

Using Group Work Techniques to Develop Anger Management Skill for Young Mothers

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Abstract:

This research aimed at using group work techniques to develop the anger management skill of young mothers, so that young mothers can succeed in performing their roles according to the quality of successive problems, and the program was applied to 38 young mothers of the second year students at the Faculty of Social Work Development, Beni Suef University, depending on training, and the research relied on the semi-experimental approach using a group of trainees (young mothers) for a period of three months, and the professional intervention succeeded in providing young mothers with knowledge about the skill of positive re-evaluation, And the skill of problem solving, the skill of self-control, and the skill of support and support, and the professional intervention succeeded in developing these skills they have, with clear differences in favor of dimensional measurement, and it was proven through research the validity of group service techniques, which were represented in lectures, workshops, role playing, group discussion and meetings in developing the skill of anger management, and the validity of these techniques was proven in providing knowledge and developing the skill provided that good preparation for professional intervention, and this program is suitable for generalization to all young mothers in all institutions that care Sponsored by them in Egypt.

Keywords:

Group work Techniques - Anger Management Skill - Young Mothers

Introduction:

Young mothers in Egyptian society face many problems that may have a negative impact on their acquisition of some negative problems that may appear at the personal level or at the level of society, at the personal level these problems are introversion, depression, a sense of inferiority, boredom and inability to manage anger, and the lack of acceptance of young mothers for themselves and the inability to form successful social relationships and the inability to assume social responsibility, but at the community level the social isolation of these female children is noted. They are young mothers. (Refaat, 2008, p. 285)

Many studies have confirmed the exposure of this group of young mothers to many problems, such as the study (2004) Faravilli, which showed that these girls show psychological disorders, mood disorders, hostile tendencies, anxiety and frustration, and the decline of social relationships and isolation. The Sarkar study (2005) also

showed that these young mothers suffer from severe disorders, problems, inability to self-control, lack of social participation and introversion.

Al-Arabi's study (2010) also showed that young mothers are characterized by a sense of emotional imbalance, inability to manage their anger, inability to self-control and emotionality, inability to work and achieve, and inability to solve their problems.

We find that this young mother, who plays an essential role in the lives of her children through their socialization and determining their behaviors by forming standards, values and skills and how to adapt them to their roles in the future, and that role that she plays is the effective role in the progress or collapse of society, that mother who is going through many changes in adolescence with all its mental, cognitive and emotional changes, behavioral problems and the inability to establish social relationships. (Mokgopha, 2019, p4)

Payne stressed that individuals' lack of social skills is part of the causes of their problems and that training them to use these skills is valuable in interacting with others. (Payne, 2005, p136)

Perhaps one of the most important social skills that young mothers must acquire and be sufficiently aware of is how to manage anger and positive social interaction with society, develop their experiences in forming family relationships and provide them with problem-solving skills.

A study by his successor (2016) showed the effectiveness of a crisis intervention program in developing anger management skills in married couples.

Mohammed's study (2017) showed the effectiveness of a behavioral counseling program in developing anger management skills among adolescent mothers.

Al-Sharari's study (2018) showed the effectiveness of a counseling program in managing anger and solving problems in children.

The Demerdash study (2022) indicated the effectiveness of anger management skill training in reducing the severity of aggressive behavior in children.

Hence the importance of developing anger management skills in young mothers to improve difficulties in personal relationships, and help them get along with others.

As anger management skills are an important area, but they are often neglected from training, and therefore the need to train in the

necessary skills to confront anger, rethink and behavior, control strong emotions, and improve responses in interpersonal relationships. (Ibrahim, 2015, p. 51)

Mohammed (2017) believes that anger management skills include (positive reappraisal skill, problem-solving skill, self-control skill, support skill).

In this context, the social work profession in its various ways, especially the way of working with groups, plays a pivotal role in developing anger management skills in young mothers.

Through the group, members discuss their problems using multiple techniques in the program's collective activities Ahmed, 1980, p. 24).

The techniques of working with groups vary, and many studies have shown the effectiveness of techniques for working with groups in different fields, where the study of Hamed (2001) showed the effectiveness of group work techniques in modifying the behaviors of mothers and their good dealings with their children.

Hassaballah's (2004) study also found the effectiveness of social interaction techniques in satisfying the social needs of children and helping them to form social relationships with others, and participate in social life.

Al-Sawy's study (2008) found the effectiveness of professional techniques used in the practice of working with child groups and their social rehabilitation.

The techniques of working with groups include verbal and non-verbal tools and means, as verbal techniques are those that depend on the element of the word or dialogue such as group discussion, lectures, interviews, seminars, while non-verbal techniques such as workshops, trips, camps and parties. (Menkerios, 2014)

From the previous presentation of theoretical opinions and previous studies, it is clear that young mothers face many psychological and social problems, the most important of which is the inability to manage anger and self-control, and studies have proven the effectiveness of the techniques of the method of working with groups in different fields, so this study was aimed at professional intervention using techniques of how to work with groups to develop the skill of anger management for young mothers by developing the skill of positive re-evaluation, the skill of solving problems, the skill of self-control, the skill of support and support.

The researcher has identified the procedural concepts of the study as follows:

The concept of anger management skill: It is the skills and exercises that focus on helping young mothers to reevaluate positively, solve their problems, and self-control, in addition to encouraging them to make appropriate and positive social responses. The concept of the four skills is procedurally defined by the researcher as follows:

- 1) The skill of positive re-evaluation, which is the ability to forget what angers young mothers, take advantage of the situations that anger her, and evaluate angry situations positively.
- 2) Problem solving skill, which is the ability of young mothers to identify the causes of the problems they face, the ability to develop solutions to problems, develop different alternatives, and the ability to choose the appropriate alternative to solve the problem.
- 3) Self-control skill, which is the ability of young mothers to control their emotions when exposed to angry situations, the ability to face anger situations with more self-confidence, the ability to express anger in an acceptable manner, and the ability to discuss and calm dialogue with others.
- 4) The skill of support and assistance, which is the ability of young mothers to support and support themselves, and accept support and assistance from others.

Method

The current study relied on a main hypothesis, which is that there are statistically significant differences between the average scores of young mothers on the scale of anger management skill before and after the use of group work techniques in favor of telemetry.

The study has sub-hypotheses:

- 1) There are statistically significant differences between the average scores of young mothers on the first dimension related to the skill of positive re-evaluation before and after the use of group work techniques in favor of dimensional measurement.
- 2) There are statistically significant differences between the average scores of young mothers on the second dimension related to problem-solving skill before and after the use of group work techniques in favor of telemetry.
- 3) There are statistically significant differences between the average scores of young mothers on the third dimension related

to the skill of self-control before and after the use of group work techniques in favor of dimensional measurement.

- 4) There are statistically significant differences between the average scores of young mothers on the fourth dimension related to the skill of support and assistance before and after the use of group work techniques in favor of telemetry.

This research was applied to a purposive sample consisting of (38) young mothers of female students in the second year at the Faculty of Developmental Social Work, Beni Suef University, and the sampling framework was determined in 2057 male and female students in the second year, The purposive sample was selected according to the following conditions:

That they be married students who have been married for more than a year, have one or more children, which makes them in social need for support from those around them to reconcile study with their role as a wife and mother, that young mothers are among those who have obtained low scores in the measure of skill in anger management, Acceptance of young mothers to cooperate with the researcher in the application of the program.

The research relied on the semi-experimental approach using a group of trainees (young mothers) for a period of three months, and the current research was applied during the time period from 9/25/2022 to 12/25/2022 and included providing theoretical knowledge about community service techniques, lectures, discussions, seminars, role playing and brainstorming.

The research relied on the use of the measurement tool in collecting information about the level of anger management skill of the sample before using group work techniques and after applying and completing them on 12/25/2022.

The researcher followed in the preparation of the scale of anger management skill among young mothers scientific steps where the subject of the scale and its four dimensions were determined, then the researcher prepared measurement phrases through theoretical writings related to the skill of anger management and interviews with professors of specialization and listen to their recommendations.

Then the researcher formulated measurement phrases in the form of situational phrases for each skill and each phrase embodies a specific situation that expresses the skill and each position has 3 responses showing the way the young mother deals in these situations, and the three responses are graded between (often, sometimes, rarely).

The researcher adhered in these situations to the procedural concept of the skill and to conduct virtual honesty was presented to the scale to 5 professors in the specialty for arbitration from the Faculty of Social Work, Helwan University, in order to purify the scale in terms of linguistic integrity and link to dimensions and then was reformulated the scale in its final form after making adjustments and became includes in its final form 28 words situational, where each skill had 7 phrases position and became the highest degree can be obtained by the researcher in the scale is 84 and the degree The average is 56 and the lowest score that can be obtained is 28 on the scale as a whole, as for the four dimensions of the scale, the maximum score that the researcher can obtain is 21, the average degree is 14 and the lowest score that the researcher can obtain is 7.

The sincerity of the internal consistency of the scale was also verified by finding the relationship between the degree of each dimension and the total degree of the scale after applying it to (10) non-sample members, and the results were as follows:

Table (1) The Relationship between the Score of Each Dimension and the Total Score of the Scale Using Pearson's Correlation Coefficient: n = 10

Scale dimensions	The value of t and its implications
Positive Re-evaluation Skill	**0.833
Problem solving skill	**0.881
Self-control skill	**0.801
Support skill	**0.813

** D at 0.01

Reliability of study tools:

To verify the reliability of the scale, the researcher used the test and retest method

Test-restart, where the application was applied to (10) respondents, and the application was repeated after (15) days, and the relationship between the two applications was calculated using the Pearson correlation coefficient, and the results were as follows:

Table (2) The relationship between the first and second application using Pearson's correlation coefficient: n = 10

Scale dimensions	The value of t and its implications
Positive Re-evaluation Skill	**0.965
Problem solving skill	0.815**
Self-control skill	0.804**
Support skill	0.935**
The tool as a whole	**0.973

** D at 0.01

The results of the previous table indicate the reliability of the scale and its suitability for application.

The researcher then prepared and implemented the intervention program using the techniques of community service as follows:

The researcher followed specific theoretical guidelines in the preparation, design and implementation of the program based on the entrance to "inputs, transformational processes and outputs" as one of the entrances to the analysis of formats, as young mothers are considered an open format that interacts with other formats, affects and is affected by them, and this entrance relied in its inputs on human resources (young mothers - trainers - researcher) and material resources (place and equipment - technological means), time, and rules governing work, and the transformational processes were represented in the methods that were used and interactions. And discussions, lectures and seminars carried out by the researcher, the outputs were the acquisition of young mothers of knowledge related to the skill of anger management and a change in favor of these skills.

The objectives of the program were the objectives of this study and previously referred to in the introduction to the research.

The researcher followed several criteria when designing the program, which is to know the needs of young mothers, the researcher developed the general framework of the program by reviewing the theoretical writings and consulting with some professors of specialization, determining the available capabilities necessary to implement the program, the appropriate time for implementing the program was determined in September 2022.

The researcher agreed with her specialists and assistants in the implementation of the program on the cognitive content of the skills required to be developed among young mothers and agreement on group work techniques as the program included a set of theoretical knowledge of the four skills according to the theoretical writings in these skills and according to the procedural concept of each skill.

The research relied on a set of group service techniques, namely lectures (where the researcher relied on them to provide young mothers with theoretical knowledge about the four skills).

The number of these lectures was 4 theoretical lectures carried out by the researcher, and these lectures took place in the first phase of the program, which is for theoretical knowledge, and the duration of the lecture was two hours, followed by each lecture group discussions about the knowledge provided, workshops and role-playing, in order

to interact about the application of skills and represent appropriate situations for the skill and how to intervene in these situations, while the second phase of the program with young mothers was represented in meetings, where the researcher held 3 meetings and they were interviewed, listened to and discussed in ways Apply the skills and optimal methods of intervention, respond to their questions, and know the difficulties they faced during the actual practice of the skills. Where these difficulties were summarized in the inability to control emotions with their children, renewed problematic situations with the family, the large number of burdens placed on them, the lack of cooperation of the husband, the researcher advised young mothers how to deal with these difficulties by investing available resources and continuous access to the content of the program and telephone communication with the researcher and control their emotions with their children, and at the end of the program the researcher applied the dimensional measurement to the 18 young mothers who underwent the program.

One of the most prominent difficulties faced by the researcher in implementing the program was the lack of funding sources for the program due to the weak resources of the government agency, which prompted the researcher to bear the costs of the program and trainers .

Results of the study:

Table (3)

The results of the study were as follows:

No.	Scale dimensions	Pre-measurement		Dimensional measurement		The value of t and its implications
		Average	Standard deviation	Average	Standard deviation	
1)	Positive Re-evaluation Skill	10.92	1.65	16.66	1.46	**5.737
2)	Problem solving skill	11	2.40	17.24	1.17	**6.236
3)	Self-control skill	11.16	1.81	16.87	1.36	**5.710
4)	Support skill	11.79	2.34	17.32	2.13	**13.562
Skills as a whole		4.92	4.55	68.26	4.20	**35.597

** D at 0.01

The data of the previous table indicates that:

- 1) There are significant differences between the pre- and post-measurements of the level of positive re-evaluation skill among

young mothers, as the value of $T = 5.537$ and significant at 0.01, and these differences are in favor of the post-measurement as the average scores of the pre-measurement of the skill = 10.92 while it is for the post-measurement = 16.66 and this means that the use of group work techniques has led to the development of the skill of positive re-evaluation of young mothers and that proved the validity of the first sub-assumption of the study.

- 2) There are significant differences between the pre- and post-measurements of the level of problem-solving skill among young mothers, as the value of $T = 6.236$ and significant at 0.01, and these differences are in favor of the post-measurement as the average scores of the pre-measurement of the skill = 11, while in the post-measurement is equal to 17.24, and this means that the use of group work techniques led to the development of the skill of problem-solving skills of young mothers, and this proves the validity of the second sub-assumption of the study.
- 3) There are significant differences between the pre- and post-measurements of the level of self-control skill among young mothers, as the value of $T = 5.710$ and significant at 0.01, and these differences are in favor of the post-measurement, as the average scores of the pre-measurement of the skill = 11.16, while it is for the post-measurement = 16.87, and this means that the use of group work techniques led to the development of self-control skill among young mothers, and this proves the validity of the third sub-assumption of the study.
- 4) There are significant differences between the pre- and post-measurements of the level of support and support skill among young mothers, as the value of $T = 13.562$ and significant at 0.01, and these differences are in favor of the post-measurement as the average scores of the pre-measurement of the skill = 11.79, while it is for the post-measurement = 17.32, and this means that the use of group work techniques led to the development of the skill of support and assistance among young mothers and that proves the validity of the fourth sub-assumption of the study.
- 5) For the skills as a whole, there are significant differences between the pre- and post-measurements of the level of anger management skill among young mothers, as the value of $T = 35.597$, and significant at 0.01, and these differences are in favor of the post-measurement as the average degrees of pre-measurement of the skills developed = 44.92, while it is for the post-measurement =

68.26, and this means that the use of group work techniques led to the development of anger management skill among young mothers, thus proving the validity of the main assumption of the study.

Discussion of the results of the study:

The results of this study indicate the fulfillment of the main and sub-hypotheses of the research, and the results of this study and its outputs of the acquisition of young mothers skill in anger management are consistent with many of the directives and results of some previous studies.

As the use of group work techniques in this study provided young mothers with modern knowledge and skills commensurate with contemporary changes, and this was agreed with the study of both Hamed (2001), which proved the effectiveness of group work techniques in modifying the behavior of mothers and their good dealings with their children, a study according to God (2004), which showed the effectiveness of social interaction techniques in satisfying the social needs of children and helping them to form social relationships with others, and participate in social life, and the findings of the study of Al-Sawy (2008) in The effectiveness of professional techniques used in the practice of working with children's groups and their social rehabilitation.

Despite the change and skills development of young mothers, the difficulties pointed out by young mothers during their application of skills confirmed what Payne (2005) pointed out that the lack of social skills of young mothers is part of the causes of their problems and that training them to use these skills has value in interacting with others.

Also, the results of the current study are consistent with Menkerios (2014) in the importance of using workshops in acquiring the skill, as the researcher used this method in all skills besides role play, discussions and lectures.

By discussing the results of the research, a set of outputs that led to professional intervention using group work techniques are confirmed, where young mothers have the ability to practice the skill of positive re-evaluation, and the ability to practice the skill of solving problems by identifying the causes of the problems facing them, and the ability to develop solutions to problems, and develop different alternatives, and the ability to choose the appropriate alternative to solve the problem, and the ability to practice the skill of self-control, which is the ability of young mothers to control their emotions when exposed to angry situations, And the ability to face anger situations with more

self-confidence, the ability to express anger in an acceptable manner, the ability to discuss and calm dialogue with others, and the ability to exercise the skill of support and assistance by supporting and supporting themselves, and accepting support and support from others.

Young mothers also have the ability to practice the skill of anger management by being able to practice and deal professionally with others, deal with difficult situations and self-control with others.

The researcher has confirmed these outputs through the results of the dimensional measurement of the scale, and through her meetings with young mothers, and through her observations of the interactive situations that occur in meeting them in lectures and during their interactions with their friends, and the researcher attributes the reasons for the success of professional intervention using group work Techniques in achieving research goals and achieving these outputs to the good preparation of professional intervention and the provision of the necessary capabilities and the multiplicity of training methods and follow-up of young mothers during the application through her meeting with them in the halls Teaching and responding to their inquiries after the end of the professional intervention.

These results are generalizable at the level of the Arab Republic of Egypt, and this program has become applicable in all institutions that care for young mothers, and this research has raised several issues, including the importance of developing new techniques to work with young mothers groups.

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