

# The Effectiveness of Training Anger Management on the Quality of the Parent-Child Relationships and Marital Satisfaction of Mothers' Primary School Girls in Rasht

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## ABSTRACT

the aim of this study, the effect of training anger management on the quality of the parent-child relationships and marital satisfaction of mothers' primary school girls in Rasht. The present study, as a test plan with pre test– post test plan with control group and statistical society of study involve all mothers' primary school girl children. A statistical sample consist of 30 mothers whoin scale of parent-child relationships, marital satisfaction – obtain at least a score lower than average. Randomly available in two groups 15 people were substitute. In this study, after sampling and replace them in an experiment group and a control group pre test of both groups executed, and then toexperiment group, taught anger management which was 8 sessions and each session takes 90minutes and each weak given a training session. In order to collect data from parent-child questionnaire Morland and Shoobel (1983) with Enrich marital satisfaction questionnaire with Alpha0/92 (1989) were used which completed in before and after the intervention stage by the reporting method. Data with descriptive statistics and inferential statistics using a one-track covariance analyzed(Ankova) and statistical analysis was carried out and executed by help of SPSS software .

Findings: the results indicated that significant calculated levels is smaller than Alpha0/05, so the amount of F is significant(  $F_{(1,27)} = 222/219$ ;  $P < 0/0005$  ; Partial  $\eta^2 = 0/892$  ) ; in addition to the amount of obtained effect size in this study is equal to 0/954. By examining the results of research hypothesis it became clear that experiment group subjects has prominent reduction in aggression rate and improve the quality of the parent-child relationships and marital satisfaction.

Conclusions: the results of this study showed that anger management training is effective on parent-child relationship quality and marital satisfaction mothers of primary school girls.

**KEY WORDS:** anger management training, the quality of the parent-child relationships, marital satisfaction.

## INTRODUCTION

The family is the first and most enduring factor as the manufacturer and the base of personality the next child behaviors can be recognized and even to the belief of many sociologists, the roots of mental disorders and character disorders must be searched in the family initial education. Among the members of the family, since motheris the first one, who has relationship with baby, therefore has the most important role to improve mental and emotional characteristics of child and considered as a center of disease and health (Jalali, 2008). The parent-child relationship is a vital and important relationship to create security and love. The relationship between parents and children isthe first representation of child world communication. Feeling of love and intimacy and security directly rooted in these relationships (Carnez, 2012). In fact, anger is one of the most common emotions that expressed in parent-child interaction and can bepowerful predictorof improper child nourishment. Different reviews show the destructive effects of parents' anger on parent-child interaction. Therefore, the control of rage is consideredas a key factor for improving the parent-child relationship (Sadlar&Hansen, 2012). Base on Valdinger& colleagues believe, (2004) marital satisfaction is a condition in which, husband and wife feel the happiness of being together and marrying each other. Anger management skill, is a cognitive-behavior intervention which is focused on anger as the emanating force looking for violence. Also applying different strategies (cognitive, behavioral, social, environment, relaxation, being brave physiological skill) to minimize violence in relationships in a way that doesn't interfere in doing the everyday activities (family, career, social, and academic), but increase the motivation and progress (Alborz, 2007). As well as the acquisition the skills makes the environment safer and helps people to control their disproportionate behavior and instead accepted more by his /herself and others socially. An important point about controlling rage is that as soon as create anger can be detected and before intensity can be controlled. To do this it is better the people become sensitive about his initial symptoms creating anger and identifies them as soon as they appear. These symptoms are not identical in all individuals and every individual tries them when he / she is angry (Rafezi,2004) Studies have

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shown, anger is one of emotions that parents regularly experience in family (Clark, 2002; Sedlar, & Hansen, 2012). Research findings suggest that children who are exposed to the wrath and misbehaved in family, compared with children in the family with peace of mind, usually show more redundancy of inner problematic behaviors (isolation and disruption) and outer problematic behaviors (aggression and guilty). In addition, social competence and attitude, and doing school assignments also affect in negative way (Shokohi Yekta & Zamani, 2008). Anger management as one of the main components of aggression prevention has been identified (Valle and Lachman, 2004; Webster-Astraton & others, 2001). When parents use such skills to learn, their ability to raise children improve and have less misbehavior (Brotman, Gouley, Huang, Rosenfelt, O'Neal & Klein, 2008; Webster-Astraton and others, 2001). In fact, parents will be given training to make inner their rage and by putting control techniques of anger management as a pattern for their children increase the possibility of effective communication strategies. In addition, through assimilation parents will guide, to teach their children anger management by using appropriate methods (Knox, Burkhart & Hunter, 2011). Parent interaction – the child is checked from different aspects; one of these aspects is the family atmosphere. The family atmosphere can be friendly, acceptor, answerable and understandable or irresponsible and should be rejected. The family atmosphere is the best predictor of unusual and guilty behaviors in teen's ages (Mack Chord 1997; quoted by Tasic, Budjanovac & Mejevsek, 1997). Parental relationship with the child and register parents' way in conflict resolution is another aspect of the interactive (Riesch, Jackson & Chanchong, 2003). Relationship between parent-child can be a punishing or encouraging. Parents with trust can create a sense of acceptance towards the child help them to increase feeling self-confident, or reverse with punish & reproach create the feeling of deficiency & inefficacy in them.

Other aspects of the parent-child interaction, is verbal communication. The way of using words and body language in communication, shows the parental relationship pattern, with children. A lot of kids' behavioral problems, had positive relationship with parents harsh verbal behavior (Tasic, Budjanovac & Mejevsek, 1997). Marital satisfaction shows strength and efficacy of family system. Family health and happiness depends on couple healthy communication and dynamic stages and if the family doesn't have necessary strength, a variety of physical and mental problems is its text message (Setir 1983; translated by Birshik, 2011). In fact, this phenomenon makes couple's life longer and increases physical and mental health, economic progress and totally, life satisfaction. Marital satisfaction and adjustment create through mutual interest care for each other and mutual understanding and acceptance and needs satisfaction (Mehrabadi, 2011). The thing which is important about parental rage toward children is to maintain control and parents' relaxation. The father or mother who does something by anger lose their control and seen as a weak person in the eyes of the child. If parents cannot or don't want to be angry show that they are indifferent to their children. On one hand the lack of signs of parental anger is not well expressed, on the other hand, children cannot tolerate their parents' anger outbursts, while expressing reasonable anger, tolerated and understood by children. We must accept anger is one of the facts of our life. Our decision based on not to become angry at all not only absurd but also fueled anger over earlier estimates, therefore, we must think about a solution to reduce aggression before changing to tension. We should express anger in a way that creates insight in children and doesn't have any damages for ourselves. Because of this we shouldn't shout to children in presence of others or humiliate him because it has reverse result and lead to mistreatment and misbehavior and this reaction increase our wrath (Hamed, 2006). Susan Hazalus and Jerry Diffenbacher (1986) in review on angry men concluded that over the past year, 45 percent of them have been faced severe problems in marital relations. Deboar Wiver and Darlan Shao in the medical school of South Carolina concluded women type A in comparison to women type B had worst marital relations. Divorce statistics as well as mention to the role of anger in marital breakdown. About 25 % of divorces in America are caused by emotional or physical inclemency. Repetitions rage on the marital relations has the same impact of injury on skin.

Wrath injured feeling and the repetition of it created new injury. Emotional injuries like its counterpart, physical injury, produce issue. Chronic anger makes people hard and inflexible, and create defensive mode and losing the empathy and intimacy is its long-term impact. The angry side of marital relationship feels a sense of despair and helplessness. Only if the opponent changed or revised in his /her behavior, conditions become better. It always seems that the fault is noticed the opposite side. And because all blame and criticism don't become a cause the other party change herself, feeling helpless increase and anger grows (Kim Palg; translated by Gharachehdaghi, 2011). Marital satisfying relationships improve children and parent's relation and lead to develop competence and ability and adaptation among children. The marriages based on agreement, the mother-child and father-child relationship, is positive (Ahadi & colleagues, 2011). Research suggests that children have paradoxical impact on increasing the stability and sustainability of marital life (at least at the time when the children are relatively small) and at the same time reducing their quality. During raising kids marital pleasures reduced and again after the children leave home this satisfaction increase (Ashkani, 2009). In Takhti study which is executed, (2008) with title of surveying comparison unjust beliefs and marital satisfaction of practitioner couples with different education levels, it became clear that between unjust beliefs and marital satisfaction of couples there is a significant relationship. Also between marital satisfactions of couples with their education level, there is no significant relationship. Baghaie Lakeh and Khalatbari (2010) in research concluded that training programs of anger management training, improve self-arrange danger and control students' mothers

impulsivity. Davaie (2010) in a study entitled group anger management training of mothers on improvement children –parents of girl child concluded that a mother's group training is effective on their relationship with children. Parent-child relations improved. ShokohiYekta, Zamani, Parand and Akbari Zardkhane (2010) has done a research aims to reduce anger, through anger management training. The findings suggest that anger management training, reduce the intensity of anger in circumstances of calling anger, and increase the inner anger restrain, but expressing the outer and inner anger and outer anger restrain did not have significant change. On the whole, the results of anger management training programs have been promising. Taheri and colleagues (2010) found that in a research training anger management program, in addition to reducing the amount of mother 's anger, considerably lead to public health promotion of children. (AyobiMehrizi,2010) with the purpose of the effect of implementation on anger management training programs for a certain group of female students in guidance school and evaluation the effect of it on increasing anger self-arrangement skills and to reduce teen girls conflicts in communications with their parents , with sampling research methodology available represent pre - posttest plans with control group, for 28 schoolgirls in 10 sessions 90-minute of anger management training program and findings show that anger management training increase self-regulation skills of anger and lead to reduce parent-adolescent conflicts. In research by Ahadi which was done (2010) with the title of "marital satisfaction survey, means of emotion and children's behavioral and emotional problems, concluded that there is a significant correlation between expressing excitement of parents and children's behavior problems. Also marital satisfaction correlated to way of emotional expression to the child by his father. In this survey shows that marital satisfaction variables have direct relation with children's behavioral and emotional problems. High marital satisfaction has indirect relationship and low marital satisfaction variables have direct relationship with the children's behavioral and emotional problems. ShokohiYekta & colleagues (2010) the results of a 12-month follow-up in a sample of 35 individuals of moms who are using multi-dimensional anger inventory and took anger assessment scale, shows that this training is effective to reduce anger arousal, inner rage, outer expression of rage and severity of anger in the position of anger intensity . In researching AmiriMajd and colleagues (2013), under the title of effects of anger management skills training in reduction of family violence, and improvement of marital satisfaction housewives was carried out in Tehran. The results indicated that anger management skill training is an appropriate method to reduce family violence and marital satisfaction as a result. Anger management skills training through the skills enhancement the behavioral designed and changed and create pleasant emotions help women to reduce their violence, because of these changes the desired behavior and emotional effect of marital consent for women improved.

Amozadeh (2013) in a research on high school anxious boys showed that anger management skills training are effective on anger self-regulation skills the results showed that teaching anger management skills in increasing anger self-regulation skills (reducing the amount of anger) as well as reduction of students social anxiety has been effective. Frieden (2005) perform a clinical intervention program includes targeting, anger management, empathy and social skills to reduce adolescence violence in school. The subjects he studied were 72 individuals 'boy students who have violence experience in school. Educational intervention program carried out for eight sessions for experiment group. The results showed that clinical intervention can enhance the active participation of students in the school and reduce regulation issues. Macvaugh(2004) and Breslin (2005) reported the effect of anger management training programs in prevention of family violence advance or reduction family violence. Perata (2006) in a research on 109 mothers who have teens (boy and girl), assessed the conflict relationship between mother-adolescent and the quality of teen relationship with behavioral problems, came to the conclusion that in groups consisting of adolescents with high behavioral problems, conflicts and excitements are higher and interactions after conflict, less than adolescents without a problem. Bodemann & colleagues (2008) assess the positive rising child on improving mother – child relationship. Mothers of experiment group, show a significant improvement in parents – children behavior of the, parental self-esteem and parental stress reduction. Kerns & Amy (2009) also in research titled quality of the parent– children relations and adolescents ' adaptation obtained these results, adolescent who has good and the positive relationship with parents and those who feel they are comfortable to ask for support of their parents, feels good in the world, to do high school activities with high motivation and try less serious injuries and have a higher self-esteem and thus feel less depression and anxiety. Twenge, Campbell & Foster (2009) in a research concluded that couples with children totally, have less marital satisfaction toward couples without children.

Son & Choi(2009) evaluated the effect of anger management program, in family members of patients who had suffered from alcohol. 63 subjects who were referred from counseling and mental health centers and hospitals, situated into two experiment and control groups. They completed the scale of anger before and after intervention. The findings showed that in comparison with the control group, the state of anger significantly reduced in experimental group, as well as this program, were effective to improve anger management of subjects. In addition, family members of patients reported that after the training, they feel more comfortable and their life style has changed better. Fetsch, Schultz & Wahler(2009) mentioned in their study that anger management training to parents were effective to reduce family conflict, violence and verbal aggression; it also reduces the physical and verbal aggression and violence of wives. Moreover the participants were reported cases like: increase the level of anger control, increase the level of awareness and understanding, improve attitudes,

behaviors, and reduce fake expectations of children. Eden and his colleagues (2012) examined the relationship between marital satisfaction and adjustment, and the relationship between parents with children among 60 couples with proper marital satisfaction and children 7 to 10 years old, the research result showed that the quality of interaction between parents and their children and the created sense of security in them with marital satisfaction of parents, there is a significant relationship. And also they show in this research that parents' amount of mental health is proper and this group compared with children whose parents have low marital satisfaction and caused psychological disorders and become clear that amount of conflict and physical violence towards children, in this group of parents and interaction with children is high. Acton & During(2014) in a research trained anger management program for 13 sessions in groups to 29 individuals. Aggression management training focused on anger management, communication skills, and problem-solving skills and increases a sense of sympathy. In this study, the effects of group therapy on reduction of parents' physical aggression with using anger management training and management skills were obvious. According to the mentioned cases and existing evidence, particularly in the field of mothers affective violence with girls and its effect on the rate of aggression, their academic achievement motivation and, as well as more intensity emotional and physical violence, with boys than girls on behalf of the parents and the creation of physical impacts, cognitive, emotional, psychological along with them, and mothers important role in prevention of the mentioned issues, the importance of paying attention to mothers anger management become more prominent. Since anger management, is a learnable skill and knowledge could be effective on that a question rise in the mind of the researcher whether anger management training is effective on the quality of the parent-child relationships and marital satisfaction of mothers of primary school girls?

## METHOD

The present study was a kind of half-plan design. The information collected in this study, with pre and post test with control group, analyzed by covariance analysis to survey independent variable effect (teaching anger management) on the dependent variables (marital satisfaction, parent-child relationships). Data statistical community of research consist of all mothers have girl child is the primary school. On the basis of the study sample, mothers who have at least reading and writing literacy were randomly chosen. Statistical sampling of study involves 30 cases of mothers who obtained at least a score lower than average in parent-child relations scale marital satisfaction. First, on the statistical community of 100 people, parent-child relations and marital satisfaction was carried out that the number 50 mothers in both tests were considered eligible. After doing a clinical interview, 20 people due to the use of drug therapy and psychological treatment were abandoned and 30 persons were chosen as an example randomly available into two 15 individuals groups. In performing this study, after sampling and replacing them in a experiment and control group both groups group took a pre- test and then, anger management training hold for experiment group in a 8 sessions and each took 90 minutes each week a training session. The control group was not given any training during this time, at the end on both group simultaneously and in the same conditions a post test executed.

Run conditions: rules of entry (1) consent of the subjects to participate in anger management training sessions

(2) The lack of medicinal treatment and psychological treatment

The exit rules:(1) intolerant to accept anger management training sessions

A: Structured Clinical Interview for DSM-IV Axis I Disorder (SCID-I): it is a semi-structured clinical interview which provided by Gibbons, Espitzerz, and Williams and is to detect major disorders of axis 1 ,apply according to the DSM-IV (Ventura, Lieberman, 1998). In this study, to identify clinical in a axis 1, (SCID-CV) was used. The clinical version has a guide book and a program to grade. The coefficient of reliability 0/60 has been reported as coefficient reliability between evaluators for the SCID. (Nergard, Rivich, 2012). Sharifi & colleagues (2009) after translation this interview in to Persian, knows favorable diagnostic tools agreement for more specific diagnosis (higher reliability of 0/60). A kappa coefficient for the entire current detection is 0/52, and for the entire diagnostics life-span, 0/55 obtained. Also the reliability and the ability to run the Persian version of SCID is acceptable (Sharifi et al., 2009).

B: Parent-child relations questionnaire: to assess the parent-child relationship of parent-child relationship scale (Fine, Shoobel and Morland, 1983) were used. This scale has two forms: one for assessing the child with mother and one to assess the child's father relationship. In this study, 24 mother questions are used. The component of the questionnaire is: positive emotions (Q.1 to 6,3,7,15 to 24), the lack of soreness/role of confusion ( Q. 4 and 9 ), as assimilation with mother (Q. 13& 24& 23), communication or dialogue ( Q.8,7,5,4 &15 to 17). The parent-child relationship scale with alpha coefficients 0/61 (assimilation) to 0/ 94 for the small scale corresponds to the mother as well as the overall alpha 0/96 has great internal consistency. In Parhizkars' research (2003) to estimate the internal consistency of the test Cronbach's alpha was used. The calculated coefficient for the main form was 0/92 that show questionnaire has an internal excellent consistency. This scale in brother research (2004) executed over 30 freshman high school girl student. In this study, to get reliability of this means the split method odd and even were used and alpha coefficient obtained (Mahdavi, 1385). In Parhizkar study (2002), validity content of both forms of this scale confirmed by Alzahra and Tarbiyat

Moalem University professors. Execution on a sample of 60 individuals from high school girls indicated that by using factor analysis method of, the value of the following questions of main factor is higher 0/50. The maximum of cut point in the main, the questionnaire form 119 and the minimum point is 100. Because the higher scores of 119 indicate better quality of mother-child relations and lower grades of 119 represents the unfavorable quality of the mother-child relationships (Zare, Bahram Abadi & et al; , 2013).

C: the marital satisfaction questionnaire (ENRICH) short form: Olson (2010), use this questionnaire to survey marital satisfaction and believes that each issue of the questionnaire is connected with one of the important fields. To assess these areas within a marital relationship can express couples potential problems, or identify the robustness fields strengthen them. The short form questionnaire has got 47 questions 12 petty scales. Scoring is based on Likert spectrum from 1 (completely disagree) to 5 (completely agree) and in questions (4,6,8,11,12,13,14,15,16,19,20,21,22,23,24,30,31,32,35,37,38,39,40,41,42,43,45,46,47) grading is reverse. A high score in this questionnaire is a sign of discontent and low score is sign of satisfaction of the marital relationship. The minimum score is 47 and the maximum is 235 points. The final score in the entire questionnaire is a score the subject receives of the questionnaire (Ebadatpour, 1379). In the original questionnaire form, ENRICH, Olson and his colleagues (1989), reliability of the questionnaire with alpha coefficient method reported 0/92. Soleymanian (1994) reported 0/95 the reliability of questionnaire in the short form of calculated alpha coefficient (Ebadatpour, 1999). Sanie (2000) check the validity of a questionnaire and stating that the correlation coefficient of ENRICH questionnaire with family satisfaction scale is reported 0/41 to 0/60 and with life satisfaction scale is between 0/32 to 0/41 that is a sign of structural reliability (Teimuri, 1383). All the petty ENRICH questionnaire scales distinct the satisfied & dissatisfied couples, and this shows that questionnaire of justifiability has a good criterion. Content justifiability is also checked and verified by a group of psychologist teachers (Mirkheshti, 1996)

The overall structure of anger management training sessions

Meeting	The title of meeting	Content
<b>First</b>	Introduction , stating and definitions of Anger and its consequence	Introduction the members of group, introduction the program and the expressing overall aim anger management training and the importance of participating in it. Group Policy and the public's expectations of the program. The definition of the concept of anger and synonymous concepts with that and explain the concept of anger and its related concepts and distinguish them together. check and recognition disastrous consequences of unrestrained anger .
<b>Second</b>	The rage stimulus & usual responses of personal experience anger and behavior patterns	Explain the concepts of "amount of anger" or " motive factors of anger" stating proper example and position ahead. Stating the potential benefits and damages of anger in a simple language. Check and identification of physical symptoms, thoughts and actions usually experienced during anger arousal. report rage events by members of the Group's in order to check the level of learning by members and more knowledge of each member towards its personal anger patterns. In this regard, each members express his/her events and experiences of anger; explain the personal anger patterns , the actions they usually do during fury and describe body changes when anger arousal.
<b>Third</b>	Monitor the warning signs of anger, relaxation and stress reduction ...	In this session, two quiet modes and being stressful of the body and emotions concerning these two modes are compared and the difference of expressed in a simple language. The practice relating to the "relaxation strategy" has been done in detail.
<b>Forth</b>	The adoption of vision, perception of obvious cognitive stimulus and experience the wrath	The concepts of "adoption vision" and " perception of obvious cognitive stimulus" explained in a simple words. The role of personal situations perception in irritates and arousing anger explained by referring to appropriate examples.
<b>Fifth</b>	The role of negative thoughts in anger experience, change negative thoughts , and control anger	The role of negative self-talk and useless thoughts expressed in the experience of anger and behavior from it. The concept of ideas, beliefs and aroused anger expectations is explained with suitable examples. A list of thoughts, believes, productive and beneficial expectations will represent in the field of anger management. Interaction of negative thoughts and anger experience expressing with suitable examples. Prepare a list of helpful ideas as proper substitutes for negatives thoughts in association with members. Through imagination and role playing exercises the ways to deal with negative thoughts.
<b>Sixth</b>	Order to control anger Assertiveness training and communication skills	The concept of "self-order" will be defined by reference to appropriate examples. It is practiced to be a proper remembrance and will be provided for use in different situations. In addition, it is trained to deviate attention from the wrath situation and challenging thoughts and use his/her decision. The concept of "assertiveness" defined and predatory importance of assertive behavior (explicit and assertive behavior) will be expressed in plain language and compared assertiveness with aggression and characteristics of each of these three types of behavior will be state. The role of effective communication skills, particularly assertiveness, in anger management will be explained. Showing assertiveness through role play by each of the members.
<b>Seventh</b>	problem solving strategies training	"problem-solving" strategy with a reference to its components (issue, solutions, choices and consequences) will be explained. The importance and necessity of the use of "problem solving" strategy in the field of anger management with reference to the appropriate instance will be expressed. Problem solving strategy by reading or hearing a description of a real or fictitious events will practice in order to deepen the learning
<b>Eighth</b>	Train to defend against stress for control anger	The application of "train to defend against stress for control anger" method states in plain words. The approach to use of "imaginary facing and restrain respond" with referring to steps will be described. The hierarchical of potential anger position with members of the Group cooperation prepared

In this study, in order to analyze information the descriptive statistics method and statistical inference will be used. In the descriptive statistics the prevalence, mean and standard deviation charts, and in statistical inference, besides observing information, statistical analysis of covariance (ANCOVA) will be used. All statistical analysis in this research will be with the help of spss20 statistical software.

### The findings

The first hypothesis: anger management training is effective on quality combined variable of parent-child relationships and marital satisfaction of mothers' primary school girls.

Table 1. Multivariate covariance analysis of the effectiveness of training methods of anger management on the quality combined variable of the parent-child relationship and marital satisfaction

Eta	Sig	F	df <sub>2</sub>	df <sub>1</sub>	Value	Test
0.954	0.000	2.37	23	2	0.046	LambodaVilkez

On the basis of the information contained in table 1 can be observed that the ratio F obtained regarding the effectiveness of anger management teaching on quality combined variable of parent-child relationships and marital satisfaction is achieved significant (Partial  $\eta^2 = 0/954$ ;  $P < 0/0005$ ;  $F_{(2,23)} = 2/37$ ). This question expressing that anger management training enhances the quality of the parent-child relationships and marital satisfaction of mothers' primary school girls. Hence this hypothesis can be confirmed. Moreover, the amount of the obtained effect size in this study was equal to 0/954 which suggests it is 95% of the difference in post test grades of quality combination variable of parent-child relationships and marital satisfaction is related to anger management training effectiveness.

The second hypothesis: anger management teaching is effective on the quality of the parent-child relationships of mothers' primary school girls.

Based on the results of the statistical analysis, the second hypothesis of research based on the effectiveness of teaching anger management on the quality of the parent-child relationships of mothers' primary school girls was approved. This means that the anger management training, lead to enhance the quality of parent-child relationships of mothers primary school girls.

Table 2. results of covariance analysis of the effect of teaching anger management on the quality of parent-child relationship

Eta	Sig	F	Mean of squares	Df	Sum of squares	Dependent variable
0.892	0.000	222.219	32220.401	1	32220.401	Marital satisfaction
			144.994	27	3914.827	Errors

Based on the findings derived from table 2, due to the calculated significant levels is smaller than alpha 0/05, so the amount of F is significant (Partial  $\eta^2 = 0/892$ ;  $P < 0/0005$ ;  $F_{(1,27)} = 222/219$ ) hence it can be stated that the method of teaching anger management on the quality of the parent-child relationship has been effective. In addition to the amount of the obtained effect size in this study is equal to 0/892. This issue suggests that 89 percent of the difference in the post test score is concerned to quality of parent-child relationship to the effectiveness of anger management teaching.

The third hypothesis: anger management training is effective on marital satisfaction of mothers' primary school girls.

Based on the results of the statistical analysis, the third hypothesis of research based on the effectiveness of anger management training on marital satisfaction of mothers' primary school girls, were confirmed. This means that the anger management training increased marital satisfaction of mothers' primary school girls.

Table 3. the results of covariance analysis of the effect anger management training on marital satisfaction

Eta	Sig	F	Mean of squares	Df	Sum of squares	Dependent variable
0.913	0.000	284.433	49979.862	1	49979.862	Marital satisfaction
			175.717	27	4744.367	Errors

Based on the findings derived from table 3, due to the calculated significant levels is smaller than alpha 0/05, so the amount of F is significant (Partial  $\eta^2 = 0/913$ ;  $P < 0/0005$ ;  $F_{(1,27)} = 284/433$ ) hence it can be stated that the method of teaching anger management has been effective on marital satisfaction. In addition to the amount of the obtained effect size in this study was equal to 0/913. This issue suggests that 91 percent of the difference in the post test marital satisfaction score is concerned to the effectiveness of anger management teaching.

## DISCUSSION AND CONCLUSIONS

The first hypothesis: anger management teachings effective on the quality of the parent-child relationships and marital satisfaction of mothers' primary school girls.

Based on the results of the statistical analysis (table 1), the first hypothesis of research based on the effectiveness of anger management teaching on the quality of the parent-child relationships and marital satisfaction of mothers primary school girls were confirmed. By checking the original hypothesis results it became clear that the subject of experiment group has prominent reduction in aggression rate and improve the quality of the parent-child relationships and show the rising marital satisfaction. The findings with findings of Ahadi (2010), Shokohi&Yekta et al (2010), Son & Choi (2009) Davaie (2010), AboieMehrizi(2010) Kernes and Amy (2009), Fech, Schultz and Waller (2009) has been equal. To prove the first hypothesis can say that parent's emotional reaction toward children is effective the way of children acceptance community anger and aggression regulate these behaviors. The way parents value the emotional behaviors of children and their acceptance community process, this sets the behaviors. Anger management training, with a bilateral effect, while reducing the wrath of parents, decrease children behavioral & adaptation problems. Anger management training can be considered as a preventive program. Parental anger management training has been influential to reduce conflict in the family, violence, and verbal aggression; also lead to reduce the violence and verbal and physical aggression in wives. As well as, researchers have found that anger management training program, in addition to reducing the amount of anger the mothers, significantly causing promotion of children public health (Taheri and colleagues, 2008). Professionals and researchers have a duty to make the intervention methods to compile the most influence on their children and parents, create feeling more adequacies in mothers, and prepare better quality of life for them and their children. Therefore, according to the importance of the family, family members weakness and family relationship against parents anger, and considerable shortages that this excitement in different grazing territory and social figures, communication, and physical and psychological health, and other important areas of a person's life situation, the necessity to organize preventive plans to be felt.

The second hypothesis: anger management teaching is effective on the quality of parent-child relationships of mothers' primary school girls.

Based on the results of the statistical analysis (table 2), the second hypothesis of research based on the effectiveness of anger management teaching on the quality of the parent-child relationships of mothers primary school girls were confirmed. This findings equal with Shokohi Yekta et al. (1390), Mac and Waff (2004) Wacton & Divering (2014) Shokohi Yekta (2011), Amozadeh (2013), Frieden (2005), Perata (2006), Bodnaman et al. (2008).

To prove the first sub-hypothesis should explain that anger management training is effective in reducing the anger of parents and their relationship with their children has improved. Participants in the meetings management training in reducing trait anger and anger of parents in angry situations with children had a decisive role. Executing anger management training program for parents have benefits that lead to reduce anger experience and, physical and verbal aggression. Since the beliefs, irrational beliefs and unrealistic expectations of the child's behavior is a major cause of many parents' conflicts with children. Hence inappropriate comments and training active skills to put interpretations into question and changes in thought patterns, lead to avoid violence. Anger control skills training in students create mental and social abilities that will be able them when dealing with personal and social problems and the stresses of life, whether at school or outside of school use them and be master on their thoughts, feelings and behavior. Generally, results of this study showed that the consequences of anger control skills training increases mental and social abilities for effective and useful life for students and made them ready to deal with the challenges of life.

Third hypothesis: Anger management training is effective on the marital satisfaction of mothers of primary school girls.

Based on the results of the statistical analysis (Table 3), the third hypothesis about the effectiveness of anger management training on marital satisfaction of mothers of primary school girls was approved. This finding is equal with findings of Ahadi (2011), Takhti (2008), AmiriMajd (2013), Mack, and Waff (2004) and Breslin (2005), Tobang, Campell and Foster (2009), Fech, Schultz and Waller (2009), Eden and colleagues (2012). To prove the explanation of this hypothesis can say that in training sessions related to anger management, communication skills, problem solving and appropriate ways to deal with violent were taught to subjects, by teaching these skills, cognitive behavioral patterns, such as the ability to make an effective verbal communication, impulse control, the ability to change the behavior of aggressive impulses to milder behaviors through situation and environment and by helping them to identify and replace a more positive and more favorable outcomes instead of non-aggressive behavior in women who have been trained was reinforced.

In addition to obtained results indicate that subjects under training learned applied interventions and changes in their violent behavior due to changes in anger management skills and the ability to control their impulses. So it seems reasonable that anger management training can reduce aggressive verbal behavior and nonverbal of women toward members. Also because the reduction in violent behavior help to create desired communication patterns the conditions to make between the spouses and the occurrence of feelings and

emotions between them to facilitate that may even be encouraged spouses to shape new patterns of behavior and take decisions together. In General, the results showed that teaching anger management skills, reduce violent behavior on behalf of women to their spouses, and on the other hand, men show proper behavior towards better reaction as well. As a result of a more appropriate interaction between marital couples will be established and marital satisfaction will be increased.

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