

An Investigation of Anger and Anger Expression in Terms of Coping with Stress and Interpersonal Problem-Solving

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Abstract

The purpose of this study was to investigate the anger and anger expression styles with respect to coping with stress and interpersonal problem-solving. The participants were 468 (258 female and 210 male, between 17-30 years old) university students. Pearson product-moment correlation coefficients and multiple hierarchical regression analysis were used. As a results of the study, it was found that there was a negative relationship between trait anger and problem focused coping ($p < .05$), a negative relationship between anger in with problem-focused coping, and seeking for social support ($p < .01$), a negative relationship between anger-out with avoiding ($p < .01$) and problem-focused coping ($p < .05$) and a positive relationship between anger control with problem-focused coping and avoidance ($p < .01$). However there was a positive relationship among approaching problems in a negative way, lack of self-confidence, unwillingness to take responsibility and trait anger, anger in, anger out ($p < .01$) while a negative relationship between anger control ($p < .01$). A negative relationship among constructive problem-solving and trait anger ($p < .05$), anger-in ($p < .01$), and a positive relationship between constructive problem-solving and anger control ($p < .01$) were found. And, there was a negative relationship between insisting-preserving approach and anger-in ($p < .05$), while there was a positive relationship between insistent preserving approach and anger-out, anger control ($p < .01$). Besides, it was found that coping with stress and interpersonal problem-solving significantly explain the trait anger and the anger expressing styles.

Key Words

Trait Anger, Anger Expression, Coping with Stress, Interpersonal Problem Solving.

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In daily life, individuals face different situations based on their personal relationships with others. While some of these situations express positive feelings such as happiness, smiling and laughing, some others may cause the expression of negative and undesired feelings such as anxiety, sadness, and frustration due to conflict and problems they create. These negative feelings tend to have a negative impact on an individual's life. One of the feelings that individuals usually experience is the feeling of anger (Ben-Zur, 2003; Demir, & Kaya, 2008; Deniz, Kesici, & Sümer, 2008; Dilmaç, Hamarta, & Arslan, 2009; Hamarta, 2009a; Kısaç, 1997; Mayer, Salovey, Caruso, & Sitarenios, 2001; Pavot, & Diener, 1993; Yetim, 2001).

Anger is generated by interpersonal relationships and is experienced when the plans, desires and needs of the individual are frustrated and when the individual perceives the situation as unfair and a threat towards his ego (Averill, 1983; Bıyık, 2004; Eisenberg, & Delaney, 1998; Kısaç, 1997). There are two types of anger: temporary anger and trait anger. Temporary anger appears based on a certain situation and the its severity varies according to the degree of assault, unfairness, or frustration that the individual perceives. Trait anger, on the other hand, is defined as perceiving numerous situations or environments as boring or frustrating and consequently, having a tendency of experiencing more common temporary anger (Deffenbacher et al., 1996; Spielberger, 1991; Spielberger, Jacobs, Russell, & Crane, 1983).

The feeling of anger varies according to the way it is expressed. Individuals may express anger in three ways: anger-in, anger-out and anger control. Anger-in means keeping anger under stress and not expressing it, whereas anger-out is expressed either physically by hitting and hurting objects or orally by swearing, affronting, or criticizing. Anger control means having a general tendency of behaving in a patient, calm, tolerant, and understanding manner and mainly controlling anger and calming down (Spielberger, 1991; Özer, 1994). Another reason of the feeling of anger an individual expresses in the situations is the fact that the experienced situation creates stress in the person. It was found that the feeling of anger experienced by the individual and the expression of anger is related with the feeling high level of stress (Diong, & Bishop, 1999; Diong et al., 2005). In this context, in order the figure out the concept of anger, it is important to analyze stress and coping with stress and to understand the relationship between these two concepts.

Today, almost every person faces stress. Stress is a part of the daily life of modern people. The negative situations such as the challenges in realization of expectations, frustrations, idea of competing with time, examinations, and the attributions of being successful can continuously be faced by individuals as stress sources (Avşaroğlu, & Üre, 2007). All external and internal pressures and expectations are stress sources. External stress sources include the pressure and expectations from the family, workplace, and friends. Internal stress sources, on the other hand, include ambition, materialism, competition, and obstinacy. The reaction of the body against the pressures from these sources is called stress which means the difficulties and tensions arising as a result of physical, mental and emotional responsibilities (Altıntaş, 2003).

Rather than what happens in the environment, stress reaction arises according to what kind of a reaction the individual gives to that situation. The individuals aim to preserve their psychological and social integration against stress (Baltaş, & Baltaş, 2002). For this reason, two coping with stress mechanisms can be preferred in coping with stress. These are problem-focused coping and emotion-focused coping mechanisms. Problem-focused coping includes the active use of information and rational analysis towards the elimination of the stress-generating situation by the individual. In emotion-focused coping, the individual uses techniques such as avoidance and denial for the elimination of his/her emotion about the stress generating situation. This is a temporary solution but it prevents the individual to worry or feel challenged (D. Lazarus, 1993; Folkman, Lazarus, Gruen, & DeLongis, 1986; Lazarus, 1993; Lazarus, & Folkman, 1984, Özbay, & Şahin, 1997).

According to their behavior patterns and mental characteristics they acquired, individuals may develop emotional problems such as withdrawal, acceptance, rejection, fear, anxiety, and depression as a pathologic reaction towards stress. On the other hand, the decrease of attention, difficulty in focusing on a subject, difficulty of establishing a relationship among various subjects, excessive forgetfulness; obsessive thoughts are some of the problems experienced in mental level (Baltaş, & Baltaş, 2002). It was found that individuals who fail to solve their problems in an effective manner are more anxious and unconfident when compared to individuals who are capable of solving their problems in an effective manner and they are not capable of understanding the expectations of other people and are more emotionally problematic,

stressed and psychologically unadjusted (Heppner, & Anderson, 1985; Heppner, & Baker, 1997). For this reason, in interpersonal relationships and coping with problems such as stress, problem-solving skills the individual has are important. Interpersonal problem-solving is also called as social problem-solving (Çam, & Tümkaya, 2008). D'Zurilla and Nezu (1990) recommend social problem-solving for the solution of interpersonal and personal problems. Social problem-solving means a purposeful, deliberate, rational, and effort-based coping process which is the effectively overcoming ability of a person towards stressful situations (D'zurilla, & Chang, 1995).

Social problem-solving model involves three dimensions which are orientation to the problem; appropriate problem solving; and application of problem solving skills. Orientation to the problem involves the realization of the problem and causal attributions and expectations of a person about problem solutions and constitutes the motivation part in problem-solving process. Orientation to the problem constitutes the general attitude of the individual towards the problem and is effected by the problems that the individual have faced in his past experiences and the types of coping with such problems. In addition to problem solving skill of the person, orientation to the problem includes what the person generally thinks and feels about the problems of life, and his/her emotional and cognitive schemes. This dimension, which also determines the control perceptions of the individuals on problems, also effects the time and effort spent on the solution (Belzer, D'Zurilla, & Maydeu-Olivares, 2002; D'Zurilla, & Chang, 1995; D'Zurilla, & Nezu, 1990; D'Zurilla, Maydeu-Olivares, & Kant, 1998; D'Zurilla, Nezu, & Maydeu-Olivares, 2004; Maydeu-Olivares, & D'zurilla, 1996; Maydeu-Olivares, Rodriguez-Fornells, Gomez-Benito, & D'Zurilla, 2000). In other words, orientation to the problem involves a motivation process that includes working style of the cognitive-emotional schemes of a person about how to reflect his ideas and feelings about problems of the life and his/her problem-solving skills (Chang, 1998). If a person has a positive tendency, he/she will use more rational problem solving skills. On the contrary, if a person has a negative tendency about problem-solving, he/she will use his/her problem solving skills in an incomplete and insufficient manner and he/she will choose to avoid the problem (Çam, & Tümkaya, 2007). Appropriate problem-solving and application of problem-solving skills, on the other hand, mean think-

ing rationally when coping with a problem situation and finding the optimum solution through the application of problem-solving skills or techniques (Belzer et al., 2002; D'zurilla, & Chang, 1995; Maydeu-Olivares, & D'Zurilla, 1996). The style of the person in assessment and the perception of his/her own problem-solving skills effect his/her approach towards the challenges he/she faces in life and how he/she copes these challenges (Heppner, & Krauskopf, 1987; Heppner, Reeder, & Larson, 1983). It was found that perceiving oneself as competent in problem-solving was related with showing more extraverted, less hostile and negative behaviors in people's interpersonal relationships (Dixon, Heppner, & Anderson, 1991; Şahin, Şahin, & Heppner, 1993). In addition, it was found that having a constructive problem-solving approach was related to behaving in a less hostile manner in a conflict situation; while lack of self confidence and unwillingness to take responsibility in problem-solving was related with behaving in a more hostile manner in a conflict situation. It was found that there was a positive relationship between constructive problem-solving and persistent-preserving problem-solving approach and communication skills (Çam, & Tümkaya, 2008).

As indicated, the feeling of anger is one of the important feelings in an individual's life. Considering that anger and the expression of it is basically a situation of stress and problem caused by interpersonal problems, the determination of the relationship between anger and anger expression with interpersonal problem-solving and coping with stress approaches can be important. Figuring out the anger feeling and anger expression can help preparing the training programs in counseling and related areas. Therefore, the purpose of this study was to determine the relationship between anger with anger expression and coping with stress and interpersonal problem solving. Also it was investigated that if the coping with stress and interpersonal problem-solving approaches significantly predicted the anger and anger expression styles.

Method

Participants

The survey model is adapted in the current study. The target population of this study consists of the students attending faculties of education, science, and technical education at Selcuk University in Konya / Turkey.

The sample set of the research was taken from the students attending first (121), second (114), third (117) and fourth (116) grades of these faculties by random set sampling method. The sample of the study ended up consisting of 468 students (258 female and 210 male) who participated in the research voluntarily. The mean age of the participants was 19.75 years (between 17-30 years old) with a standard deviation of 1.88 years.

Instruments

The Trait Anger and Anger Expression Scale (TAAES): The TAAES is developed by Spielberger et al., (1983) and used to determine anger levels expressed by people. The scale was translated and adapted into Turkish by Özer (1994). The first 10 items of the scale measure trait anger, the other 24 items point out individuals' anger expression styles (i.e., anger-in, anger-out, and anger control). The scale is a 4-point Likert-type scale. The internal consistency coefficients of the scale were found to be .79 for trait anger dimension, .84 for anger control, .78 for anger-out and .62 for anger control (Özer, 1994). Higher scores on trait anger indicate higher anger levels; higher scores on anger-in scale indicate higher levels of suppressed anger; higher scores on anger-out sub-scale indicate easier anger expression; and higher scores on anger-control sub-scale indicate better anger control (Savaşır, & Şahin, 1997).

The Coping with Stress Scale (CWSS): The CWSS was developed on a sample of university students by Türküm (2002). It is a 23-item Likert type (Strongly agree absolutely suitable=5, strongly disagree never suitable=1) scale measuring coping with stress styles. The scale consists of three subscales. These are seeking social support, problem-focused coping and avoidance. Reliability (Interior consistency) coefficients for subscales of the CSS were calculated as .85, .80 and .65, respectively. Item-total correlations of the subscales were found as .61, .48 and .34 whereas calculated correlation coefficient was found as .85 by test-retest method (Türküm, 2002).

The Interpersonal Problem Solving Inventory (IPSI): This inventory was developed by Çam and Tümkaya (2007) as a tool for measuring problem-solving approach and skills among university students between the ages of 18-30 years old. The inventory consists of five subscales and a total of 50 items. The item ratings vary between 1 (strongly disagree) and 5 (strongly agree). Higher scores obtained for each sub-

scale indicates that the characteristic about interpersonal problem-solving is higher. In factor analysis study of the inventory, a total of five factors which explained a total of 38.38% of the variance related with interpersonal problem solving were obtained. These factors were approaching problems in a negative way, constructive problem-solving, lack of self-confidence, unwillingness to take responsibility, and insistent-preserving approach. The number of items in each sub-scale was 16, 16, 7, 5 and 6 respectively. The correlation coefficient calculated with total scores of the sub-scales varied between .22 and .74. Internal consistency (Cronbach's alpha) coefficients of the sub-scale scores of the inventory were approaching problems in a negative way = .91, Constructive Problem Solving = .88, Lack of Self Confidence = .67, Unwillingness to take Responsibility = .74, and Insistent-preserving approach = .70. Test re-test correlation values on 60 students in a four week interval showed .89, .82, .69, .76, and .70 for the subscales, respectively (Çam, & Tümkaya, 2007).

Data Analysis

SPSS 15.0 was used in order to evaluate the data which were collected by the scales employed in the research. The Pearson correlation coefficient technique was used to determine the relationship between anger and anger expression with coping with stress, anger and anger expression with interpersonal problem solving. Multiple hierarchical regression analysis was used to search whether coping with stress and interpersonal problem solving significantly explain the trait anger, anger and anger expression styles.

Results

First, Pearson product moment correlation technique was used to investigate the relationship between trait anger and anger expression styles with coping with stress and interpersonal problem solving and the results are given in Table 1 and Table 2. The results of the multiple hierarchical regression analysis of coping with stress and interpersonal problem solving explaining the trait anger and anger expression styles are given in Tables 3, 4, 5, and 6.

Table 1.
Correlations Among Coping With Stress, Trait Anger and Anger Expression

	Trait Anger	Anger-in	Anger-out	Anger control
Problem-focused	-.10*	-.26**	-.10*	.25**
Coping with stress				
Avoidance	-.01	-.03	-.13**	.13**
Seeking social support	-.05	-.32**	-.00	.00

* $p < .05$, ** $p < .01$

It is understood from Table 1 that in coping with stress there was a negative relationship between avoidance and anger-out, and there was a positive and significant relationship between avoidance and anger control. There was a negative relationship between problem-focused coping with stress and trait anger; and between anger-in and anger-out. There was a positive relationship between trait anger and anger control. There was a negative and significant relationship between seeking social support and anger-in. The relationship between other characteristics was not found to be significant. Relationships among interpersonal problem solving, trait anger anger-in, anger-out, and anger control were studied by Pearson product-moment correlation coefficients and results are given in Table 2.

Table 2.
Correlations Among Interpersonal Problem Solving, Trait Anger and Anger Expression

	Trait Anger	Anger-in	Anger-out	Anger control
Approaching problems in a negative way	.47**	.45**	.28**	-.28**
Constructive Problem Solving	-.10*	-.16**	-.01	.34**
Lack of Self Confidence	.38**	.29**	.26**	-.18**
Insistent-preserving approach	.08	-.11*	.12**	.12**
Unwillingness to take Responsibility	.46**	.41**	.27**	-.22**

* $p < .05$, ** $p < .01$

It is clear from the table that there is a positive relationship among approaching problems in a negative way and the scores of trait anger, anger-in and anger-out while there was a negative and significant relationship between approaching problems in a negative way and anger control. There was a negative relationship among constructive problem-solving scores and trait anger, anger-in scores; while there was a positive and significant relationship between constructive problem-solving scores and anger control. The relationship among lack of self-confidence and trait anger, anger-in and anger-out was positive while the relationship between lack of self confidence and anger control was negative and significant. There was a positive relationship among unwillingness to take responsibility and trait anger, anger-in and anger-out while there was a negative and significant relationship between unwillingness to take responsibility and anger control. There was a negative relationship among insistent-preserving approach scores and anger-in while there was a positive and significant relationship between anger-out and anger control.

Table 3.
Multiple Hierarchical Regression Analysis on Trait Anger

Model		R	R ²	R ² _{ch}	F	Df	Beta	β	p
	(Constant)								
1	Problem-focused						-.10	-.10	.04
	Avoidance	.11	.01	.01	1.83	3/464	.04	.04	.46
	Seeking social support						-.02	-.02	.71
	(Constant)								
2	Approaching problems in a negative way						.11	.27	.00
	Constructive problem solving						-.03	-.06	.27
	Lack of self confidence	.58	.33	.32	28.94	8/459	.24	.17	.00
	Insistent-preserving approach						.15	.11	.02
	Unwillingness to take Responsibility						.39	.29	.00

It was seen that coping with stress entered to the model, developed to explain the anger, in first was seen to be insignificant in the model ($R^2=.01$, $F_{(3/464)}=1.83$, $p>.05$). Interpersonal problem solving entered

to the model in second step was found to be significant in the model, ($R^2=.33$, $F_{(8/459)}=28.94$, $p>.01$). The sub dimension of interpersonal problem solving; approaching problems in a negative way ($\beta=.27$, $p<.01$), lack of self confidence ($\beta=.17$, $p<.01$), Insistent-preserving approach ($\beta=.11$, $p<.05$) and unwillingness to take responsibility ($\beta=.29$, $p<.01$) were assumed to be significant.

Table 4.

Multiple Hierarchical Regression Analysis on Anger-in.

Model		R	R ²	R ² _{ch}	F	Df	Beta	β	p
	(Constant)								
1	Problem-focused						-.13	-.19	.00
	Avoidance	.37	.13	.12	23.22	3/464	.05	.06	.16
	Seeking social support						-.21	-.25	.00
	(Constant)								
2	Approaching problems in a negative way						.10	.31	.00
	Constructive problem solving						.01	.04	.44
	Lack of self confidence	.57	.32	.31	27.21	8/459	-.04	-.04	.36
	Insistent-preserving approach						-.07	-.07	.16
	Unwillingness to take Responsibility						.26	.26	.00

Coping with stress entered to the model in first was found to be significant in the model ($R^2=.13$, $F_{(3/464)}=23, 22$, $p<.01$). The sub-dimensions of coping with stress; Problem focused coping ($\beta=-.19$, $p<.01$) and seeking social support ($\beta=-.25$, $p<.01$) was found to be significant. It was understood that the interpersonal problem solving entered the model in second step was significant ($R^2=.32$, $F_{(8/459)}=27.21$, $p<.01$). The sub dimensions of interpersonal problem solving; approaching problems in a negative way ($\beta=.31$, $p<.01$) and unwillingness to take responsibility ($\beta=.26$, $p<.01$) were assumed to be significant.

Table 5.
Multiple Hierarchical Regression Analysis on Anger-out

Model		R	R ²	R ² _{ch}	F	Df	Beta	β	p
	(Constant)								
1	Problem-focused						-.04	-.06	.20
	Avoidance	.14	.02	.01	3.17	3/464	-.07	-.10	.04
	Seeking social support						.02	.03	.52
	(Constant)								
2							.03	.10	.06
	Approaching problems in a negative way						.01	.03	.60
	Constructive problem solving	.40	.16	.15	11.46	8/459	.18	.18	.00
	Lack of self confidence						.17	.18	.00
	Insistent-preserving approach						.11	.12	.02

Coping with stress entered to the study in first step was found to be significant ($R^2=.02$, $F_{(3/464)}=3.17$, $p<.05$). Avoidance ($\beta=-.10$, $p<.04$) which is a sub dimension of coping with stress was assumed to be significant. It was understood that the interpersonal problem solving entered the model in second step was significant ($R^2=.16$, $F_{(8/459)}=11.46$, $p<.01$). The sub dimensions of interpersonal problem solving; lack of self confidence ($\beta=.18$, $p<.01$), Insistent-preserving approach ($\beta=.12$, $p<.05$) and unwillingness to take responsibility ($\beta=.18$, $p<.01$) were found to be significant.

Table 6.*Multiple Hierarchical Regression Analysis on Anger-control*

Model		R	R ²	R ² _{ch}	F	Df	Beta	β	p
	(Constant)								
1	Problem-focused						.19	.28	.00
	Avoidance	.27	.07	.07	12.64	3/464	.02	.02	.57
	Seeking social support						-.08	-.10	.02
	(Constant)								
2	Approaching problems in a negative way						-.04	-.12	.01
	Constructive problem solving						.11	.29	.00
	Lack of self confidence	.43	.19	.17	13.44	8/459	-.05	-.04	.34
	Insistent-preserving approach						-.07	-.07	.17
	Unwillingness to take Responsibility						-.10	-.10	.03

Coping with stress entered to the study in first step was found to be significant ($R^2=.07$, $F_{(3/464)}=12.64$, $p<.01$). The sub - dimensions of coping with stress; Problem focused coping ($\beta=-.28$, $p<.01$) and seeking social support ($\beta=-.10$, $p<.05$) was found to be significant. It was understood that the interpersonal problem solving entered the model in second step was significant ($R^2=.19$, $F_{(8/459)}=13.44$, $p<.01$). The sub dimensions of interpersonal problem solving; approaching problems in a negative way ($\beta=-.12$, $p<.01$), Constructive Problem Solving ($\beta=.29$, $p<.01$) and unwillingness to take responsibility ($\beta=-.10$, $p<.05$) were assumed to be significant.

Discussion

As a result of the study, it was found that avoidance in coping with stress significantly explains the anger-out behavior. In the study, it was found that in terms of coping with stress, there was a positive and significant relationship between avoidance and anger-out and a positive relationship between avoidance and anger control. This finding indicates that

as avoidance behavior increased in coping with stress, their anger-out behaviors decreased and anger control increased. Avoidance is an emotion-focused coping with stress behavior and includes reducing a stress-originated problems in an emotional manner or controlling the emotions (Lazarus, 1993; Yöndem, 2002). Anger-out means the reflection of the feeling of anger. Anger control, on the other hand, means having a tendency of generally behaving in a patient, calm, tolerant and understanding manner and keeping one's anger under control and calming down (Spielberger, 1991; Özer, 1994). For this reason, as the behavior of avoidance increases in coping with stress, a decrease in anger-out and an increase in anger control can be expected.

It was found that problem-focused coping in coping with stress significantly explains anger – in and anger -control. There was a negative relationship between problem-focused coping with stress and trait anger, anger-in and anger-out; while there was a positive relationship between problem-focused coping with stress and anger control. This finding indicates that, as the problem-focused coping with stress behavior increased, trait anger, anger-in and anger-out behaviors decreased; however, anger control behavior increased. In addition, it was found that in coping with stress, as seeking social support increased, anger-in decreased. The feeling of anger which is acknowledged, understood, and tried to be expressed is an effective, usable, and productive behavior. These kinds of feelings which cannot be controlled or avoided through denial or suppression have a risk potential both for the person and his environment (Soykan, 2003). Problem-focused coping with stress involves the use of information and logical analysis by the person for the elimination of stress generating situation in an active manner (Folkman et al., 1986; Lazarus, 1993; Lazarus, & Folkman, 1984; Özbay, & Şahin, 1997; Penley, Tomaka, & Wiebe, 2002). Trait anger is the tendency of perceiving many situations or environments as boring or frustrating and thus experiencing temporary anger more frequently. Anger-in means keeping a person's anger to himself and not expressing that feeling of anger. Anger control means the effort of keeping anger under control and anger out means the reflection of anger (Özer, 1994; Spielberger, 1991; Spielberger et al., 1983). Individuals who actively use problem-focused coping with stress try to solve the problems and anger situations they faced in the most reasonable manner. This kind of an attitude may help to show more positive approaches towards anger. For this reason,

considering above explanations, it can be stated that students who are problem-focused coping experience exhibit less trait anger; and their anger-in and anger-out behaviors decrease and they show more anger control behavior.

According to the findings on the relationship between interpersonal problem-solving and anger and anger expression, approaching problems in a negative way significantly explains the trait anger, anger-in and anger control. It was found that there was a positive relationship between approaching problems in a negative way and trait anger, anger-in, anger-out scores; while there was a negative relationship between approaching problems in a negative way score and anger control. This finding indicates that as the approaching problems in negative way behaviors increase, trait anger, anger-in and anger-out behaviors increase as well; but anger control behaviors decrease. According to D'Zurilla and Chang (1995), having a negative tendency towards the problem is a non-functional and frustrating cognitive sequence which involves pessimistic, lack of confidence in problem-solving skills, easily losing temper and worrying when the person faces a problem as a general tendency. For this reason, trait anger, anger-in and anger-out behaviors of the individuals who mainly approach the problems in a negative way may be expected to increase.

There was a negative relationship between constructive problem-solving and trait anger, anger-in scores, while there was a positive and significant relationship between constructive problem-solving and anger control. Based on this result it can be suggested that as the constructive problem solving approach increases, trait anger and anger-in behavior decrease and anger control behaviors increase. Constructive problem-solving is related with emotions, thoughts, and behaviors that contribute to the solution of the problem in an effective and constructive manner by the individual when an interpersonal problem is experienced (Çam, & Tümkaya, 2007). Constructive problem-solving resembles rational problem-solving in social problem-solving. Rational problem-solving means systematic use of rational, open and effective problem-solving skills (D'Zurilla et al., 2004). Constructive problem-solving means the effort of a person for effectively reaching a solution in coping with the problem situation. For this reason, the individuals having constructive problem-solving may be expected to control the feeling of anger that may arise in relation to the problem situation. In addition, the anger of

the individuals who try to solve their problems in a constructive manner may be expected to decrease and rather than anger-in behaviors, the behavior of producing constructive solutions may be expected to increase.

It is found that, lack of self confidence in problem-solving significantly explains the trait anger and anger-out and also unwillingness to take responsibility in problem solving significantly explains the trait anger, anger-in, anger-out and anger control. In terms of problem solving, there was a positive relationship between lack of self confidence and unwillingness to take responsibility and trait anger, anger-in and anger-out; while there was a negative relationship between lack of self confidence and unwillingness to take responsibility and anger control. This finding indicates that, in problem solving, as lack of self confidence and unwillingness to take responsibility increase, trait anger, anger-in and anger-out also increase; however anger control decreases. Lack of self-confidence towards the problem indicates individual's lack of confidence for solving the problem. Unwillingness to take responsibility on the other hand means not undertaking a responsibility in problem solving (Çam, & Tümkaya, 2007). It is known that individuals who have self-confidence in problem-solving also have a high degree of self-esteem and behave more cautiously in making a decision and behave in a less panicked and less avoidant manner (Deniz, 2004). In addition, it was found that individuals who have effective and positive problem solving approach have a high self-esteem (D'Zurilla, & Nezu, 1999; D'Zurilla, Chang, & Sanna, 2003; Hamarta, 2009b). Research findings on self-esteem, decision making, and problem-solving relationship indicated above may explain that in problem solving, the individual who have lack self-confidence and who are unwilling to take responsibility have high levels of trait anger, anger-out and anger-in. It is known that, the feeling of anger arises by attributing the responsibility of negative events to other people (Averil, 1983; Betancourt, & Blair, 1992). For this reason, the fact that the individuals who show lack of self confidence and unwillingness to take responsibility in problem solving have low self-respect, they behave in an incautious, more panicked and more avoidant manner and that they attribute the anger-arising situation to other people may have effected these individuals to have trait anger, anger-out and anger-in and to show less anger-control.

There was a negative relationship between insistent-preserving approach scores and anger-in; while there was a positive relationship between in-

sistent-preserving approach scores and anger control. This finding indicates that, as insistent-preserving approach behavior increased in problem solving, anger-in behavior decreased and that anger-out and anger control behaviors increased. Insistent-preserving approach indicates an insistent effort for solving the problem by the individual in his/her interpersonal relationships (Çam, & Tümkaya, 2007). Anger-in means keeping the feeling of anger an individual feels to him/her and not expressing the anger; while anger out means the reflection of anger. Anger control, on the other hand is the effort of trying to keep anger under control (Özer, 1994; Spielberger, 1991; Spielberger et al., 1983). These explanations indicate that, the individuals having persistent-preserving approach in problem solving try to solve the problem. This solution may be expected to include anger-in, anger control and anger expression for solving the problem in an efficient manner.

In this study, the relationship between trait anger, anger expression, coping with stress and interpersonal problem solving was analyzed. This study is limited with the analysis of the interaction between these concepts. For this reason, Pearson correlation coefficient technique and the multiple hierarchical regression analysis were used. The research investigates the ways that individuals express their anger. Additional information should be given about to whom these individuals express their anger-in, anger-out and anger-control, in addition to the findings of coping with stress and interpersonal problem solving approaches. According to these findings investigating the effect of coping with stress and problem solving training on anger management can obtain more satisfactory results. In addition, study results indicate that trait anger, coping with positive stress and interpersonal problem solving approaches an individual has are important in terms of anger expression. Parallel to these findings, in psychological counseling and guidance studies, it would be appropriate to include applications about effective coping with stress and problem solving approach.

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