
Average	74	37.80	55	34.20
Elevated	31	15.80	35	21.70
Very High	91	46.40	71	44.10
Total	196	100.00	161	100.00

Results revealed that 37.8% of the male respondents ranked in the "Average" level,

15.8% ranked in the "Elevate" level and 46.4% ranked in the "Very High" level. For the female respondents, 34.2% ranked in the "Average" level, 21.7% ranked in the "Elevated" level and 44.1% in the "Very High" level. In order to check for significant difference, chi-square test was performed (Table 3) yielding a significance value of 0.350, greater than 0.05. Hence, no significant gender differences were found in the variable of 'State Anger'.

Table 3

Gender Difference in "State Anger"

Chi-Square Tests			
	Value	df	Asymp. Sig (2-sided)
Pearson Chi-Square	2.099a	2	.350
Likelihood Ratio	2.090	2	.352
Linear-by-Linear Association	.017	1	.895
N of Valid Cases	357		

Note: a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 29.76.

The third and last question pertaining to "State Anger" was: "Does the distribution of the level of 'State Anger' differ across the types of school?". To answer this, the sum of public schools respondents and private schools respondents in each level was calculated separately and converted into percentages as shown in Table 4.

Table 4

Participants' Classification by Type of School on the Variable "State Anger"

	Public Respondents	Public Percentage	Private Respondents	Private Percentage
Low	0	0.00	0	0.00
Average	10	6.30	119	60.40
Elevated	25	15.60	41	20.80
Very High	125	78.10	37	18.80
Total	160	100.00	197	100.00

Results revealed that respondents from public schools ranked as follows: 6.3% in the "Average" level, 15.6% in the "Elevated" level and 78.1% in the "Very High" level. On the other hand, the respondents from private schools ranked as 60.4% in the "Average" level, 20.8% in the "Elevated" level and 18.8% in the "Very High" level. In order to check for significant difference, chi-square test was performed (Table 5) yielding a significance value of 0.000, less than 0.05. Hence, strong significant differences were found between types of schools and the level of "State Anger", with public schools respondents having higher levels of "State Anger" than respondents in the private schools.

Table 5

Type of School Difference in "State Anger"

Chi-Square Tests			
	Value	df	Asymp. Sig (2-sided)
Pearson Chi-Square	141.467a	2	.000
Likelihood Ratio	159.044	2	.000
Linear-by-Linear Association	140.617	1	.000
N of Valid Cases	357		

Note: a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 29.58.

4.2.2 The Trait Anger Variable

In order to investigate the variable of "Trait Anger", three questions were asked. The first question was: "What is the distribution of the level of 'Trait Anger' in youth in Kuwait?". The second question was: "Does the distribution of the level of 'trait anger' differ across the Gender?". Lastly, the third question was: "Does the distribution of the level of 'Trait Anger' differ across the types of school?".

To answer these questions, the "Trait Anger" raw data for males were converted into percentiles as per STAXI-2 C/A males norms (Appendices A5) and the "Trait Anger" raw data for females were converted into percentiles as per STAXI-2 C/A females norms (Appendices A6). The percentiles were converted into qualitative descriptors as per the conversion table of STAXI-2 C/A (Appendix A7). Respondents percentiles greater than 90 were converted into "Very High" level, those varying from 76 to 90

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were converted into "Elevated" level, from 25 to 75 into "Average" level and those scoring less than 25 percentile were converted into "Low" level.

To answer the first question, "What is the distribution of the level of 'Trait Anger' in youth in Kuwait?" the sum of respondents in each level was calculated and converted into percentage as shown in Table 6.

Table 6

Participants' Classification on the Variable "Trait Anger"

Level of "trait anger"	N	Percentage
Low	55	15.40
Average	174	48.80
Elevated	65	18.20
Very High	63	17.60
Total	357	100.00

Results revealed that 15.4% of the total sample ranked in the "Low" level, 48.7% ranked in the "Average" level, 18.2% in the "Elevated" level and 17.6% in the "Very High" level.

To answer the second question: "Does the distribution of the level of 'Trait Anger' differ across the Gender?", the sum of male respondents and female respondents in each level was calculated separately and converted into percentages as shown in Table 7.

Table 7

Participants' Classification by Gender on the Variable "Trait Anger"

	Male Respondents	Male Percentage	Female Respondents	Female Percentage
Low	26	13.30	29	18.00
Average	92	46.90	82	50.90
Elevated	36	18.40	29	18.10
Very High	42	21.40	21	13.00
Total	196	100.00	161	100.00

Results revealed that 13.3% of the male respondents ranked in the "Low" level, 46.9% ranked in the "Average" level, 18.4% ranked in the "Elevated" level and 21.4% ranked in the "Very High" level. For the female respondents, 18.0% ranked in the "Low" level, 50.9% ranked in the "Average" level, 18.0% ranked in the "Elevated" level and 13.0% in the "Very High" level. Though there was a difference in gender ranking in the "Low" and "Very High" categories, conducting chi-square test showed no significant differences between gender and the frequency of 'Trait Anger' as the significance value was 0.164, which is greater than 0.05 (Table 8).

Table 8

Gender Difference in "Trait Anger"

Chi-Square Tests			
	Value	df	Asymp. Sig (2-sided)
Pearson Chi-Square	5.110a	3	.164
Likelihood Ratio	5.193	3	.158
Linear-by-Linear Association	4.702	1	.030
N of Valid Cases	357		

Note: a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.80.

The third and last question pertaining to "Trait Anger" was: "Does the distribution of the level of 'Trait Anger' differ across the types of school?". To answer this question, the sum of public schools respondents and private schools respondents in each level was calculated separately and converted into percentages as shown in Table 9.

Table 9

Participants' Classification by Type of School on the Variable "Trait Anger"

	Public Respondents	Public Percentage	Private Respondents	Private Percentage
Low	26	16.30	29	14.70
Average	90	56.30	84	42.70
Elevated	20	12.40	45	22.80
Very High	24	15.00	39	19.80
Total	160	100.00	197	100.00

Results revealed that respondents from public schools ranked 16.3% in the "Low" level, 56.3% in the "Average" level, 12.5% in the "Elevated" level and 15.0% in the "Very High" level. On the other hand, the respondents from the private schools ranked 14.7% in the "Low" level, 42.6% in the "Average" level, 22.8% in the "Elevated" level and 19.8% in the "Very High" level. In order to check for significant difference, chi-square test was performed (Table 10) yielding a significance value of 0.020, less than 0.05. Hence, there is a significant difference between types of schools and the level of "Trait Anger", with public schools respondents having higher levels of "Trait Anger" than respondents in the private schools.

Table 10

Type of School Difference in "Trait Anger"

Chi-Square Tests			
	Value	df	Asymp. Sig (2-sided)
Pearson Chi-Square	9.828a	3	.020
Likelihood Ratio	10.003	3	.019
Linear-by-Linear Association	4.523	1	.033
N of Valid Cases	357		

Note: a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.65.

4.2.3 The Anger Expression Out Variable

In order to investigate the variable of "Anger Expression Out", three questions were asked. The first question was: "What is the distribution of the level of 'Anger

Expression Out' in youth in Kuwait?". The second question was: "Does the distribution of the level of 'Anger Expression Out' differ across the Gender?". Lastly, the third was: "Does the distribution of the level of 'Anger Expression Out' differ across the types of school?".

To answer these questions, the "Anger Expression Out" raw data for males were converted into percentiles as per STAXI-2 C/A males norms (Appendices A5) and the "Anger Expression Out" raw data for females were converted into percentiles as per STAXI-2 C/A females norms (Appendices A6). The percentiles were converted into qualitative descriptors as per the conversion table of STAXI-2 C/A (Appendix A7). Respondents percentiles greater than 90 were converted into "Very High" level, those varying from 76 to 90 were converted into "Elevated" level, from 25 to 75 into "Average" level and those scoring less than 25 percentile were converted into "Low" level.

To answer the first question, "What is the distribution of the level of 'Anger Expression Out' in youth in Kuwait?", the sum of respondents in each level was calculated and converted into percentage as shown in Table 11.

Table 11

Participants' Classification on the Variable "Anger Expression Out"

Level of "anger expression out"	N	Percentage
Low	48	13.40
Average	180	50.40
Elevated	77	21.60
Very High	52	14.60
Total	357	100.00

Results showed that 13.4% of the total sample ranked in the "Low" level, 50.4% ranked in the "Average" level, 21.6% in the "Elevated" level and 14.6% in the "Very High" level.

To answer the second question "Does the distribution of the level of 'Anger Expression Out' differ across the Gender?", the sum of male respondents and female respondents in each level was calculated separately and converted into percentages as shown in Table 12.

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Table 12

Participants' Classification by Gender on the Variable "Anger Expression Out"

	Public Respondents	Public Percentage	Private Respondents	Private Percentage
Low	25	12.80	23	14.30
Average	100	51.00	80	49.70
Elevated	49	25.00	28	17.40
Very High	22	11.20	30	18.60
Total	196	100.00	161	100.00

Results revealed that 12.8% of the male respondents ranked in the "Low" level, 51.0% ranked in the "Average" level, 25.0% ranked in the "Elevated" level and 11.2% ranked in the "Very High" level. For the female respondents, 14.3% ranked in the "Low" level, 49.7% ranked in the "Average" level, 17.4% ranked in the "Elevated" level and 18.6% in the "Very High" level. In order to check for significant difference, chi-square test was performed (Table 13) yielding a significance value of 0.117, greater than 0.05. Hence, no significant gender differences were found in the variable of 'Anger Expression Out'.

Table 13

Gender Difference in "Anger Expression Out"

Chi-Square Tests			
	Value	df	Asymp. Sig (2-sided)
Pearson Chi-Square	5.889a	3	.117
Likelihood Ratio	5.909	3	.116
Linear-by-Linear Association	358	1	.550
N of Valid Cases	357		

Note: a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.65.

The third and last question pertaining to "Anger Expression Out" was: "Does the distribution of the level of 'Anger Expression Out' differ across the types of

school?".

To answer this, the sum of public schools respondents and private schools respondents in each level was calculated separately and converted into percentages as shown in Table 14.

Table 14

Participants' Classification by Type of School on the Variable "Anger Expression Out"

	Public Respondents	Public Percentage	Private Respondents	Private Percentage
Low	7	4.40	41	20.80
Average	67	41.90	113	57.40
Elevated	46	28.70	31	15.70
Very High	40	25.00	12	6.10
Total	160	100.00	197	100.00

Results revealed that respondents from public schools ranked as follows: 4.4% in the "Low" level, 41.9% in the "Average" level, 28.8% in the "Elevated" level and 25.0% in the "Very High" level. On the other hand, the respondents from the private schools ranked 20.8% in the "Low" level, 57.4% in the "Average" level, 15.7% in the "Elevated" level and 6.1% in the "Very High" level. In order to check for significant difference, chi-square test was performed (Table 15) yielding a significance value of 0.000, less than 0.05. Hence, strong significant differences were found between types of schools and the level of "Anger Expression Out", with public schools respondents having higher levels of "Anger Expression Out" than respondents in the private schools.

Table 15

Type of School Difference in "Anger Expression Out"

	Chi-Square Tests		
	Value	df	Asymp. Sig (2-sided)
Pearson Chi-Square	50.546a	3	.000
Likelihood Ratio	53.555	3	.000
Linear-by-Linear Association	50.178	1	.000
N of Valid Cases	357		

Note: a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.51.

4.2.4 The Anger Expression In Variable

In order to investigate the variable of "Anger Expression In", three questions were asked. The first question was: "What is the distribution of the level of 'Anger Expression In' in youth in Kuwait?". The second question was: "Does the distribution of the level of 'Anger Expression In' differ across the Gender?". Lastly, the third question was: "Does the distribution of the level of 'Anger Expression In' differ across the types of school?".

To answer these questions, the "Anger Expression In" raw data for males were converted into percentiles as per STAXI-2 C/A males norms (Appendices A5) and the "Anger Expression In" raw data for females were converted into percentiles as per STAXI-2 C/A females norms (Appendices A6). The percentiles were converted into qualitative descriptors as per the conversion table of STAXI-2 C/A (Appendix A7). Respondents percentiles greater than 90 were converted into "Very High" level, those varying from 76 to 90 were converted into "Elevated" level, from 25 to 75 into "Average" level and those scoring less than 25 percentile were converted into "Low" level.

To answer the first question, "What is the distribution of the level of 'Anger Expression In' in youth in Kuwait?", the sum of respondents in each level was calculated and converted into percentage as shown in Table 16.

Table 16

Participants' Classification on the Variable "Anger Expression In"

Level of "anger expression in"	N	Percentage
Low	27	7.60
Average	153	42.80
Elevated	98	27.50
Very High	79	22.10
Total	357	100.00

Results showed that 7.6% of the total sample ranked in the "Low" level, 42.9% ranked in the "Average" level, 27.5% in the "Elevated" level and 22.1% in the "Very High" level.

To answer the second question "Does the distribution of the level of 'Anger Expression In' differ across the Gender?", the sum of male respondents and female respondents in each level was calculated separately and converted into percentages as shown in Table 17.

Table 17

Participants' Classification by Gender on the Variable "Anger Expression In"

	Male Respondents	Male Percentage	Female Respondents	Female Percentage
Low	18	9.20	9	5.60
Average	101	51.50	52	32.30
Elevated	42	21.40	56	34.80
Very High	35	17.90	44	27.30
Total	196	100.00	161	100.00

Results revealed that 9.2% of the male respondents ranked in the "Low" level, 51.5% ranked in the "Average" level, 21.4% ranked in the "Elevated" level and 17.9% ranked in the "Very High" level. For the female respondents, 5.6% ranked in the "Low" level, 32.3% ranked in the "Average" level, 34.8% ranked in the "Elevated" level and 27.3% in the "Very High" level. In order to check for significant difference, chi-square test was performed (Table 18) yielding a

significance value of 0.000, less than 0.05. Hence, significant gender differences were found in the variable of 'Anger Expression In'.

Table 18

Gender Difference in "Anger Expression In"

Chi-Square Tests			
	Value	df	Asymp. Sig (2-sided)
Pearson Chi-Square	18.464a	3	.000
Likelihood Ratio	18.628	3	.000
Linear-by-Linear Association	13.783	1	.000
N of Valid Cases	357		

Note: a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.18.

The third and last question pertaining to "Anger Expression In" was: "Does the distribution of the level of 'Anger Expression In' differ across the types of school?". To answer this, the sum of public schools respondents and private schools respondents in each level was calculated separately and converted into percentages as shown in Table 19.

Table 19

Participants' Classification by Type of School on the Variable "Anger Expression In"

	Public Respondents	Public Percentage	Private Respondents	Private Percentage
Low	6	3.80	21	10.70
Average	79	49.40	74	37.50
Elevated	46	28.70	52	26.40
Very High	29	18.10	50	25.40
Total	160	100.00	197	100.00

Results revealed that respondents from public schools ranked 3.8% in the "Low" level, 49.4% in the "Average" level, 28.8% in the "Elevated" level and 18.1% in the "Very High" level. On the other hand, respondents from the private schools ranked 10.7% in the "Low" level, 37.6% in the "Average" level, 26.4% in the "Elevated"

level and 25.4% in the "Very High" levels. In order to check for significant difference, chi-square test was performed (Table 20) yielding a significance value of 0.013, less than 0.05. Hence, significant differences were found between types of schools and the level of "Anger Expression In", with public schools respondents having lower levels of "Anger Expression In" than respondents in the private schools.

Table 20

Type of School Difference in "Anger Expression In"

Chi-Square Tests			
	Value	df	Asymp. Sig (2-sided)
Pearson Chi-Square	10.727a	3	.013
Likelihood Ratio	11.165	3	.011
Linear-by-Linear Association	.294	1	.587
N of Valid Cases	357		

Note: a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.18.

4.2.5 The Anger Control Variable

In order to investigate the variable of "Anger Control", three questions were asked. The first question was: "What is the distribution of the level of 'Anger Control' in youth of Kuwait?" The second question was: "Does the distribution of the level of 'Anger Control' differ across the Gender?". Lastly, the third and last question was: "Does the distribution of the level of 'Anger Control' differ across the types of school?"

To answer these questions, the "Anger Control" raw data for males were converted into percentiles as per STAXI-2 C/A males norms (Appendices A5) and the "Anger Control" raw data for females were converted into percentiles as per STAXI-2 C/A females norms (Appendices A6). The percentiles were converted into qualitative descriptors as per the conversion table of STAXI-2 C/A (Appendix A7). Respondents percentiles greater than 90 were converted into "Very High" level, those varying from 76 to 90 were converted into "Elevated" level, from 25 to 75 into "Average" level and those scoring less than 25 percentile were converted into "Low" level.

To answer the first question, "What is the distribution of the level of 'Anger control'

in youth in Kuwait?", the sum of respondents in each level was calculated and converted into percentage as shown in Table 21.

Table 21

Participants' Classification on the Variable "Anger Control"

Level of "anger control"	N	Percentage
Low	119	33.30
Average	170	47.70
Well above average	00	0.00
Elevated	39	10.90
Very High	29	8.10
Total	357	100.00

Results showed that 33.3% of the total sample ranked in the "Low" level, 47.6% ranked in the "Average" level, 10.9% in the "Elevated" level and 8.1% in the "Very High" level.

To answer the second question: "Does the distribution of the level of 'Anger Control' differ across the Gender?", the sum of male respondents and female respondents in each level was calculated separately and converted into percentages as shown in Table 22.

Table 22

Participants' Classification by Gender on the Variable "Anger Control"

	Male Respondents	Male Percentage	Female Respondents	Female Percentage
Low	65	33.20	54	33.50
Average	97	49.40	73	45.40
Well above average	00	0.00	00	0.00
Elevated	16	8.20	23	14.30
Very High	18	9.20	11	6.80
Total	196	100.00	161	100.00

Results revealed that 33.2% of the male respondents ranked in the "Low" level,

49.5% ranked in the "Average" level, 8.2% ranked in the "Elevated" level and 9.2% ranked in the "Very High" level. For the female respondents, 33.5% ranked in the "Low" level, 45.3% ranked in the "Average" level, 14.3% ranked in the "Elevated" level and 6.8% in the "Very High" level. In order to check for significant difference, chi-square test was performed (Table 23) yielding a significance value of 0.266, greater than 0.05. Hence, no significant gender differences were found in the variable of 'Anger Control'.

Table 23

Gender Difference in "Anger Control"

	Chi-Square Tests		
	Value	df	Asymp. Sig (2-sided)
Pearson Chi-Square	3.958a	3	.266
Likelihood Ratio	3.951	3	.267
Linear-by-Linear Association	.013	1	.911
N of Valid Cases	357		

Note: a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.08.

The third and last question pertaining to "Anger Control" was: "Does the distribution of the level of 'Anger Control' differ across the types of school?". To answer this, the sum of public schools respondents and private schools respondents in each level was calculated separately and converted into percentages as shown in Table 24.

Table 24

Participants' Classification by Type of School on the Variable "Anger Control"

	Male Respondents	Male Percentage	Female Respondents	Female Percentage
Low	89	55.60	30	15.20
Average	64	40.00	106	53.80
Well above average	00	0.00	00	0.00
Elevated	4	2.50	35	17.80
Very High	3	1.90	26	13.20
Total	160	100.00	197	100.00

Results revealed that respondents from public schools ranked 55.6% in the "Low"
level, 40.0% in the "Average" level, 2.5% in the "Elevated" level and 1.9%
in the "Very High" level. On the other hand, the respondents from the private
schools ranked 15.2% in the "Low" level, 53.8% in the "Average" level, 17.8%
in the "Elevated" level and 13.2% in the "Very High" level. In order to check
for significant difference, chi-square test was performed (Table 25) yielding a
significance value of 0.000, less than 0.05. Hence, strong significant differences were
found between types of schools and the level of "Anger Control", with public schools
respondents having lower levels of "Anger Control" than respondents in the private
schools.

Table 25

Type of School Difference in "Anger Control"

Chi-Square Tests			
	Value	df	Asymp. Sig (2-sided)
Pearson Chi-Square	79.531a	3	.000
Likelihood Ratio	86.414	3	.000
Linear-by-Linear Association	70.696	1	.000
N of Valid Cases	357		

Note: a. 0 cells (.0%) have expected count less than 5. The minimum expected count
is 13.00.

4.3 The Social Skills Variable

In order to investigate the variable of "Social Skills", three questions were asked.
The first question was: "What is the distribution of the level of 'Social Skills' in
youth of Kuwait?". The second question was: "Does the distribution of the level of
'Social Skills' differ across the Genders?" The third and last question was: "Does the
distribution of the level of 'Social Skills' differ across the types of schools?"
To answer these questions, the "Social Skills" raw data for males were converted into
percentiles as per SSIS males norms (Appendices B5) and the raw data for females
were converted into percentiles as per SSIS females norms (Appendices B6). The
percentiles were converted into qualitative descriptors as per the conversion table of
SSIS (Appendix B7). Respondents percentiles between 131 and 160 were converted

into "Well-above Average" level, percentiles between 116 and 130 were converted into "Above Average" level, percentiles between 85 and 115 were converted into "Average" level, percentiles between 70 and 84 were converted into "Below Average" level and percentiles between 40 and 69 were converted into "Well-below Average" level.

To answer the first question, "What is the distribution of the level of 'Social Skills' in youth of Kuwait?", the sum of respondents in each level was calculated and converted into percentage as shown in Table 26.

Table 26

Participants' Classification on the Variable "Social Skill"

Level of "social skill"	N	Percentage
Well-below Average	14	3.90
Below Average	62	17.40
Average	258	72.30
Above Average	23	6.40
Total	357	100.00

Results revealed that 3.9% of the total sample ranked in the "Well-below Average" level, 17.4% ranked in the "Below Average" level, 72.3% in the "Average" level and 6.4% in the "Above Average" level.

To answer the second question: "Does the distribution of the level of 'Social Skills' differ across the Genders?", the sum of male respondents and female respondents in each level was calculated separately and converted into percentages as shown in Table 27.

Table 27

Participants' Classification by Gender on the Variable "Social Skill"

	Male Respondents	Male Percentage	Female Respondents	Female Percentage
Well-below Average	8	4.10	6	3.70
Below Average	33	16.80	29	18.00
Average	139	70.90	119	73.90
Above Average	16	8.20	7	4.40
Total	196	100.00	161	100.00

Results revealed that 4.1% of the male respondents ranked in the "Well-below Average" level, 16.8% ranked in the "Below Average" level, 70.9% ranked in the "Average" level and 8.2% ranked in the "Above Average" level. For the female respondents, 3.7% ranked in the "Well-below Average" level, 18.0% ranked in the "Below Average" level, 73.9 % ranked in the "Average" level and 4.3% in the "Above Average" level. In order to check for significant difference, chi-square test was performed (Table 28) yielding a significance value of 0.531, greater than 0.05. Hence, no significant gender differences were found in the variable of 'Social Skills'.

Table 28

Gender Difference in "Social Skill"

Chi-Square Tests			
	Value	df	Asymp. Sig (2-sided)
Pearson Chi-Square	2.206a	3	.531
Likelihood Ratio	2.278	3	.517
Linear-by-Linear Association	.449	1	.503
N of Valid Cases	357		

Note: a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.31.

The third and last question pertaining to "Social Skills" was: "Does the distribution of the level of 'Social Skills' differ across the types of schools?", to answer this, the sum of public schools respondents and private schools respondents in each level was calculated separately and converted into percentages as shown in Table 29.

Table 29

Participants' Classification by Type of School on the Variable "Social Skill"

	Public Respondents	Public Percentage	Private Respondents	Private Percentage
Well-Below Average	9	5.60	5	2.60
Below Average	44	27.50	18	9.10
Average	100	62.50	158	80.20
Above Average	7	4.40	16	8.10
Total	160	100.00	197	100.00

Results revealed that respondents from public schools ranked 5.6% in the "Well-below Average" level, 27.5% in the "Below Average" level, 62.5% in the "Average" level and 4.4% in the "Above Average" level. On the other hand, the respondents from the private schools ranked 2.5% in the "Well-below Average" level, 9.1% in the "Below Average" level, 80.2% in the "Average" level and 8.1% in the "Above Average" level. In order to check for significant difference, chi-square test was performed (Table 30) yielding a significance value of 0.000, less than 0.05. Hence, strong significant differences were found between types of schools and the level of "Social Skills", with public schools respondents having lower levels of "Social Skills" than respondents in the private schools.

Table 30

Type of School Difference in "Social Skill"

	Chi-Square Tests		
	Value	df	Asymp. Sig (2-sided)
Pearson Chi-Square	25.041a	3	.000
Likelihood Ratio	25.333	3	.000
Linear-by-Linear Association	19.579	1	.000
N of Valid Cases	357		

Note: a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.27.

4.4 The Relationship between Social Skills, Anger and Academic Achievement

In order to investigate the relationship between the variables of "Social Skills", "Anger" and "Academic Achievement", 3 questions were asked. The first question was: How does the variable of "social skills" relate to the variable of "anger"? Running Regression Analysis between the different types of Anger and Social Skills that was kept as a constant variable, results came as follows:

Social Skills has a significant impact on S-Anger and the two variables are inversely related with a Beta Standardized Coefficient (Model 2 B) of -.140 and a significance value of .008 which is less than .05 (Table 31).

Table 31

The Relationship between State Anger and Social Skills

Variable	Model 1 B	Model 2	
		B	95% CI
Constant	3.962		0.00
Social Skills	-0.009	-0.140	0.008
R2	0.0197		
F	357		
ΔR2	0.0169		

Social Skills did not show an impact on T-Anger as the Beta Standardized Coefficient (Model 2 B) was .016 and the significance value was .760 which is greater than .05 (Table 32).

Table 32

The Relationship between Trait Anger and Social Skills

Variable	Model 1 B	Model 2	
		B	95% CI
Constant	2.275		0.00
Social Skills	0.001	0.016	0.76
R2	0.00		
F	357		
ΔR2	-0.003		

Social Skills showed a non-significant impact on Anger Expression-Out with the two variables inversely related as the Beta Standardized Coefficient (Model 2 B) was .095 and the significance value was .073 which is greater than .05 (Table 33).

Table 33

The Relationship between Anger Expression Out and Social Skills

| | | Model 2 | |
Variable	Model 1 B	B	95% CI
Constant	2.975		0.00
Social Skills	-0.006	-0.950	0.073
R2	0.01		
F	357		
ΔR2	0.006		

Social Skills did not show an impact on Anger Expression-In as the Beta Standardized Coefficient (Model 2 B) was .063and the significance value was .237 which is greater than 0.05 (Table 34)

Table 34

The Relationship between Anger Expression In and Social Skills

| | | Model 2 | |
Variable	Model 1 B	B	95% CI
Constant	2.248		0.00
Social Skills	0.004	0.063	0.237
R2	0.004		
F	357		
ΔR2	0.001		

Social Skills showed a significant impact on Anger Control as the Beta Standardized Coefficient (Model 2 B) was .179 and the significance value was .001 which is less than 0.05 (Table 35)

Table 35

The Relationship between Anger Control and Social Skills

Variable	Model 1 B	Model 2	
		B	95% CI
Constant	0.860		0.00
Social Skills	0.011	0.179	0.001
R2	0.032		
F	357		
ΔR2	0.029		

The second question was: "How does the variable of "Anger" relate to the variable of "academic performance"? In order to investigate the relationship between these two variables, Regression Analysis was performed between the different types of Anger that were kept as constant variables and "Academic Achievement", results came as follows:

S-Anger has a significant impact on Academic Achievement and the two variables are inversely related with a Beta Standardized Coefficient of -.081 and a significance value of .0190 which is less than 0.05 (Table 36).

Table 36

The Relationship between S-Anger and Academic Achievement

Variable	Model 1 B	Model 2	
		B	95% CI
Constant	2.710		0.000
S-Anger	-0.99	-0.081	0.190
R2	0.051		
F	357		
ΔR2	0.037		

T-Anger showed an impact on Academic Achievement as the analysis showed a Beta Standardized Coefficient of .159 and a significance value of .005 which is equal to .005 (Table 37).

Table 37

The Relationship between T-Anger and Academic Achievement

Variable	Model 1 B	Model 2	
		B	95% CI
Constant	2.710		0.000
T-Anger	0.84	0.159	0.005
R2	0.051		
F	357		
ΔR2	0.037		

Anger Expression-Out showed no significant impact on Academic Achievement as the analysis showed a Beta Standardized Coefficient of .002 and a significance value of .969 which is greater than 0.51 (Table 38).

Table 38

The Relationship between Anger Expression Out and Academic Achievement

Variable	Model 1 B	Model 2	
		B	95% CI
Constant	2.710		0.000
AX-O	0.003	0.002	0.969
R2	0.051		
F	357		
ΔR2	0.037		

Anger Expression-In showed a significant impact on Academic Achievement with a Beta Standardized Coefficient of .148 and a significance value of .008 which is less than 0.05 (Table 39).

Table 39

The Relationship between Anger Expression In and Academic Achievement

Variable	Model 1 B	Model 2	
		B	95% CI
Constant	2.710		0.000
AX-I	0.179	0.148	0.008
R2	0.051		
F	357		
ΔR2	0.037		

Anger Control had no impact on Academic Achievement as the analysis showed a Beta Standardized Coefficient of .076 and a significance value of .732 (greater than 0.51) (Table 40).

Table 40

The Relationship between Anger Control and Academic Achievement

Variable	Model 1 B	Model 2	
		B	95% CI
Constant	2.710		0.000
AC	0.026	0.021	0.732
R2	0.051		
F	357		
ΔR2	0.037		

The third and last question was: How does the variable of "social skills" relate to the variable of "academic performance"? In order to investigate the relationship between these two variables, Regression Analysis was performed between Social skills that was kept as constant variable and "Academic Achievement", results showed that Social Skills a significant impact on Academic Achievement with a Beta Standardized Coefficient of .187, and a Significance value of .000 which is less than 0.32 (Table 41).

Table 41

The Relationship between Social Skills and Academic Achievement

| Variable | Model 1 B | Model 2 | |
		B	95% CI
Constant	2.410		0.000
Social Skills	0.342	0.187	0.000
R2	0.035		
F	357		
ΔR2	0.032		

4.5 Conclusion

In this study, the three variables Social Skills, types of Anger, and Academic Achievement were examined with regard to gender and type of schools. The results showed the following:

"State Anger" was found to be significantly higher among participants in public schools, but no significant gender differences were found in this variable. The same results appeared in "Trait Anger" that was found to be significantly higher among participants in public schools, with no significant gender differences.

"Anger Expression Out" was found to be significantly higher among participants in public schools, but no significant gender differences were found in this variable. However, "Anger Expression In" was found to be significantly lower among participants in public schools, and there was a significant gender difference with female participants reporting higher levels of "Anger Expression In". Furthermore, "Anger Control" was found to be significantly lower among participants in public schools, with no significant gender differences found in this variable.

The results also revealed that the variable "Social Skills" was significantly lower among participants in public schools, but no significant gender differences were found in this variable.

Further analysis of the data investigating the relationship between "Social Skills" and "Anger" revealed that while "Social Skills" was significantly correlated with "Anger control" and negatively correlated with "State Anger", it was not significantly correlated with either "Trait Anger", "Anger Expression Out" or "Anger Expression In".

With regard to the relationship between "Anger" and "Academic Achievement", results showed that "Trait Anger" and "Anger Expression In" were significantly correlated with "Academic Performance". Also, "State Anger" was found to be negatively correlated with "Academic Performance". However, "Anger Expression In" and "Anger Control" were not found to be significantly correlated with "Academic Performance".

Finally, the results showed that the variable "Social skills" was significantly correlated with "Academic Achievement".

In conclusion, the results of this study revealed a strong relationship between anger and academic achievement on one hand and between anger and type of school on the other, with marked gender differences. The findings are discussed further in the next chapter.

Chapter Five

Discussion

5.1 Introduction

The purpose of this study was to examine the level of anger in youth in Kuwait and its relationship to social competence. Another purpose was to investigate gender differences with regard to anger and social competence. A third purpose was to examine type of schools differences (public versus private) in relation to these two variables. Finally, the fourth and last purpose was to study social competence and anger in relation to academic performance.

Data were collected through serialized questionnaire sets that combined a covering page, STAXI-2 C/A questionnaire and SSIS questionnaire. The sets were available in English and Arabic. They were completed by a total number of 357 participants (161 females and 196 males) from both public and private schools by students aged between 16 and 18 years. To answer the research questions, the collected data were analyzed using the statistical program SPSS version 15 and statistical significance was set at alpha of 0.05.

5.2 Social Skills and Anger

Concerning the relationship between "Social Skills" and "Anger", the results revealed that "Social Skills" was positively correlated with "Anger Control" and negatively correlated with "State Anger" and "Anger Expression Out". These results are congruent with the literature with studies repeatedly showing that social competence is linked to positive anger management (Webster-Stratton et al., 2001) and that poor "Social Skills" render the person incapable of appropriately expressing anger (Rimm & Masters, 1974). Moon and Eisler (1983) argued that problem solving and social skills reduce the perception of anger provoking situations and increase more appropriate reactions, as socially skilled people interact more competently with their environment. Socially skilled individuals report less general anger, have lower tendencies to express outwardly their anger and have lower state

anger as they have a great repertoire of constructive coping strategies with anger provoking situations. (Deffenbacher et al.,1987). Similarly, Deffenbacher, Thwaites, Wallace and Oetting (1994) found that individuals who were given inductive social skills training (ISST) reported less day to day anger and that their anger level was significantly lower than the control group even in the worst anger provoking situations. In the same token, Webster-Stratton (2001) found that children who followed a training in social skills and problem solving manifested significantly lower aggressive behaviors at home and at schools and had better conflict management skills and more positive behaviors with their peers.

5.3 Differences in Types of Schools

The results of this study also revealed significant differences between public and private schools respondents. Public schools respondents scored significantly higher on "State Anger", "Trait Anger" and "Anger Expression Out" while they scored significantly lower on "Anger Expression In", "Anger Control" and 'Social Skills". These findings are congruent with the literature concerning differences in students' behaviors based on the type of schools they attend. According to Fagan & Wilkinson (1998), schools where students belong to lower economic and social strata often create an environment ripe with aggressive behaviors. Public Schools in Kuwait are mass oriented (World Bank, 2008). In an interview, Ms. Al-Qenai (appendix D), a teacher with more than 10 years experience in one of the public schools in Kuwait catering to girls, stated that public schools in Kuwait are currently catering to students from lower socio-economic class. Furthermore, a marked difference exists in the curriculums being implemented in public and private schools. While private schools in Kuwait mainly follow the curriculum of the country they represent (Kuwait Cultural Office, 2012; UNESCO, 2008) which often promotes communication and expression of one's feelings, public schools follow the curriculum set by the Ministry of Education. Al-Qenai added that although most private schools have strong counseling programs, public schools in Kuwait seldom offer these services, and even when they do, the counselors are seldom qualified (Appendix D).

5.4 Gender Differences

The study did not reveal significant gender differences in the variables of "State Anger" and "Trait Anger". One explanation might be related to the changing

Kuwaiti culture. Longva (1993) argues that the female conditions in Kuwait started undergoing radical changes post War World II and the discovery of oil. In the late 80s, women in Kuwait were already holding high-up positions in both public and private sectors. Indeed they were famed as being the most progressive in the Gulf region, taking an active role in their societies. Al-Subaie & Alhamad (2000) observed that females in Kuwait are undergoing a growing conflict in role expectations and Tetreault (2001) drew the attention of the effect of democratization on gender relations in Kuwait. It is worthy to note that in 2005, Kuwaiti women were given their right to vote, run for parliament and be appointed to ministerial seats (Kuwait News Agency, 2005).

On the other hand, the results also revealed a significant gender difference with female participants reporting higher levels of "Anger Expression In". This is congruent with the literature review as women are typically discouraged from outwardly expressing their frustrations (Thomas, 1991). Females generally do not translate their anger into overt behavior reactions as much as men do and as such are more likely to suppress their anger (Linden et al., 1997). Indeed, in Kuwait, gender differences play a major role in the expression of anger (Abdel-Khalek & Al-Ansari, 2004). The society and culture in Kuwait still discourage females from talking about their problems publicly which might lead to isolation causing inner psychological conflicts (Appendix D). Longva (1993) described women in Kuwait as being on a crossroad between modernization and traditional restraints.

5.5 Academic Performance, Anger and Social Skills

With regard to "Academic Performance", the study revealed a negative relationship between "State Anger" and "Academic Performance" and a positive significant relationship between "Social skills" and "Academic Performance". This is congruent with studies that revealed a significant relationship between social skills and academic performance (Jenson, 2009; Webster-Stratton et al. 2001; Webster-Stratton & Jamila, 2004). The introduction of social skills programs in schools affect positively academic performance and individuals with poor social skills are associated with academic underachievement (Hughes & Sullivan, 1988). Also, high levels of self-efficacy are associated with higher academic grades (Jenson, 2009).

5.6 Recommendation for Practice

Arab people are not best known for their ability to control their anger. In his book,

"The Arab World: Society, Culture and State" Halim Barakat (1993) highlighted the spontaneity of reactions in Arabs, a characteristic that has earned them the perception of being "emotional rather than rational". The results of this study draw attention to the importance of teaching social skills and incorporating such training in school curricula as a preventive method to overt expressions of anger and aggressive behaviors.

Another recommendation that stems from the results of this study is to conduct a comprehensive review of the curriculum adopted in Kuwaiti public schools so as to incorporate the teaching of impulse control and social skills among students.

5.7 Recommendation for Future Research

Much is still needed for the understanding of anger in Arab societies and its relation to social skills. Replicating the study across setting and in various Arab countries in the region will help draw better patterns and recommendations.

More research is needed for the understanding of anger in the Arab world. Nationwide studies that aim at establishing the anger baseline and comparing it to other countries would be of significance in examining cultural factors related to anger. Furthermore, future studies will benefit from a qualitative component, exploring the desirability and acceptability of the various responses to anger as well as exploring gender differences in responding to anger.

Studies testing specific social skills programs and measuring their impact on anger levels across time periods will also be essential for the understanding of the correlation between these two variables and for the adaptation of social skills programs into schools curricula.

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Appendix A

STAXI.2 C/A Answer Sheet

Name _____ Gender: ☐ Boy ☐ Girl

Age _____ Grade _____ School _____ Examiner _____ Today's date __/__/__

Part 1 Directions: The sentences below talk about feelings people sometimes have. Read each sentence below and then circle the response that indicates how you feel **right now**. There are no right or wrong answers. Be honest. Do not spend too much time on any sentence.

	Not at all	Somewhat	Very much
1. I feel annoyed	1	2	3
2. I feel angry	1	2	3
3. I feel irritated	1	2	3
4. I feel like shouting out loud	1	2	3
5. I feel like hitting someone	1	2	3
6. I feel like yelling	1	2	3
7. I feel like kicking somebody	1	2	3
8. I feel grumpy	1	2	3
9. I feel like throwing something	1	2	3
10. I am mad	1	2	3

Part 2 Directions: The sentences below talk about feelings people sometimes have. Read each sentence below and then circle the response that indicates how often **you usually feel that way**. There are no right or wrong answers. Be honest. Do not spend too much time on any sentence.

	Hardly ever	Sometimes	Often
11. I feel angry	1	2	3
12. I get mad	1	2	3
13. I get angry quickly	1	2	3
14. I feel annoyed when I do a good job and no one notices me	1	2	3
15. I get mad when I am punished unfairly	1	2	3
16. I feel grouchy	1	2	3
17. I get angry when I do well and am told I did something wrong	1	2	3
18. I feel angry when I am blamed for something I did not do	1	2	3
19. I am hotheaded	1	2	3
20. I feel like yelling when I do something good and someone says I did bad	1	2	3

Part 3 Directions: Everyone feels angry from time to time, but people differ in what they do when they are angry. The sentences below talk about how you may feel or act when you are angry. Read each sentence and then circle the response that best describes **how often you feel or act that way when you are angry.** There are no right or wrong answers. Be honest. Do not spend too much time on any sentence.

	Hardly ever	Sometimes	Often
21. I show my anger	1	2	3
22. If I do not like someone, I keep it a secret	1	2	3
23. I keep my cool	1	2	3
24. I say mean things	1	2	3
25. I hide my anger	1	2	3
26. I try to relax	1	2	3
27. I lose my temper	1	2	3
28. I keep my anger in	1	2	3
29. I try to calm down	1	2	3
30. I try to calm my angry feelings	1	2	3
31. I get into arguments	1	2	3
32. I do something to relax and calm down	1	2	3
33. I am afraid to show my anger	1	2	3
34. I do things like slam doors	1	2	3
35. I get mad inside, but do not show it	1	2	3

DO NOT WRITE IN THIS AREA.

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إستبيان

الاسم   الجنس: ⃝ مذكر   ⃝ مؤنث   تاريخ اليوم: /   /

العمر   الصف   المدرسة

المشرف

الـقـسم الأول : تتناول الجمل التالية مشاعر تتملك الناس بعض الأحيان. اقرأ كل جملة ثم اختر الإجابة التي تدل على مشاعرك في اللحظة الحالية. لا توجد إجابات صحيحة أو خاطئة. كن صادق فحسب في إجاباتك. لا تستغرق وقتا طويلا في الإجابة على أي سؤال.

		كثيرا	بعض الشيء	أبدا
1	أشعر بالانزعاج	3	2	1
2	أشعر بالغضب	3	2	1
3	أشعر بغضب كبير	3	2	1
4	أشعر برغبة بالصياح عاليا	3	2	1
5	أشعر برغبة في ضرب أحدما	3	2	1
6	أشعر برغبة بالصراخ	3	2	1
7	أشعر برغبة في رفس احد ما	3	2	1
8	أشعر بالنكد	3	2	1
9	أشعر برغبة في إلقاء شيء ما	3	2	1
10	أنا غاضب جدا	3	2	1

الـقـسم الـثـانـي: تتناول الجمل التالية مشاعر تتملك الناس بعض الأحيان. اقرأ كل جملة ثم اختر الإجابة التي تدل على **عدد المرات التي تشعر بهذه الطريقة**. لا توجد إجابات صحيحة أو خاطئة. كن صادق فحسب في إجاباتك. لا تأخذ وقتا طويلا للإجابة على أي سؤال.

		غالبا	أحيانا	بالكاد
11	أشعر بالغضب	3	2	1

</div>

		غالبا	بعض الأحيان	بالكاد
12	يصيبني غضب شديد	3	2	1
13	أشعر بالغضب بسرعة	3	2	1
14	أشعر بالانزعاج عندما أقوم بعمل جيد ولا يلاحظني احد	3	2	1
15	أشعر بغضب كبير عندما أعاقب ظلما	3	2	1
16	أشعر بضيق الخلق	3	2	1
17	أشعر بالغضب عندما افعل شيناحسنا ويقال لي انني فعلت شينا خطأ	3	2	1
18	أشعر بالغضب عندما يلومني احد على شيء لم افعله	3	2	1
19	أنا حاد الطبع	3	2	1
20	اشعر برغبة في الصراخ عندما افعل شينا جيدا ويقول احد ما أنني فعلت شينا سينا	3	2	1

القسم الثالث: يشعر الجميع بالغضب من وقت لأخر، ولكن تختلف الناس في ردود فعلها وقت الغضب. تتناول الجمل التالية مشاعرك او أفعالك لحظة الغضب. اقرأ كل جملة ثم اختار الإجابة التي تدل **عدد المرات التي تشعر فيها أو تتصرف بهذه الطريقة عند الغضب.** لا توجد إجابات صحيحة أو خاطئة. كن صادق فحسب في إجاباتك. لا تأخذ وقتا طويلا للإجابة على أي سؤال.

		غالبا	بعض الأحيان	بالكاد
21	اظهر غضبي	3	2	1
22	إذا لم أحب أحدا ما أبقيه سرا	3	2	1
23	ابقي أعصابي باردة	3	2	1
24	أقول أشياء لنيمة	3	2	1
25	اخفي غضبي	3	2	1
26	أحاول الاسترخاء	3	2	1
27	افقد أعصابي	3	2	1
28	اخفى غضبي داخلي	3	2	1
29	أحاول تهدنة نفسي	3	2	1
30	أحاول أن اخمد غضبي	3	2	1

	3	2	1	أجادل كثيراً	31
	3	2	1	أقوم ببعض الأشياء للاسترخاء وتهدئة نفسي	32
	3	2	1	أخاف ان اظهر غضبي	33
	3	2	1	افعل أشياء مثل إغلاق الأبواب بعنف	34
	3	2	1	اشعر بالغضب من الداخل، ولكنني لا أظهره	35

STAXI 2-C/A Back- translation to English

Questionnaire

Name   Gender   :Male ◯   Female ◯   Date :Day/   /

Age   Class ---------   Supervisor   School

Education   :Private Public

Educational level: Below Average   Average   Above Average   Very Good   Excellent

Your current total average:

First Part : The following sentences include feelings that take over people sometimes. Read each sentence, then chose the answer that best describes your feelings at the moment. There is no wrong or right answer, just be honest with your answer.

		Never	A little	Too much
1	I feel annoyed	1	2	3
2	I feel angry	1	2	3
3	I feel rage	1	2	3
4	I feel like screaming loud	1	2	3
5	I feel like hitting someone	1	2	3
6	I feel like screaming	1	2	3
7	I feel like kicking someone	1	2	3
8	I feel crabby	1	2	3
9	I feel like throwing something	1	2	3
10	I'm really angry	1	2	3

Second part.: The following sentences include feelings that take over people sometimes. Read each sentence, then chose the answer that best describes the **number of times where you feel this way.** There is no wrong or right answer, just be honest with your answer. Don't take too much time to answer any question.

		Rarely	Sometimes	Often
11	I feel angry	1	2	3
12	I get real angry	1	2	3
13	I get angry quickly	1	2	3
14	I feel annoyed when I do something good and no one notices me	1	2	3
15	I feel angry when I get punished wrongly	1	2	3
16	I feel upset	1	2	3
17	I feel angry when I do something right and they tell me I did something wrong	1	2	3
18	I feel angry when I get blamed for something I didn't do	1	2	3
19	I have a sharp temper	1	2	3
20	I feel like screaming when I do something good and someone tells me that I did something bad	1	2	3

Third part: Everyone gets angry sometimes. However, there are differences between people's reactions when they are angry. These sentences include your feelings and actions when you are angry. Read each sentence, then chose the best answer which describes **the number of times you feel or act this way when you are angry.** There is no right or wrong answer. Just be honest in your answer. Don't take too much time to answer any question.

		Rarely	Sometimes	Often
21	I show my anger	1	2	3
22	If I don't like someone, I keep that a secret	1	2	3
23	I stay calm	1	2	3
24	I say something mean	1	2	3
25	I hide my anger	1	2	3
26	I try to relax	1	2	3
27	I lose my nerves	1	2	3
28	I hide my anger inside	1	2	3
29	I try to calm down myself	1	2	3
30	I try to suppress my anger	1	2	3
31	I make discussions	1	2	3
32	I do some things to relax and calm down	1	2	3
33	I'm afraid to show my fear	1	2	3
34	I do things such as closing doors violently	1	2	3
35	I feel anger from inside but I don't show it	1	2	3

STAXI 2-C/A Scoring Sheet

STAXI.2 C/A Scoring Sheet

Name _____ Gender: ☐ Male ☐ Female Today's date ___/___/___

Age _____ Grade _____ School _____ Examiner _____

Part 1 Directions: Transfer the circled numbers for each item to the white box on the same line in the column for the *S-Ang/F* or the *S-Ang/VP* subscales. To calculate the raw scores for each subscale, sum the numbers in each column and enter the total raw score in the box at the bottom of the column. To compute the State Anger (*S-Ang*) Total Raw score, add the *S-Ang/F* subscale and the *S-Ang/VP* subscale raw scores and record the sum in the space provided.

1. I feel annoyed			1	2	3
2. I feel angry			1	2	3
3. I feel irritated			1	2	3
4. I feel like shouting out loud			1	2	3
5. I feel like hitting someone			1	2	3
6. I feel like yelling			1	2	3
7. I feel like kicking somebody			1	2	3
8. I feel grumpy			1	2	3
9. I feel like throwing something			1	2	3
10. I am mad			1	2	3

S-Ang/F + S-Ang/VP = State Anger (*S-Ang*) Total Raw score

Part 2 Directions: Transfer the circled numbers for each item to the white box on the same line in the column for the *T-Ang/T* or the *T-Ang/R* subscales. To calculate the raw scores for each subscale, sum the numbers in each column and enter the total raw score in the box at the bottom of the column. To compute the Trait Anger (*T-Ang*) Total Raw score, add the *T-Ang/T* subscale and the *T-Ang/R* subscale raw scores and record the sum in the space provided.

11. I feel angry			1	2	3
12. I get mad			1	2	3
13. I get angry quickly			1	2	3
14. I feel annoyed when I do a good job and no one notices me			1	2	3
15. I get mad when I am punished unfairly			1	2	3
16. I feel grouchy			1	2	3
17. I get angry when I do well and am told I did something wrong			1	2	3
18. I feel angry when I am blamed for something I did not do			1	2	3
19. I am hotheaded			1	2	3
20. I feel like yelling when I do something good and someone says I did bad			1	2	3

T-Ang/T + T-Ang/R = Trait Anger (*T-Ang*) Total Raw score

STAXI 2-C/A Scoring Shee

Part 3 Directions: Transfer the circled numbers for each item to the white box in the same row of the column for the *AX-O*, *AX-I*, or the *AC* scales. To calculate the Total Raw scores for the *AX-O*, *AX-I*, and *AC* scales, sum the item scores in the column for each scale and record the Total Raw score in the box at the bottom of the column.

	AX-O	AX-I	AC			
21. I show my anger				1	2	3
22. If I do not like someone, I keep it a secret				1	2	3
23. I keep my cool				1	2	3
24. I say mean things				1	2	3
25. I hide my anger				1	2	3
26. I try to relax				1	2	3
27. I lose my temper				1	2	3
28. I keep my anger in				1	2	3
29. I try to calm down				1	2	3
30. I try to calm my angry feelings				1	2	3
31. I get into arguments				1	2	3
32. I do something to relax and calm down				1	2	3
33. I am afraid to show my anger				1	2	3
34. I do things like slam doors				1	2	3
35. I get mad inside, but do not show it				1	2	3
Scale Total Raw score						

AX-O   AX-I   AC

Directions

1. Transfer the scale and subscale raw scores to the Score Summary Table at right.
2. Locate the appropriate normative table in Appendix A (total Normative sample) or Appendix B (sample by age and gender) of the Professional Manual.
3. Find the appropriate raw score in the outermost column and locate the corresponding percentile rank and *T* score in the body of the table.
4. Transfer the percentile rank and *T* score for each scale and subscale to the Score Summary Table.
5. Insert the appropriate qualitative descriptors from Appendix C of the Professional Manual.
6. Transfer the percentiles and *T* scores to the STAXI-2 C/A Profile Form.

Score Summary Table

Scale/Subscale	Raw score	%ile	T score	Qualitative descriptor
State Anger (*S-Ang*)				
State Anger-Feelings (*S-Ang/F*)				
State Anger-Expression (*S-Ang/VP*)				
Trait Anger (*T-Ang*)				
Trait Anger-Temperament (*T-Ang/T*)				
Trait Anger-Reaction (*T-Ang/R*)				
Anger Expression-Out (*AX-O*)				
Anger Expression-In (*AX-I*)				
Anger Control (*AC*)				

Normative table used

STAXI 2-C/A Male Norms

Table B.3
Raw Score to Percentile and T-Score Conversions for the STAXI-2 C/A Normative Sample: Males Ages 15-18 Years

Raw score	S-Ang %ile	S-Ang T score	S-Ang/F %ile	S-Ang/F T score	S-Ang/VP %ile	S-Ang/VP T score	T-Ang %ile	T-Ang T score	T-Ang/T %ile	T-Ang/T T score	T-Ang/R %ile	T-Ang/R T score	AX-O %ile	AX-O T score	AX-I %ile	AX-I T score	AC %ile	AC T score	Raw score
5	—	37	—	41	—	61	—	—	—	18	—	39	<1	28	3	32	2	25	5
6	—	—	—	45	—	48	—	—	—	39	7	32	10	36	14	35	2	29	6
7	—	—	66	49	—	52	—	—	15	46	26	41	26	41	23	38	6	33	7
8	—	—	71	53	82	56	—	—	50	50	45	45	45	45	30	42	16	36	8
9	—	—	81	57	86	60	—	—	73	54	61	49	61	49	38	46	20	40	9
10	31	42	88	61	88	64	<1	28	84	58	74	53	74	53	45	50	38	44	10
11	41	44	93	65	94	68	1	31	87	62	81	58	81	58	53	54	45	48	11
12	53	46	96	69	95	72	6	34	93	66	90	62	90	62	58	58	50	52	12
13	60	48	96	73	97	76	10	36	97	70	95	66	95	66	65	62	56	56	13
14	67	51	>99	77	>99	80	22	39	99	73	97	71	97	71	74	65	60	60	14
15	76	53	>99	81	>99	84	30	41	>99	77	99	75	>99	75	82	69	64	64	15
16	83	55	—	—	—	—	33	44	—	—	—	—	—	—	—	—	—	—	16
17	84	57	—	—	—	—	43	46	—	—	—	—	—	—	—	—	—	—	17
18	86	59	—	—	—	—	46	49	—	—	—	—	—	—	—	—	—	—	18
19	86	62	—	—	—	—	54	51	—	—	—	—	—	—	—	—	—	—	19
20	91	64	—	—	—	—	71	54	—	—	—	—	—	—	—	—	—	—	20
21	92	66	—	—	—	—	77	56	—	—	—	—	—	—	—	—	—	—	21
22	92	68	—	—	—	—	83	59	—	—	—	—	—	—	—	—	—	—	22
23	96	71	—	—	—	—	92	62	—	—	—	—	—	—	—	—	—	—	23
24	96	73	—	—	—	—	94	64	—	—	—	—	—	—	—	—	—	—	24
25	96	75	—	—	—	—	96	67	—	—	—	—	—	—	—	—	—	—	25
26	96	77	—	—	—	—	96	69	—	—	—	—	—	—	—	—	—	—	26
27	97	79	—	—	—	—	99	72	—	—	—	—	—	—	—	—	—	—	27
28	>99	82	—	—	—	—	99	74	—	—	—	—	—	—	—	—	—	—	28
29	>99	84	—	—	—	—	>99	77	—	—	—	—	—	—	—	—	—	—	29
30	>99	86	—	—	—	—	>99	79	—	—	—	—	—	—	—	—	—	—	30

Note. n = 177-180. Sample size is provided as a range due to missing data. S-Ang = State Anger; S-Ang/F = State Anger-Feelings; S-Ang/VP = State Anger-Expression; T-Ang = Trait Anger; T-Ang/T = Trait Anger-Temperament; T-Ang/R = Trait Anger-Reaction; AX-O = Anger Expression-Out; AX-I = Anger Expression-In; AC = Anger Control.

STAXI 2-C/A Female Norms

Table B.6

Raw Score to Percentile and T-Score Conversions for the STAXI-2 C/A Normative Sample: Females Ages 15-18 Years

Raw score	S-Ang %ile	S-Ang T score	S-Ang/F %ile	S-Ang/F T score	S-Ang/VP %ile	S-Ang/VP T score	T-Ang %ile	T-Ang T score	T-Ang/T %ile	T-Ang/T T score	T-Ang/R %ile	T-Ang/R T score	AX-O %ile	AX-O T score	AX-I %ile	AX-I T score	AC %ile	AC T score	Raw score
5	—	29	—	40	64	44	—	—	9	35	<1	25	2	28	10	35	1	23	5
6	—	—	44	44	70	49	—	—	26	39	3	29	8	33	22	39	3	28	6
7	—	—	61	48	79	53	—	—	34	43	9	34	15	38	37	43	6	32	7
8	—	—	72	52	86	57	—	—	45	47	20	38	32	43	49	48	11	36	8
9	—	—	77	56	89	62	—	—	62	52	34	43	53	48	65	52	20	40	9
10	26	41	86	60	93	66	<1	26	82	56	49	48	71	52	84	57	40	44	10
11	39	43	91	64	95	71	2	29	89	60	61	52	82	57	89	61	51	48	11
12	56	46	95	68	97	75	4	31	94	65	81	57	92	62	95	65	65	53	12
13	60	48	96	72	97	80	7	34	98	69	94	61	97	67	97	70	57	57	13
14	66	50	>99	76	>99	84	13	37	99	73	96	66	99	72	99	74	61	61	14
15	75	53	>99	80	>99	89	20	39	>99	77	>99	70	>99	76	>99	78	65	65	15
16	78	55	—	—	—	—	30	42	—	—	—	—	—	—	—	—	—	—	16
17	80	57	—	—	—	—	34	44	—	—	—	—	—	—	—	—	—	—	17
18	85	60	—	—	—	—	42	47	—	—	—	—	—	—	—	—	—	—	18
19	87	62	—	—	—	—	50	50	—	—	—	—	—	—	—	—	—	—	19
20	88	64	—	—	—	—	62	52	—	—	—	—	—	—	—	—	—	—	20
21	92	66	—	—	—	—	72	55	—	—	—	—	—	—	—	—	—	—	21
22	93	69	—	—	—	—	83	58	—	—	—	—	—	—	—	—	—	—	22
23	95	71	—	—	—	—	88	60	—	—	—	—	—	—	—	—	—	—	23
24	98	73	—	—	—	—	90	63	—	—	—	—	—	—	—	—	—	—	24
25	98	76	—	—	—	—	95	65	—	—	—	—	—	—	—	—	—	—	25
26	99	78	—	—	—	—	98	68	—	—	—	—	—	—	—	—	—	—	26
27	99	80	—	—	—	—	99	71	—	—	—	—	—	—	—	—	—	—	27
28	99	83	—	—	—	—	>99	73	—	—	—	—	—	—	—	—	—	—	28
29	>99	85	—	—	—	—	>99	76	—	—	—	—	—	—	—	—	—	—	29
30	>99	87	—	—	—	—	>99	78	—	—	—	—	—	—	—	—	—	—	30

Note. n = 168-173. Sample size is provided as a range due to missing data. S-Ang = State Anger; S-Ang/F = State Anger-Feelings; S-Ang/VP = State Anger-Expression; T-Ang = Trait Anger; T-Ang/T = Trait Anger-Temperament; T-Ang/R = Trait Anger-Reaction; AX-O = Anger Expression-Out; AX-I = Anger Expression-In; AC = Anger Control.

STAXI 2-C/A Conversion Table

Table C.1
Interpretive Guidelines for
Percentile Ranks for the STAXI-2 C/A

%ile range	Qualitative descriptor
>90	Very High
76-90	Elevated
25-75	Average
<25	Low

Appendix B

B1-   SSIS Questionnaire English

B2-   SSIS Questionnaire Arabic

B3-   SSIS back-translation to English

B4-   SSIS Scoring Sheet

B5-   SSIS Male Norms

B6-   SSIS female Norms

B7-   SSIS Conversion Table

SSIS Questionnaire English

B2

SSIS Questionnaire Arabic

درجة الـمـوافـقـة :	1) غيرصحيح	2) صحيح بعض الشيء	3) صحيح	4) صحيح جدا

درجة الأهمـيـة :	آ) ليس مهما	ب) مهم	ج) مهم جدا

1	اطلب المعلومات عندما احتاجها	4 3 2 1 أ ب ج	11	أظهر مشاعري للآخرين	4 3 2 1 أ ب ج
2	أعطى اهتماما للآخرين عند طرح أفكارهم	4 3 2 1 أ ب ج	12	افعل ما يطلبه مني المدرس	4 3 2 1 أ ب ج
3	أحاول أن اغفر للآخرين عند قولهم "آسف"	4 3 2 1 أ ب ج	13	أحاول ا ن اجعل الآخرين يشعرون أفضل	4 3 2 1 أ ب ج
4	أنا حريص جدا عند استخدام أغراض الآخرين	4 3 2 1 أ ب ج	14	أقوم بدوري في المجموعة	4 3 2 1 أ ب ج
5	أناصر الآخرين إذا اسيء اليهم	4 3 2 1 أ ب ج	15	ادع الآخرين يعلمون بوجود مشكلة ما	4 3 2 1 أ ب ج
6	أقول "من فضلك" عند طلب شيء	4 3 2 1 أ ب ج	16	انظر للآخرين عند التحدث إليهم	4 3 2 1 أ ب ج
7	اشعر بالتعاسة عندما أرى شخص حزين	4 3 2 1 أ ب ج	17	أساعد أصدقائي إذا كانوا في مشكلة	4 3 2 1 أ ب ج
8	انسجم مع الاطفال/المراهقين	4 3 2 1 أ ب ج	18	اكون صداقات بسهولة	4 3 2 1 أ ب ج
9	أتجاهل سيئي السلوك في الفصل	4 3 2 1 أ ب ج	19	أقوم بعملي بدون مضايقة الآخرين	4 3 2 1 أ ب ج
10	انتظر دوري عند التحدث مع الآخرين	4 3 2 1 أ ب ج	20	لبق عند التحدث للآخرين	4 3 2 1 أ ب ج

	مـهــارات اجتمـاعـيـة				
4 3 2 1 أ ب ج	أحاول أن أجد طريقة جيدة لإنهاء النزاع	31	4 3 2 1 أ ب ج	ابقى هادنا عند مضايقتي	21
4 3 2 1 أ ب ج	انتبه عندما يتحدث المدرس للصف	32	4 3 2 1 أ ب ج	اتبع قوانين المدرسة	22
4 3 2 1 أ ب ج	العب مع الآخرين	33	4 3 2 1 أ ب ج	اطلب من الآخرين القيام باشياء معي	23
4 3 2 1 أ ب ج	أقوم بواجبي المنزلي في الوقت المحدد	34	4 3 2 1 أ ب ج	انا حسن السلوك	24
4 3 2 1 أ ب ج	اخبر الآخرين عندما يسينون معاملتي	35	4 3 2 1 أ ب ج	أقول أشياء جيدة عن نفسي ولكن بدون مباهاة	25
4 3 2 1 أ ب ج	أبقى هادنا عند التعامل مع المشاكل	36	4 3 2 1 أ ب ج	ابقى هادنا عندما يذكر الآخرين اخطائي	26
4 3 2 1 أ ب ج	أكون لطيفا مع الآخرين عندما يشعرون بسوء	37	4 3 2 1 أ ب ج	أحاول التفكير بمشاعر الآخرين	27
4 3 2 1 أ ب ج	اطلب الانضمام للآخرين عندما يقومون أشياء أحب القيام بها	38	4 3 2 1 أ ب ج	أقابل واسلم على اناس جدد بطريقتي الخاصة	28
4 3 2 1 أ ب ج	التزم بوعودي	39	4 3 2 1 أ ب ج	افعل ما هو صحيح بدون ان يطلب مني ذلك	29
4 3 2 1 أ ب ج	أقول "شكرا لك" لمن يساعدني	40	4 3 2 1 أ ب ج	ابتسم او ألوح بيدي للآخرين عند رؤيتهم	30

4 3 2 1	غالبا ما اشعر بالمرض	50	4 3 2 1 أ ب ج	ابقى هادنا عند مضايقتي	41
4 3 2 1	اشتم او استخدم عبارات نابية	51	4 3 2 1	اعمل بشكل جيد مع زملائي في الفصل	42

					أ ب ج		
4 3 2 1	أجد صعوبة في التركيز على ما افعل	52	4 3 2 1	أحاول الحصول على أصدقاء جدد			43
					أ ب ج		
4 3 2 1	اشعر بالحرج بسهولة	53	4 3 2 1	اخبر الآخرين عندما اخطىء			44
					أ ب ج		
4 3 2 1	اجرح مشاعر الآخرين عندما أكون غاضبا	54	4 3 2 1	اطلب المساعدة عندما احتاجها			45
4 3 2 1	أعاني من نوبات غضب	55	4 3 2 1	أبقى هادئا عندما لا اتفق مع الآخرين			46
					أ ب ج		
4 3 2 1	أفكر بأن أشياء سيئة ستحدث لي	56	4 3 2 1	أخاف من أشياء كثيرة	47
4 3 2 1	اكذب على الآخرين	57	4 3 2 1	اجعل الآخرين يفعلون ما أريدهم ان يفعلوا	48
4 3 2 1	غالبا ما يتشتت انتباهي	58	4 3 2 1	غالبا ما أقوم بأفعال بدون تفكير	49

			مشاكل سلوكية		
4 3 2 1	غالبا ما اشعر بالتعب	68	4 3 2 1	لا أستطيع النوم جيدا في الليل	59
4 3 2 1	أتكلم بفظاظة وقلة احترام مع الأكبر سنا	69	4 3 2 1	لا اسمح للآخرين بالانضمام لمجموعة أصدقائي	60
4 3 2 1	أهدر الكثير من وقتي	70	4 3 2 1	من الصعب أن اجلس ساكنا	61
4 3 2 1	اشعر بالتوتر من زملائي في الفصل	71	4 3 2 1	اشعر بالوحدة	62
4 3 2 1	أتفوه بأشياء تجرح شعور الآخرين	72	4 3 2 1	اغش عند اللعب	63

64	أقوم بأخطاء تافهة في الإعمال المدرسية	4 3 2 1	73	أتشاجر مع الآخرين	4 3 2 1
65	اعتقد بان لا احد يهتم بي	4 3 2 1	74	اشعر بالحزن	4 3 2 1
66	أحاول ان اجعل الآخرين يخافون منى	4 3 2 1	75	اخرق القوانين	4 3 2 1
67	اكسر الأشياء عندما اشعر بالغضب	4 3 2 1			

Degree of Approval	1) Untrue	2) Slightly true	3) True	4) So true

Degree of Importance	A) Unimportant	B) Important	C) Very important

1	I ask for information when I need it	4 3 2 1 A B C	11	I show my emotions to others	4 3 2 1 A B C
2	I pay attention to others when they express their ideas	4 3 2 1 A B C	12	I do whatever the teacher asks me to do	4 3 2 1 A B C
3	I try to forgive others when they say "I'm sorry"	4 3 2 1 A B C	13	I try to make everyone feel better	4 3 2 1 A B C
4	I'm very prudent when using others possessions	4 3 2 1 A B C	14	I play my role within the group	4 3 2 1 A B C
5	I support others if they are offended	4 3 2 1 A B C	15	I let others know if there is a problem	4 3 2 1 A B C
6	I say "please" when I ask for something	4 3 2 1 A B C	16	I look at people when talking to them	4 3 2 1 A B C
7	I feel miserable when I see someone sad	4 3 2 1 A B C	17	I help my friends when they are in trouble	4 3 2 1 A B C
8	I get along with children/Teenagers	4 3 2 1 A B C	18	I make friendships easily	4 3 2 1 A B C
9	I ignore those who behave badly in class	4 3 2 1 A B C	19	I do my job without bothering others	4 3 2 1 A B C
10	I wait for my turn when talking to others	4 3 2 1 A B C	20	I am nice when talking to others	4 3 2 1 A B C

		Social skills				
21	I stay calm when I'm bothered	4 3 2 1 A B C	31	I try to find a good way to end a dispute	4 3 2 1 A B C
22	I follow the school rules	4 3 2 1 A B C	32	I pay attention when the teacher is talking to the class	4 3 2 1 A B C
23	I ask others to do things with me	4 3 2 1 A B C	33	I play with others	4 3 2 1 A B C
24	I'm well behaved	4 3 2 1 A B C	34	I do my homework in the right time	4 3 2 1 A B C
25	I say good things about myself but without showing off	4 3 2 1 A B C	35	I tell others when they treat me badly	4 3 2 1 A B C
26	I stay calm when others mention my mistakes	4 3 2 1 A B C	36	I stay calm when dealing with troubles	4 3 2 1 A B C
27	I try to think about other people's feelings	4 3 2 1 A B C	37	I'm nice to others when they feel bad	4 3 2 1 A B C
28	I meet and welcome new people in my own way	4 3 2 1 A B C	38	I ask to join others when they are doing things I like to do	4 3 2 1 A B C
29	I do what is right without being asked to do so	4 3 2 1 A B C	39	I keep my promises	4 3 2 1 A B C
30	I smile and wave to others when I see them	4 3 2 1 A B C	40	I say "Thank you" to whoever helps me	4 3 2 1 A B C

41	I stay calm when I'm bothered	4 3 2 1 A B C	50	I often feel sick	4 3 2 1
42	I work well with my colleagues in class	4 3 2 1 A B C	51	I curse and use indecent expressions	4 3 2 1
43	I try to have new friends	4 3 2 1 A B C	52	I hardly focus on what I'm doing	4 3 2 1
44	I tell others when I do something wrong	4 3 2 1 A B C	53	I get easily embarrassed	4 3 2 1
45	I ask for help when I need it	4 3 2 1 A B C	54	I hurt others feelings when I'm angry	4 3 2 1
46	I stay calm when I don't agree with others	4 3 2 1 A B C	55	I suffer from anger fits	4 3 2 1
47	I'm scared of many things	4 3 2 1	56	I think that bad things will happen to me	4 3 2 1
48	I make others do what I want them to do	4 3 2 1	57	I lie to others	4 3 2 1
49	I often act without thinking	4 3 2 1	58	I often get distracted	4 3 2 1

Behavioral problems					
59	I can't sleep well at night	4 3 2 1	68	I often feel tired	4 3 2 1
60	I don't let others join my group of friends	4 3 2 1	69	I speak with rudeness and disrespect to older persons	4 3 2 1
61	It is hard for me to sit still	4 3 2 1	70	I waste so much time	4 3 2 1

62	I feel lonely	4 3 2 1	71	I feel nervous from my colleagues in class	4 3 2 1
63	I cheat when playing	4 3 2 1	72	I say things that hurt others feelings	4 3 2 1
64	I make dumb mistakes in school works	4 3 2 1	73	I fight with others	4 3 2 1
65	I think that no one cares about me	4 3 2 1	74	I feel sad	4 3 2 1
66	I try to make others fear me	4 3 2 1	75	I break the rules	4 3 2 1
67	I break things when I'm angry	4 3 2 1			

Scoring Instructions Page

Follow the instructions below to calculate scale and subscale raw scores and the F index. Detailed illustrations of these scoring procedures are

Step 1: Determining Adjustment Values for Missing Item Responses

If all test items have a rating response for "How True," proceed to Step 2. If there are missing item responses, follow the procedures below to determine scale and subscale adjustment values.

- For the Social Skills and Problem Behaviors scales, circle the item numbers below of items with missing responses. Count the number of circles and record the total in the Number Missing column. If the number of missing items is equal to or below the maximum number of missing items allowed, multiply the number by the adjustment factor and record the result in the Adjustment Value column. If the number of missing responses exceeds the maximum allowed, do not continue scoring the scale or its subscales.

- For each Social Skills and Problem Behaviors subscale, circle the item numbers below that have missing responses. Count the number of circles for each subscale and record the total in the Number Missing column. Multiply the number by the adjustment factor and record the result in the Adjustment Value column.

Step 2: Computing Scale and Subscale Raw Scores

- On the Item Scoring Page, calculate item scores in each row for items that are connected by arrows.

- Record each sum in the corresponding box. For example, the value in the first box of the Self-Control column is the sum of items 21, 31, and 41. Note: Some items in the Problem Behaviors scale are not connected to an arrow.

- For each section (i.e., Social Skills and Problem Behaviors), compute the sum of the numbers in boxes within each column and record the sums in the boxes labeled "Sum" at the bottom of each column. Be sure the sums do not exceed the maximum values indicated under each box.

- For the Problem Behaviors scale, also add the item scores in each of the five columns (see the following example), and record the sums in the boxes below each column.

Determining Adjustment Values

Scale/Subscale	Items	Number Missing (Max. Allowed)	Adjustment Factor		Adjustment Value
Social Skills	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46	_____ (Maximum 4)	×	2 =	_____
Communication	6 10 16 20 30 40	_____	×	2 =	_____
Cooperation	2 9 12 19 22 32 42	_____	×	2 =	_____
Assertion	1 5 11 15 25 35 45	_____	×	2 =	_____
Responsibility	4 14 24 29 34 39 44	_____	×	2 =	_____
Empathy	3 7 13 17 27 37	_____	×	2 =	_____
Engagement	8 18 23 28 33 38 43	_____	×	2 =	_____
Self-Control	21 26 31 36 41 46	_____	×	2 =	_____
Problem Behaviors	47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75	_____ (Maximum 3)	×	1 =	_____
Externalizing	48 49 51 54 55 57 61 63 67 69 73 75	_____	×	1 =	_____
Bullying	48 54 60 66 72	_____	×	1 =	_____
Hyperactivity/ Inattention	49 52 55 58 61 64 70	_____	×	1 =	_____
Internalizing	47 50 53 56 59 62 65 68 71 74	_____	×	1 =	_____

Male Norms — **Ages 13:0–18:11** — **Student Form**

Table C.8 Standard Scores and Percentile Ranks Corresponding to Scale Raw Scores

Raw Score	Social Skills Standard Score	%ile	Problem Behaviors Standard Score	%ile	Raw Score	Social Skills Standard Score	%ile	Problem Behaviors Standard Score	%ile	Raw Score	Social Skills Standard Score	%ile	Problem Behaviors Standard Score	%ile
138	134	>99	—	—	91	98	45	—	—	44	63	1	125	94
137	133	>99	—	—	90	98	43	—	—	43	62	1	124	94
136	132	>99	—	—	89	97	41	—	—	42	61	<1	123	93
135	131	>99	—	—	88	96	39	—	—	41	61	<1	122	92
134	131	99	—	—	87	95	38	160	>99	40	60	<1	121	91
133	130	98	—	—	86	95	36	160	>99	39	59	<1	120	90
132	129	98	—	—	85	94	34	160	>99	38	58	<1	119	89
131	128	97	—	—	84	93	32	160	>99	37	58	<1	118	88
130	128	97	—	—	83	92	31	160	>99	36	57	<1	117	86
129	127	96	—	—	82	92	29	160	>99	35	56	<1	116	85
128	126	96	—	—	81	91	28	160	>99	34	55	<1	115	83
127	125	95	—	—	80	90	26	160	>99	33	55	<1	114	82
126	125	95	—	—	79	89	25	160	>99	32	54	<1	113	80
125	124	94	—	—	78	89	24	159	>99	31	53	<1	112	78
124	123	93	—	—	77	88	22	158	>99	30	52	<1	111	76
123	122	92	—	—	76	87	21	157	>99	29	52	<1	110	74
122	122	92	—	—	75	86	20	156	>99	28	51	<1	109	71
121	121	91	—	—	74	86	19	155	>99	27	50	<1	108	69
120	120	90	—	—	73	85	18	154	>99	26	49	<1	107	66
119	119	89	—	—	72	84	17	153	99	25	49	<1	106	63
118	119	88	—	—	71	83	16	152	98	24	48	<1	105	61
117	118	87	—	—	70	83	15	151	98	23	47	<1	104	58
116	117	86	—	—	69	82	14	150	98	22	46	<1	103	56
115	116	85	—	—	68	81	13	149	98	21	46	<1	102	54
114	116	84	—	—	67	80	12	148	98	20	45	<1	101	51
113	115	83	—	—	66	79	11	147	98	19	44	<1	100	49
112	114	82	—	—	65	79	10	146	98	18	43	<1	99	47
111	113	80	—	—	64	78	9	145	98	17	43	<1	98	44
110	113	79	—	—	63	77	9	144	98	16	42	<1	97	42
109	112	78	—	—	62	76	8	143	98	15	41	<1	96	39
108	111	76	—	—	61	76	7	142	98	14	40	<1	95	37
107	110	75	—	—	60	75	7	141	97	13	40	<1	94	34
106	110	73	—	—	59	74	6	140	97	12	40	<1	93	31
105	109	71	—	—	58	73	6	139	97	11	40	<1	92	29
104	108	70	—	—	57	73	5	138	97	10	40	<1	91	26
103	107	68	—	—	56	72	5	137	97	9	40	<1	90	23
102	107	66	—	—	55	71	4	136	96	8	40	<1	89	20
101	106	64	—	—	54	70	4	135	96	7	40	<1	88	18
100	105	62	—	—	53	70	3	134	96	6	40	<1	87	15
99	104	61	—	—	52	69	3	133	96	5	40	<1	86	12
98	104	59	—	—	51	68	2	132	96	4	40	<1	85	9
97	103	57	—	—	50	67	2	131	96	3	40	<1	84	7
96	102	55	—	—	49	67	2	130	96	2	40	<1	83	4
95	101	53	—	—	48	66	2	129	96	1	40	<1	82	2
94	101	51	—	—	47	65	1	128	95	0	40	<1	81	1
93	100	49	—	—	46	64	1	127	95					
92	99	47	—	—	45	64	1	126	95					

B6

SSIS Female Norms

Table C.8 Standard Scores and percentile Ranks Corresponding to Scale Raw Scores

Raw Score	Social Skills Standard Score	%ile	Problem Behaviors Standard Score	%ile	Raw Score	Social Skills Standard Score	%ile	Problem Behaviors Standard Score	%ile	Raw Score	Social Skills Standard Score	%ile	Problem Behaviors Standard Score	%ile
138	130	>99	—	—	91	96	37	—	—	44	62	1	126	94
137	130	>99	—	—	90	95	36	—	—	43	61	<1	125	93
136	129	>99	—	—	89	95	34	—	—	42	60	<1	124	93
135	128	99	—	—	88	94	32	—	—	41	59	<1	123	92
134	128	98	—	—	87	93	30	160	>99	40	59	<1	122	91
133	127	98	—	—	86	92	29	160	>99	39	58	<1	121	91
132	126	97	—	—	85	92	27	160	>99	38	57	<1	120	89
131	125	97	—	—	84	91	25	160	>99	37	56	<1	119	88
130	125	96	—	—	83	90	24	160	>99	36	56	<1	117	87
129	124	96	—	—	82	89	22	160	>99	35	55	<1	116	85
128	123	95	—	—	81	89	21	160	>99	34	54	<1	115	84
127	122	94	—	—	80	88	20	160	>99	33	53	<1	114	82
126	122	94	—	—	79	87	19	160	>99	32	53	<1	113	81
125	121	93	—	—	78	86	17	160	>99	31	52	<1	112	79
124	120	92	—	—	77	86	16	160	>99	30	51	<1	111	78
123	119	92	—	—	76	85	15	160	>99	29	51	<1	110	76
122	119	91	—	—	75	84	14	159	>99	28	50	<1	109	74
121	118	90	—	—	74	84	13	158	>99	27	49	<1	108	73
120	117	89	—	—	73	83	12	157	>99	26	48	<1	107	71
119	117	88	—	—	72	82	11	156	>99	25	48	<1	106	69
118	116	87	—	—	71	81	11	155	>99	24	47	<1	105	67
117	115	86	—	—	70	81	10	154	>99	23	46	<1	104	64
116	114	84	—	—	69	80	9	152	>99	22	45	<1	103	62
115	114	83	—	—	68	79	8	151	>99	21	45	<1	102	59
114	113	81	—	—	67	78	8	150	>99	20	44	<1	101	56
113	112	80	—	—	66	78	7	149	>99	19	43	<1	99	53
112	111	78	—	—	65	77	7	148	>99	18	42	<1	98	50
111	111	77	—	—	64	76	6	147	>99	17	42	<1	97	47
110	110	75	—	—	63	75	6	146	>99	16	41	<1	96	43
109	109	73	—	—	62	75	5	145	>99	15	40	<1	95	40
108	108	71	—	—	61	74	5	144	>99	14	40	<1	94	36
107	108	70	—	—	60	73	4	143	>99	13	40	<1	93	33
106	107	68	—	—	59	73	4	142	99	12	40	<1	92	29
105	106	66	—	—	58	72	3	141	98	11	40	<1	91	26
104	106	64	—	—	57	71	3	140	98	10	40	<1	90	22
103	105	62	—	—	56	70	3	139	98	9	40	<1	89	19
102	104	60	—	—	55	70	3	138	98	8	40	<1	88	16
101	103	58	—	—	54	69	2	137	97	7	40	<1	87	14
100	103	55	—	—	53	68	2	136	97	6	40	<1	86	11
99	102	53	—	—	52	67	2	134	97	5	40	<1	85	9
98	101	51	—	—	51	67	2	133	96	4	40	<1	84	6
97	100	49	—	—	50	66	1	132	96	3	40	<1	83	5
96	100	47	—	—	49	65	1	131	96	2	40	<1	81	3
95	99	45	—	—	48	64	1	130	95	1	40	<1	80	1
94	98	43	—	—	47	64	1	129	95	0	40	<1	79	<1
93	97	41	—	—	46	63	1	128	95					
92	97	39	—	—	45	62	1	127	94					

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B7

SSIS Conversion Table

Table D.5

Behavior Levels Corresponding to Scale Standard Scores and Standard Deviations (SD) From the Mean

Behavior level	Standard score range	SDs from the mean
Well-above Average	131–160	2.0 or greater
Above Average	116–130	1.0–2.0
Average	85–115	-1.0–1.0
Below Average	70–84	-2.0 – -1.0
Well-below Average	40–69	-2.0 or less

Appendix C

C1- Request for Permission

C2- The English Full Questionnaire Set

C3- The Arabic Full Questionnaire Set

C1

Request for Permission

التاريخ:

الى من يهمه الامر،،،

يرجى التكرم بالموافقة على قيامي بتوزيع استبيان داخل صفوف مدارسكم الموقرة، وذلك لإستكمال بحثي عن " الغضب وتأثيره على النتائج الدراسية" حيث أنني بحاجة الى مئتين تلميذ مئة منهم من الذكور ومئة من الاناث، تتراوح أعمارهم مابين ١٦ و١٧ سنة لملء الاستبيان.

هذا وإن البحث هو جزء من دراستي الماجستير في الجامعة اللبنانية الامريكية (LAU) وهو تحت اشراف الدكتورة صروفين.

مرفق طيه نموذج عن الاستبيان علماً أن تعبئة الاستبيان يستغرق حوالي العشرين دقيقة، ولن نحتاج إلى الأسماء التي ستبقى سرية وسيتم استخدام الرقم التسلسلي.

شاكرين لكم حسن تعاونكم وراجين منكم أن نحصل على موافقتكم لكي استطيع إنهاء بحثي في النصف الأول من شهر مايو.

وتفضلوا بقبول فائق الاحترام والتقدير

الطالبة

زينة المقدم

The English Full Questionnaire Set

Serial# 0001

Name: ———————— Age: ———————— Grade: ————————
School: ———————— Examiner: ———————— Today's Date: ————————

Please tick x on the appropriate box.

Type of school
☐ Private
☐ Public

Gender
☐ Male
☐ Female

Do you consider your overall academic performance to be?

☐ Low (F/D)   ☐ Average (C-/C)

☐ Above average (C+/B-)   ☐ Very good (B/B+/A-)

☐ Excellent (A/A+)

Current GPA ————————

Part 1 Directions: The sentences below talk about feelings people sometimes have. Read each sentence below and then circle the response that indicates how you feel right now. There are no right or wrong answers. Be honest. Do not spend too much time on any sentence.

		Not at all	Somewhat	Very much
1.	I feel annoyed	1	2	3
2.	I feel angry	1	2	3
3.	I feel irritated	1	2	3
4.	I feel like shouting out loud	1	2	3
5.	I feel like hitting someone	1	2	3
6.	I feel like yelling	1	2	3
7.	I feel like kicking somebody	1	2	3
8.	I feel grumpy	1	2	3
9.	I feel like throwing something	1	2	3
10.	I am mad	1	2	3

Part 2 Directions: The sentences below talk about feelings people sometimes have. Read each sentence below and then circle the response that indicates how often you usually feel that way. There are no right or wrong answers. Be honest. Do not spend too much time on any sentence.

		Hardly ever	Sometimes	Often
11.	I feel angry	1	2	3
12.	I get mad	1	2	3
13.	I get angry quickly	1	2	3
14.	I feel annoyed when I do a good job and no one notices me	1	2	3
15.	I get mad when I am punished unfairly	1	2	3
16.	I feel grouchy	1	2	3
17.	I get angry when I do well and am told I did something wrong	1	2	3
18.	I feel angry when I am blamed for something I did not do	1	2	3
19.	I am hotheaded	1	2	3
20.	I feel like yelling when I do something good and someone says I did bad	1	2	3

Part 3 Directions: Everyone feels angry from time to time, but people differ in what they do when they are angry. The sentences below talk about how you may feel or act when you are angry. Read each sentence and then circle the response that best describes how often you feel or act that way when you are angry. There are no right or wrong answers. Be honest. Do not spend too much time on any sentence.

		Hardly ever	Sometimes	Often
21.	I show my anger	1	2	3
22.	If I do not like someone, I keep it a secret	1	2	3
23.	I keep my cool	1	2	3
24.	I say mean things	1	2	3
25.	I hide my anger	1	2	3
26.	I try to relax	1	2	3
27.	I lose my temper	1	2	3
28.	I keep my anger in	1	2	3
29.	I try to calm down	1	2	3
30.	I try to calm my angry feelings	1	2	3
31.	I get into arguments	1	2	3
32.	I do something to relax and calm down	1	2	3
33.	I am afraid to show my anger	1	2	3
34.	I do things like slam doors	1	2	3
35.	I get mad inside, but do not show it	1	2	3

SSiS

Rating Scales
Student
(Ages 13 - 18)
™ Hand-Scoring Form

Remember: How True: N – Not True   L – Little True   A – A Lot True   V – Very True

Please mark every item
Social Skills

		N	L	A	V
1.	I ask for information when I need it.	☐	☐	☐	☐
2.	I pay attention when others present their ideas.	☐	☐	☐	☐
3.	I try to forgive others when they say "sorry".	☐	☐	☐	☐
4.	I'm careful when I use things that aren't mine.	☐	☐	☐	☐
5.	I stand up for others when they are not treated well.	☐	☐	☐	☐
6.	I say "please" when I ask for things.	☐	☐	☐	☐
7.	I feel bad when others are sad.	☐	☐	☐	☐
8.	I get along with other children/adolescents.	☐	☐	☐	☐
9.	I ignore others who act up in class.	☐	☐	☐	☐
10.	I take turns when I talk with others.	☐	☐	☐	☐
11.	I show others how I feel.	☐	☐	☐	☐
12.	I do what the teacher asks me to do.	☐	☐	☐	☐
13.	I try to make others feel better.	☐	☐	☐	☐
14.	I do my part in a group.	☐	☐	☐	☐
15.	I let people know when there's a problem.	☐	☐	☐	☐
16.	I look at people when I talk to them.	☐	☐	☐	☐
17.	I help my friends when they are having a problem.	☐	☐	☐	☐
18.	I make friends easily.	☐	☐	☐	☐
19.	I do my work without bothering others.	☐	☐	☐	☐
20.	I am polite when I speak to others.	☐	☐	☐	☐
21.	I stay calm when I am teased.	☐	☐	☐	☐
22.	I follow school rules.	☐	☐	☐	☐
23.	I ask others to do things with me.	☐	☐	☐	☐
24.	I am well-behaved.	☐	☐	☐	☐
25.	I say nice things about myself without bragging.	☐	☐	☐	☐
26.	I stay calm when people point out my mistakes.	☐	☐	☐	☐
27.	I try to think about how others feel.	☐	☐	☐	☐
28.	I meet and greet new people on my own.	☐	☐	☐	☐
29.	I do the right thing without being told.	☐	☐	☐	☐
30.	I smile or wave at people when I see them.	☐	☐	☐	☐
31.	I try to find a good way to end a disagreement.	☐	☐	☐	☐
32.	I pay attention when the teacher talks to the class.	☐	☐	☐	☐
33.	I play games with others.	☐	☐	☐	☐
34.	I do my homework on time.	☐	☐	☐	☐
35.	I tell others when I'm not treated well.	☐	☐	☐	☐
36.	I stay calm when dealing with problems.	☐	☐	☐	☐
37.	I am nice to others when they are feeling bad.	☐	☐	☐	☐
38.	I ask to join others when they are doing things I like.	☐	☐	☐	☐
39.	I keep my promises.	☐	☐	☐	☐
40.	I say "thank you" when someone helps me.	☐	☐	☐	☐
41.	I stay calm when others bother me.	☐	☐	☐	☐
42.	I work well with my classmate.	☐	☐	☐	☐
43.	I try to make new friends.	☐	☐	☐	☐
44.	I tell people when I have made a mistake.	☐	☐	☐	☐
45.	I ask for help when I need it.	☐	☐	☐	☐
46.	I stay calm when I disagree with others.	☐	☐	☐	☐

Problem Behaviors

		N	L	A	V
47.	I'm afraid of a lot of things.	☐	☐	☐	☐
48.	I make people do what I want them to do.	☐	☐	☐	☐
49.	I often do things without thinking.	☐	☐	☐	☐
50.	I often feel sick.	☐	☐	☐	☐
51.	I swear or use bad words.	☐	☐	☐	☐
52.	I find it's hard to focus on what I am doing.	☐	☐	☐	☐
53.	I get embarrassed easily.	☐	☐	☐	☐
54.	I hurt people when I am angry.	☐	☐	☐	☐
55.	I have temper tantrums.	☐	☐	☐	☐
56.	I think bad things will happen to me.	☐	☐	☐	☐
57.	I lie to others.	☐	☐	☐	☐
58.	I often get distracted.	☐	☐	☐	☐
59.	I can't sleep well at night.	☐	☐	☐	☐
60.	I do not let others join my group of friends.	☐	☐	☐	☐
61.	I find it hard to sit still.	☐	☐	☐	☐
62.	I feel lonely.	☐	☐	☐	☐
63.	I cheat when playing games.	☐	☐	☐	☐
64.	I make careless mistakes in schoolwork.	☐	☐	☐	☐
65.	I think no one cares about me.	☐	☐	☐	☐
66.	I try to make others afraid of me.	☐	☐	☐	☐
67.	I break things when I'm angry.	☐	☐	☐	☐
68.	I often get tired.	☐	☐	☐	☐
69.	I talk back to adults.	☐	☐	☐	☐
70.	I waste a lot of time.	☐	☐	☐	☐
71.	I feel nervous with my classmates.	☐	☐	☐	☐
72.	I say things to hurt people's feelings.	☐	☐	☐	☐
73.	I fight with others.	☐	☐	☐	☐
74.	I feel sad.	☐	☐	☐	☐
75.	I break the rules.	☐	☐	☐	☐

الرقم التسلسلي #0001

الإسم _____ العمر _____ الدرجة _____
المدرسة _____ الممتحن _____ تاريخ اليوم _____

ضع علامة X على المربع الصحيح

المدرسة ☐خاصة
☐حكومية

الجنس ☐ذكر
☐أنثى

هل انت تلميذ / تلميذة؟

☐ أدنى من المعدل (F/D)   ☐معدل (C-/C)

☐أعلى من المعدل (B/C+)   ☐جيد جدا (A/B+/B-)

☐ممتاز (A/A+)

معدلك الاجمالي الحالي: _____

إستبيان

القسم الأول: تتناول الجمل التالية مشاعر تتملك الناس بعض الأحيان. اقرأ كل جملة ثم اختر الإجابة التي تدل على مشاعرك في اللحظة الحالية. لا توجد إجابات صحيحة أو خاطئة. كن صادق فحسب في إجاباتك. لا تستغرق وقتا طويلا في الإجابة على أي سؤال.

أبدا	بعض الشيء	كثيرا	
3	2	1	1 – أشعر بالانزعاج
3	2	1	2 – أشعر بالغضب
3	2	1	3 – أشعر بغضب كبير
3	2	1	4 – أشعر برغبة بالصياح عاليا
3	2	1	5 – أشعر برغبة في ضرب أحد ما
3	2	1	6 – أشعر برغبة بالصراخ
3	2	1	7 – أشعر برغبة في رفض احد ما
3	2	1	8 – أشعر بالنكد
3	2	1	9 – أشعر برغبة في إلقاء شيء ما
3	2	1	10 – أنا غاضب جدا

القسم الثاني: تتناول الجمل التالية مشاعر تتملك الناس بعض الأحيان. اقرأ كل جملة ثم اختر الإجابة التي تدل على عدد المرات التي تشعر بهذه الطريقة. لا توجد إجابات صحيحة أو خاطئة. كن صادق فحسب في إجاباتك. لا تأخذ وقتا طويلا للإجابة على أي سؤال.

بالكاد	أحيانا	غالبا	
3	2	1	11 – أشعر بالغضب
3	2	1	12 – يصيبني غضب شديد
3	2	1	13 – أشعر بالغضب بسرعة
3	2	1	14 – أشعر بالانزعاج عندما أقوم بعمل جيد ولا يلاحظني احد
3	2	1	15 – أشعر بغضب كبير عندما أعاقب ظلما
3	2	1	16 – أشعر بضيق الخلق
3	2	1	17 – أشعر بالغضب عندما افعل شيئا حسنا ويقال لي انني فعلت شيئا خطأ
3	2	1	18 – أشعر بالغضب عندما يلومني احد على شيء لم افعله
3	2	1	19 – أنا حاد الطبع
3	2	1	20 – اشعر برغبة في الصراخ عندما افعل شيئا جيدا ويقول احد ما أنني فعلت شيئا سيئا

القسم الثالث: يشعر الجميع بالغضب من وقت لآخر، ولكن تختلف الناس في ردود فعلها وقت الغضب. تتناول الجمل التالية مشاعرك او أفعالك لحظة الغضب. اقرأ كل جملة ثم اختار الإجابة التي تدل عدد المرات التي تشعر فيها أو تتصرف بهذه الطريقة عند الغضب. لا توجد إجابات صحيحة أو خاطئة. كن صادق فحسب في إجاباتك. لا تأخذ وقتا طويلا للإجابة على أي سؤال.

بالكاد	بعض الأحيان	غالبا	
3	2	1	21 – اظهر غضبي
3	2	1	22 – إذا لم أحب أحدا ما أبقيه سرا
3	2	1	23 – ابقي أعصابي باردة
3	2	1	24 – أقول أشياء لئيمة
3	2	1	25 – اخفي غضبي
3	2	1	26 – أحاول الاسترخاء
3	2	1	27 – افقد أعصابي
3	2	1	28 – اخفي غضبي داخلي
3	2	1	29 – أحاول تهدئة نفسي
3	2	1	30 – أحاول أن احمد غضبي
3	2	1	31 – أجادل كثيراً
3	2	1	32 – أقوم ببعض الأشياء للاسترخاء وتهدئة نفسي
3	2	1	33 – أخاف ان اظهر غضبي
3	2	1	34 – افعل أشياء مثل إغلاق الأبواب بعنف
3	2	1	35 – اشعر بالغضب من الداخل، ولكنني لا أظهره

			4	3	2	1	
			صحيح جدا – 4	صحيح – 3	صحيح بعض الشيء – 2	غير صحيح – 1	درجة الموافقة
				مهم جدا – ج	مهم – ب	ليس مهما – أ	درجة الأهمية

ج	ب	ا	4	3	2	1	
ج	ب	ا	4	3	2	1	1 – اطلب المعلومات عندما احتاجها
ج	ب	ا	4	3	2	1	2 – أعطي اهتماما للأخرين عند طرح أفكارهم
ج	ب	ا	4	3	2	1	3 – احاول أن اغفر للأخرين عند قولهم ''أسف''
ج	ب	ا	4	3	2	1	4 – أنا حريص جدا عند استخدام أغراض الأخرين
ج	ب	ا	4	3	2	1	5 – أناصر الأخرين إذا اسيء اليهم
ج	ب	ا	4	3	2	1	6 – أقول ''من فضلك'' عند طلب شيء
ج	ب	ا	4	3	2	1	7 – اشعر بالتعاسة عندما أرى شخص حزين
ج	ب	ا	4	3	2	1	8 – انسجم مع الاطفال/المراهقين
ج	ب	ا	4	3	2	1	9 – أتجاهل سيئي السلوك في الفصل
ج	ب	ا	4	3	2	1	10 – انتظر دوري عند التحدث مع الأخرين
ج	ب	ا	4	3	2	1	11 – أظهر مشاعري للأخرين
ج	ب	ا	4	3	2	1	12 – افعل ما يطلبه مني المعرس
ج	ب	ا	4	3	2	1	13 – أحاول ان اجعل الأخرين يشعرون أفضل
ج	ب	ا	4	3	2	1	14 – أقوم بدوري في المجموعة
ج	ب	ا	4	3	2	1	15 – ادع الأخرين يعلمون بوجود مشكلة ما
ج	ب	ا	4	3	2	1	16 – انظر للأخرين عند التحدث إليهم
ج	ب	ا	4	3	2	1	17 – أساعد أصدقائي إذا كانوا في مشكلة
ج	ب	ا	4	3	2	1	18 – اكون صداقات بسهولة
ج	ب	ا	4	3	2	1	19 – أقوم بعملي بدون مضايقة الأخرين
ج	ب	ا	4	3	2	1	20 – ابق عند التحدث للأخرين

مهارات اجتماعية

ج	ب	ا	4	3	2	1	
ج	ب	ا	4	3	2	1	21 – ابقى هادئا عند مضايقتي
ج	ب	ا	4	3	2	1	22 – اتبع قوانين المدرسة
ج	ب	ا	4	3	2	1	23 – اطلب من الأخرين القيام باشياء معي
ج	ب	ا	4	3	2	1	24 – انا حسن السلوك
ج	ب	ا	4	3	2	1	25 – أقول أشياء جيدة عن نفسي ولكن بدون مباهاة
ج	ب	ا	4	3	2	1	26 – ابقى هادئا عندما يذكر الأخرين اخطائي
ج	ب	ا	4	3	2	1	27 – أحاول التفكير بمشاعر الأخرين
ج	ب	ا	4	3	2	1	28 – أقابل واسلم على اناس جدد بطريقتي الخاصة
ج	ب	ا	4	3	2	1	29 – افعل ما هو صحيح بدون ان يطلب مني ذلك
ج	ب	ا	4	3	2	1	30 – ابتسم لو الوح بيدي للأخرين عند رؤيتهم
ج	ب	ا	4	3	2	1	31 – أحاول أن أجد طريقة جيدة لإنهاء النزاع
ج	ب	ا	4	3	2	1	32 – انتبه عندما يتحدث المدرس للصف
ج	ب	ا	4	3	2	1	33 – العب مع الأخرين
ج	ب	ا	4	3	2	1	34 – أقوم بواجبي المنزلي في الوقت المحدد
ج	ب	ا	4	3	2	1	35 – اخبر الأخرين عندما يسيئون معاملتي
ج	ب	ا	4	3	2	1	36 – ابقى هادئا عند التعامل مع المشاكل
ج	ب	ا	4	3	2	1	37 – اكون لطيفا مع الأخرين عندما يشعرون بسوء
ج	ب	ا	4	3	2	1	38 – اطلب الانضمام للأخرين عندما يقومون أشياء أحب القيام بها

ج	ب	أ	4	3	2	1	39 - التزم بوعودي
ج	ب	أ	4	3	2	1	40 - أقول "شكرا لك" لمن يساعدني
ج	ب	أ	4	3	2	1	41 - ابقى هادئا عند مضايقتي
ج	ب	أ	4	3	2	1	42 - اعمل بشكل جيد مع زملائي في الفصل
ج	ب	أ	4	3	2	1	43 - أحاول الحصول على أصدقاء جدد
ج	ب	أ	4	3	2	1	44 - اخبر الآخرين عندما اخطىء
ج	ب	أ	4	3	2	1	45 - اطلب المساعدة عندما احتاجها
ج	ب	أ	4	3	2	1	46 - أبقى هادئا عندما لا اتفق مع الآخرين
ج	ب	أ	4	3	2	1	47 - أخاف من أشياء كثيرة
ج	ب	أ	4	3	2	1	48 - اجعل الآخرين يفعلون ما أريدهم ان يفعلوا
ج	ب	أ	4	3	2	1	49 - غالبا ما أقوم بأفعال بدون تفكير
ج	ب	أ	4	3	2	1	50 - غالبا ما اشعر بالمرض
ج	ب	أ	4	3	2	1	51 - اشتم او استخدم عبارات نابية
ج	ب	أ	4	3	2	1	52 - أجد صعوبة في التركيز على ما افعل
ج	ب	أ	4	3	2	1	53 - اشعر بالحرج بسهولة
ج	ب	أ	4	3	2	1	54 - اجرح مشاعر الآخرين عندما أكون غاضبا
ج	ب	أ	4	3	2	1	55 - أعاني من نوبات غضب
ج	ب	أ	4	3	2	1	56 - أفكر بأن أشياء سيئة ستحدث لي
ج	ب	أ	4	3	2	1	57 - اكذب على الآخرين
							58 - غالبا ما يتشتت انتباهي

مشاكل سلوكية

ج	ب	أ	4	3	2	1	
ج	ب	أ	4	3	2	1	59 - لا أستطيع النوم جيدا في الليل
ج	ب	أ	4	3	2	1	60 - لا اسمح للآخرين بالانضمام لمجموعة أصدقائي
ج	ب	أ	4	3	2	1	61 - من الصعب أن اجلس ساكنا
ج	ب	أ	4	3	2	1	62 - اشعر بالوحدة
ج	ب	أ	4	3	2	1	63 - اغش عند اللعب
ج	ب	أ	4	3	2	1	64 - أقوم بأخطاء تافهة في الإعمال المدرسية
ج	ب	أ	4	3	2	1	65 - اعتقد بان لا احد يهتم بي
ج	ب	أ	4	3	2	1	66 - أحاول ان اجعل الآخرين يخافون مني
ج	ب	أ	4	3	2	1	67 - اكسر الأشياء عندما اشعر بالغضب
ج	ب	أ	4	3	2	1	68 - غالبا ما اشعر بالتعب
ج	ب	أ	4	3	2	1	69 - أتكلم بنظافة وقلة احترام مع الأكبر سنا 4
ج	ب	أ	4	3	2	1	70 - أهدر الكثير من وقتي
ج	ب	أ	4	3	2	1	71 - اشعر بالتوتر من زملائي في الفصل
ج	ب	أ	4	3	2	1	72 - أتفوه بأشياء تجرح شعور الآخرين
ج	ب	أ	4	3	2	1	73 - أتشاجر مع الآخرين
ج	ب	أ	4	3	2	1	74 - اشعر بالحزن
ج	ب	أ	4	3	2	1	75 - اخرق القوانين

Appendix D

Interview with Ms. Rafa Al Qenai

Interview with Ms. Rafa Al Qenai

Interview with Ms. Rafa Al Qenai

Date: 6th of December, 2013

Q-When did you enter the educational field?

A-I graduated in 2002 from France, in linguistics and I came to Kuwait and joined the Ministry of Education in 2003, so basically I have been in the field of education for 10 years.

Q-You teach in a public School?

A-Yes

Q-Girls or boys?

A-Girls

Q-What age?

A-They vary. I teach 11th and 12th grade which is 15 to 18 years old.

Q- And you have been teaching these ages for the last 10 years?

A-Indeed

Q-I have conducted a research study in Kuwait and I made a comparison between genders and a comparison between Public and Private schools on anger and social skills. I have drawn some conclusions out of this study that I would like to share with you and if you can shed some light on whether they are congruent to what you see in reality and why do you think the conclusions came out the way they did.

So, we discovered that state anger which means getting angry on that particular time due to a particular reason is state, while trait anger is more related to personality, so State anger was significantly higher among participants in public schools than in private schools.

Why do you think is that? Do you really feel that public schools students get angry

quicker?

A – Definitely. I'm a Kuwaiti myself, an Arab, and I was raised in an English School where it was mix coed environment, and now that I am in a public school, I see and sense the difference. I also have to add, that before, public schools were different than today. People used to send their children to public schools to get a good education as the standards were really high. But today, they send them because they don't want them mixing with the opposite gender. Even the educational level is lower than it used to be. Unfortunately, today public schools are really, really, really bad schools with few technological resources and a lot of ignorance.

Q-Ignorance on the part of the students or the teacher?

Teachers and students both. Some of the teachers are even ignorant on the subject itself they are teaching. And the reason why these girls are placed in public schools is because their parents want them to be segregated, because it's not right to be amongst men, whereas before that was not the reason, Public Schools were proper, the education was much better and there were very few private schools.

20 years ago, there were like 5 private schools but now there are 70 private schools.

Q- Would you say that the majority of the students in public schools come from upper income, average income or lower income?

A – I'll say majority are average to low.

Q- I didn't find significant gender differences in state anger so males and females basically are angry almost the same way.

A - Of course but it makes sense

Q- How?

A-Girls are not living a normal life, normal lives involve being with opposite sex. Not physically being but interacting and that is very important, whereas these days girls attending public schools are surrounded by the same sex all the time, there is frustration there is and a lot that is missing.

Q- Trait anger was also significantly higher among participants in public schools?

A – I'm not surprised

Q- When expressing anger there are 3 ways of expressing it. We have Anger Expression out which is you verbally expressing it or physically expressing it, there is Anger Expression in where you hold it inside of you and Anger Control. Studying these 3 variables, we have found that the
Anger Expression out was significantly higher among participants in public schools but no significant gender differences were found on this variables, however anger expression in was found significantly higher among girls.

Since you're dealing with girls, have you notice that they are more into holding back their anger

A – Definitely of course

Q-Why do you think they do that?

Because since they come from your typical traditional backgrounds where it is not right for a girl to express her anger, and where a girl is asked to keep her opinion to herself, the results are truly not surprising at all. Girls, especially those coming from traditional backgrounds are raised not to express their feelings not even their anger.

Q- How about anger control? It was found significantly lower amongst participants in public schools with no significant gender differences found.

Since you come from a private school and you're teaching in a public school, can

shed some light on that

A-Yes. Actually when I was in school, I remember very well that is was not just about education, they also dealt with our anger, they dealt with the anger issue, they would ask what is wrong, we used to talk, we discussed our issues with our counselor whereas unfortunately our counselors in the public school where I teach are absent most of the times and even if they are there they are not really counseling the students.

These days, in a public school, a teacher is only a teacher. They deliver the lesson and leave. If the student is crying or sleeping in class, they don't care. To be honest, they don't have a personal relationship with students so they don't even try to help them deal with their problems.

Q- Social Skills where found significantly lower in public schools.
Tell us a little about social skills in public schools, do you have anything in the curriculum that teaches social skills.

A – Absolutely nothing

Q- So, what you are telling us is that in public schools there is a lack of counseling and no one is helping students to talk about their problems with girls being pushed to into the role expectation of a female which is holding back emotions and not expressing her anger?

A-Yes. That is correct.

Q – Further analysis of the data investigating the relationship between social skills and anger reveal that social skills have a significant impact on state anger and Anger Control. How can you explain that?

A – Of course! Now when you are allowed to express what you feel about anything you will be capable of controlling your anger because you are already allowed to express it every now and then but if you are not allowed whatsoever they will be

definitely have outbursts of anger. It's only normal.

Q-And you see that in your day to day interaction?

A-Yes. Let us say a girl was getting a lecture form her teacher, while the teacher might go on and on yelling at her and shaming her in front of all, the girl is not even allowed to ask "why are you yelling at me? What I have done wrong?" You know what I'm saying.. there is no communication.

Q- And how do the students deal with one another, what are the dynamics?

A – With the girls, I would say 80% of them actually interact well with one another. You don't have jealousy, believe it or not. But there is possessiveness. Most fights amongst girls are over interpersonal relationships where possessiveness kicks in. but otherwise they carry on normally, more of a family actually, sweet, because they understand each other, I think.

Q-Another relationship was revealed in this study between anger and achievement. It seems the higher the score on anger, the lower the academic performance level. What do you think of that?

A – Of course! It's normal! Look at us adults, when we are angry how well can we work? How well can we learn? And that is at our age, so imagine the students and at their age, and how sensitive and emotional they are.

Q- Last but not least, now that we have discussed the significance of teaching social skills on state anger and its effect on academic performance, do you think that the Government should do anything to incorporate the education of social skills within the curriculum?

A - Of course. They really should.

Q- A couple of years back, there was a stabbing between students at the door of a

public school. Following that, the Minister of Education at that time announced that they will be incorporating social skills in the curriculum. Did anything happen?

A – Absolutely nothing. On the other hand, we have once a week an hour of activities where the teachers choose whichever subjects or activities they like to engage the girls in. For me, rather than spending the hour on crafts, I decided to offer my girls social skills lessons, how to talk, how to act, how to be self confidence, dealing with relationships, dealing with problems, even dealing with anger. So, I am really trying my best to do my part, but it is just one hour per week that I have to do all the effort of preparing for as an extracurricular activity.

Thank you very much for your time, really appreciated and I wish you and your girls a bright future.

God bless

----The End---