

**THE INFLUENCE OF SELF-DISCIPLINE ON FORMS OF ANGER EXPRESSION
AMONG ADOLESCENTS IN SELECTED SECONDARY SCHOOLS IN RUIRU
SUB COUNTY, KIAMBU COUNTY, KENYA**

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Declaration

This research thesis is my original work and has not been presented for a degree or any other program in any other University for academic credit.

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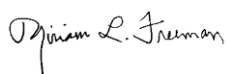
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Dedication

I would like to dedicate this work to God, the one who gives self-control to the adolescents that they may live fulfilled lives. To my biological children Ann Nduta, Edward Muturi, Timothy Warui and Jacob Gicharu. I would also like to dedicate it to all whom I have counseled on anger management and mediated between their families. May the grace of God teach you to say No! to ungodliness and grow in wisdom, finding favor with God and men.

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Abstract

Self-discipline is the ability to control one's feelings and overcome personal weaknesses. On the other hand, how one deals with the feeling of anger by either bottling it up, physically or verbally venting it out, or expressing it with respect to other people's rights is referred to as anger expression. Globally, adolescents have been reported to have higher rates of negative anger expression and low self-discipline. In Kenya, burning of schools by adolescents has been a common way of venting out anger which is a result of indiscipline. Therefore, this study focused on assessing the influence of self-discipline on anger expression among adolescents in selected secondary schools in Ruiru Sub-county Kiambu County Kenya. The study aimed to assess the social demographics of adolescents, evaluate their levels of self-discipline, examine their forms of anger expression, analyze gender differences in anger expression, and explore the relationship between self-discipline and anger expression among adolescents. Cognitive behavioral theory and attachment theories were employed to determine effect of self-discipline, parental attachment in effect to adolescents' anger expression. The research adopted cross-sectional convergent mixed method research design. Using a random number generator, 3 public secondary schools were selected, that is Ruiru Girls, Ruiru Boys and Uhuru Kenyatta Secondary School, and 424 students sampled using stratified random sampling. A self-reported structured questionnaire was used that consisted of: socio-demographic questions, adolescent attachment to parent's questionnaire, anger expression scale and personal self-discipline survey. Qualitative data through Key Informant Interviews were gathered from a total of 15 teachers, with 5 teachers selected from each school. These interviews sought to capture the teachers' perspectives on self-discipline and anger expression among the adolescents. Ethical approval was obtained from PAC University, NACOSTI, Ministry of Education in Ruiru Sub County and secondary school principals. Data was analyzed using SPSS Version 26 which entailed descriptive statistics and Spearman rho correlation. Qualitative information was coded and themes derived. Data was presented in the form of tables, graphs, pie charts and conclusions drawn. The average age was 16.61 ± 1.37 years with males being 54.5%. Slightly more than half, that is, 52.6%, lived with both parents. Students who reported that their parents were not frequently involved with their school activities were 31.6%. The overall score of adolescent's attachment to parents was 3.64 ± 0.48 , indicating moderate attachment. The mean personal self-discipline score was 3.69 ± 0.46 , which meant that the adolescents were somewhat disciplined. Only 47% completed school assignments on time. Based on anger expression scale, anger-out scored the least (2.19 ± 0.46), followed by anger in (2.32 ± 0.51) and highest score was anger control 2.59 ± 0.72 showing that the adolescents controlled their anger frequently. It was seen that 24% stroked out when angry at whatever infuriates them. In regards to gender difference, 20% females unlike 24% males were often aggressive. However, external factors such as institutions or fear of authority had greater influence than gender. There was a negative significant relationship between self-discipline and anger expression ($r = -0.189$, $p < 0.01$) indicating high self-discipline is associated with low anger expression. Based on qualitative data, teachers indicated that strengthening guidance and counseling, life skills programs and favorable accommodative environments will enable students to have high self-discipline and express their anger assertively. Regular assessment of the students' psychosocial state and personality inclinations is one of the recommendations the study suggests to improve the students' anger expressions. This study will benefit families and schools in informing the need for self-discipline as a tool to enhance proper anger expression in adolescents.

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Abbreviations and Acronyms

AAMFT	- American Association for Marriage and Family Therapy
AAQ	- Adolescent Attachment Questionnaire
AEX	- Anger Expression Scale
GPA	- Grade Point Average
KCPA	- Kenya Counseling and Psychological Association
NACOSTI	- National Commission for Science, Technology and Innovation
PAC	-Pan Africa Christian
SPSS	- Statistical Package for Social Sciences
WHO	- World Health Organization

Operational Definition of Terms

Adolescents - World Health Organization describes adolescents as persons who are in the 10-29 years age bracket (World Health Organisation (WHO), 2015). The term was operationalized to refer to individuals between 15-19 years.

Anger expression- this refers to the way one deals with the anger feeling. The anger can be conveyed as anger-in, anger-out or anger control. These then make up the three forms of anger expression namely; aggression which entails letting anger loose that is externalizing the anger feeling, passive aggression (part of passive) where one outwardly agrees but shows anger through sabotage, disobedience and other indirect behaviors. Passiveness is internalizing or closing up anger feelings. Assertiveness refers to managing the anger emotion and communicating when necessary concerning others (Berkeley University, 2020).

With regards to this study. The forms of anger expression looked at were: aggression, passive (both passive aggression and passiveness included in this) and assertiveness. The study evaluated the prevalence of each and how self-discipline influences each form of anger expression.

Self-discipline- refers to the ability to control one's feelings and overcome personal weakness (Mehta, 2016)

Chapter One: Introduction and Background to the Study

The chapter commences with the background to the study that gives a brief recount of the global as well as local trends on anger expression and self-discipline of the adolescents. The chapter also provides the problem statement, purpose, objectives and research questions. The justification, significance, assumptions, limitations and scope of the study are well elaborated. Summary of the chapter highlights the main variables and what was assessed.

Background to the study

Anger is an uncomfortable human emotion that helps individuals understand that they feel wronged and have the urge to put things right (Gabriel & Nelson, 2014). Anger expression; therefore, entails how one deals with the anger feeling which can be anger-in, anger-out or anger control. Anger-in is bottling up anger, anger-out is venting out anger on someone or objects while anger control is managing and communicating anger in a respectful manner (Han et al., 2015). Self-discipline on the other hand entails the ability to control one's feelings and overcome personal weaknesses (Mehta, 2016). Self-discipline is often a subscale, and it is used interchangeably with self-control which most studies have centered on (Khadka & Magar, 2021). This study focuses on adolescents who are at a delicate stage of self-actualization, achieving emotional independence and settling between conflicting values. They are also under rapid bio-physiological development in addition to inadequate knowledge, experience and problem-solving skills making it hard for them to adapt to societal rules and systems (Adana et al., 2017).

Globally, there is an up rise of adolescents expressing anger negatively as self-harm and homicides are among the top 10 causes of death among the youths, according to World Health Organization (WHO, 2015). A study conducted on anger among adolescents in Malaysia indicated that, out of 3,348 adolescents in secondary schools in the northern region, 780 respondents agreed to be hot-tempered which was 23%. Male students had higher levels of anger and aggressive behavior while females scored higher regarding the verbal expression of anger, intrinsic anger expression and being passive (Ahmad et al., 2021).

In west Malaysia, Nasir and Ghani (2014), researched on the behavioral effects of anger expression among adolescents. They reported that 7.1% of adolescents when angry resorted to hitting others, 25.1% hitting objects while, 27.8% became verbally aggressive or cursed. The study also found that there were more than half of the adolescents who regretted after expressing their anger. This shows a substantial number of students, almost three out of ten had a negative anger-out expression which needs to be looked at as this can result in self-harm or injury to others. The fact that the majority of adolescents regretted after anger expression indicates lack of anger control skills to express their anger in a respectful manner.

According to Khadka and Magar (2021), 47.4 % of high school adolescents in Nepal had a high level of anger expression and 51.9% had lower self-control skills. In this study, there was a moderately positive correlation and statistically significant association between anger expression and self-control skills in that dysfunctional anger regulation decreases self-control and subsequently increases anger expression (Khadka & Magar, 2021). Research conducted by Hamarta et al. (2015) in Turkey found that there was a negative significant relationship between self-control and destructive anger expression; adolescents with self-control skills expressed their anger positively and had less negative anger experience as they were able to control their anger.

Research was done in Nigeria among adolescents in secondary students on their physical and verbal aggression. The study reported that 20.8% were physically aggressive and 48.3% were verbally aggressive. Males were statistically found to be more physically aggressive than females. The researcher indicated the need for anti-aggression clubs to monitor and counsel adolescents to prevent negative anger expression. This showed the need to ascertain whether there was gender difference in the three forms of anger expression (Onukwufor, 2013).

Makewa and Ngila (2018), conducted a study among adolescents in high schools in Kenya. The study found that the students' self-discipline rated average ($\mu=2.00 \pm .42360$). On the basis of gender, girls' level of self-discipline ($\mu=2.04$) was slightly higher than that of boys ($\mu=1.97$) though the difference was insignificant implying that gender is not a determinant in levels of self-discipline. This sparked an interest in this study to determine gender difference in self-discipline score (Makewa & Ngila, 2018).

A study done by Menecha et al. (2018) noted a difference between how adolescent boys and girls in secondary schools resorted to expressing their anger in Nakuru County, Kenya. The

study reported that boys scored higher on state anger which is temporal, short-lasting outbursts of anger implying that males get provoked easily by the events in their environment. The boys also scored higher in expressing their anger outwardly to their external environment, which explains why boys result in breaking of things, screaming and engaging in violent strikes than girls. However, the females were more prone to experiencing anger, more anxious and more likely to be depressed than males. This indicated the need for both genders to be evaluated for forms of anger expression score as males seemed to have aggression as a form of anger expression, while females had passive anger expression (Menecha et al., 2018).

Waithaka (2017) researched on indiscipline among adolescents from secondary schools in Nairobi City County and found that 2.4 % of students reported their school discipline to be bad. Theft of property within the school was the most common indiscipline among the secondary schools followed by sneaking out of the school, vandalism of school property, unruliness within the school compound and physical assault among the students respectively. A study was conducted in Ruiru Sub County, Kiambu County, Kenya on the effect of discipline on the students' academic performance. The study reported that students' discipline was influenced by various issues such as inadequate support, lack of guidance and counseling, school meals of low quality, weak teacher- student bond, ignoring students' grievances and impassive administration (Njoroge & Nyabuto, 2014). This caused indiscipline in schools which affected learning, causing wastage of time to both the disciplined and in-disciplined students. It worsened teacher and student relationship; consequently, lowering academic performance at both individual and school levels (Njoroge & Nyabuto, 2014)

This study focused on the forms of anger expression among adolescents, their self-discipline and the relationship between self-discipline and anger expression among the secondary students in Ruiru Sub-County, Kiambu County Kenya.

Problem Statement

According to the World Health Organization, among the top ten prominent causes of death among the adolescents ages 15 to 19 years in Kenya by the year 2019 were interpersonal violence and self-harm. The statistics holds that 4.03 deaths per 100 000 population were

due to interpersonal violence and 2.24 deaths per 100 000 population were as a result of self-harm. Interpersonal violence and self-harm are usually consequences of negative anger expression (WHO, 2015). This age group is mostly found in adolescents who are in secondary schools and are mostly seen as mature and independent; thus, parents do not continue to mentor and teach them on self-discipline and proper communication which results in negative emotion processing and negative influence by society and media on how to express anger. They end up harming or endangering their lives and others as well.

School indiscipline which entails burning of schools has frequently been reported among adolescents in secondary schools as a means to vent out their anger (Menecha et al., 2019). This is due to aggression and poor self-discipline among the students. On the other hand, family is the first institution to which these adolescents belong and there is an increase of adolescents harming and even murdering their parents and siblings due to anger and aggression (Shiloya & Mukhwana, 2021). Proper family functioning like communication, affective responsiveness, problem solving and behavior self-control seems to be put aside resulting in a lot of aggressive behavior in adolescence and thoughts of feeling misunderstood by authority, family, school and society at large. This has raised concern among school counselors and family therapists on the best way to handle anger (Dabaghi et al., 2017).

Self-discipline has been claimed to promote assertiveness which is a healthy form of anger expression as it reduces interpersonal violence, self-harm and school indiscipline. Most studies have focused on self-control skill and its effect on overall anger expression which has been noted to be statistically significant. That is, those with lower self-control skills have higher negative anger expression (Khadka & Magar, 2021). Self-discipline has been mostly associated with academic performance (Duckworth & Seligman, 2006). There have been scanty research studies that have reported the precise effect of self-discipline on promoting the demonstration of the three forms of anger expression which this study looked at.

Purpose

This study sought to establish the influence of self-discipline on the three forms of anger expression among adolescents in secondary schools in Ruiru Sub County, Kiambu County, Kenya.

Objective of the Study

The objectives of this study were:

- a. To establish the socio demographics (age, gender, form level, family living status, parental involvement in school and parental attachment) of the adolescents in the selected secondary schools in Ruiru Sub County.
- b. To assess the three forms of anger expression that is, aggression, passive and assertiveness among adolescents in the selected secondary schools in Ruiru Sub County.
- c. To determine the level of self-discipline among adolescents in selected secondary schools in Ruiru Sub County.
- d. To examine gender difference in the forms of anger expression and self-discipline among adolescents in selected secondary schools in Ruiru Sub County.
- e. To determine the relationship between self-discipline and forms of anger expression among adolescents in selected secondary schools in Ruiru Sub County

Research Questions

- a) What is the socio demographic characteristics of adolescents in selected secondary schools in Ruiru Sub County that is age, gender, family status?
- b) What are the forms of anger expression scores among adolescents in selected secondary schools in Ruiru Sub County?
- c) What is the level of self-discipline among adolescents in selected secondary schools in Ruiru Sub County?
- d) Are there gender differences in levels of forms of anger expression among adolescents at selected secondary schools in Ruiru Sub County?
- e) Is there any relationship between self-discipline and anger expression in the adolescents in selected secondary schools in Ruiru Sub County?

Assumption of the Study

The researcher assumed the respondents would be cooperative and accessible to fill the questionnaires at the time of the study. The participants were truthful in providing responses and answered to the best of their knowledge and ability. Their views were considered as a true reflection of anger expression and self-discipline among the

adolescents. The researcher supposed that the self-reported questionnaire was suitable for this study.

Justification of the Study

In family therapy, adolescents are viewed as crucial participants due to their unique perspectives and experiences within the family dynamics. It is important to know how adolescents interact with both their parents and siblings. Many parents struggle to mentor and raise adolescents, particularly during their secondary school years, due to challenges such as poor communication, detachment, peer pressure, and occasional outbursts of anger at home, often stemming from a resistance to being controlled. It makes it even harder for parents in raising these children when they are involved in school rioting and truancy and have to pay the damage cost, but have not yet grasped how to control their behaviors. Self-discipline is often overlooked in adolescents, who may seem mature and difficult to appease or control. However, its importance lies not only in fostering responsible adulthood, but also in managing anger both at school and at home. Understanding this, parents can find encouragement to persist in instilling the value of self-discipline in adolescents, despite the challenges, to enhance family well-being and attachment.

Having in mind also that there has been an up rise of indiscipline among the schools and the rate of interpersonal violence and self-harm is rising among the secondary school students in Kenya, it is important to note the current statistics on the prevalence of the forms of anger expression. This study also comes in handy, as it explored the self-discipline scores of the secondary school students in Kenya. Various therapists have reported that people with self-discipline usually express their anger in a positive manner. In addition to that, family functioning; that is, communication, problem solving, affective involvement and responsiveness, behavior control has been shown to positively affect the mental health of adolescents. It is then crucial to ascertain whether personal self-discipline in adolescents has any association with all the forms of anger expression which are aggressive, passive and assertive. This will then shape a different perspective on the teachers and parents to see if focusing on self-discipline can help lower the negative anger expression in secondary school students.

Significance of the Study

In this study, the researcher hoped to ascertain the connection between self-discipline and anger expression. Possibly through this research, knowledge has been gained on how adolescents can be trained to express their anger in a healthy manner. Therapists and school counselors could benefit as the study informed the significant effect of self-discipline on the forms of anger expression; these are; aggressive, passive and assertive. In doing this, it will enable them to see whether focusing also on self-discipline of the adolescents is also another form of ensuring healthy anger control. School administration and policy makers in the Ministry of Education can use the knowledge in setting up policies on how to improve self-discipline among secondary school students for effective anger management. This could then ensure proper communication of their grievances mitigating school unrest, suicides and depression.

The results of this study may also benefit the parents as it could show the role of the family, that is, presence and absence of parents and their attachment to the adolescent in mediating self-discipline and anger expression. The study findings will be beneficial to the Marriage and Family Therapy Counseling and research as it will inform whether self-discipline can be incorporated as part of family functions as a tool to enable assertive anger expression that can improve general family wellbeing and adolescents' interaction in school and community at large. This is because these two concepts; self-discipline and anger expression, can build or break family relationships both with parents or siblings. Adolescents in secondary schools are at a delicate stage of growth and independent thinking but still need care and impacted values to help them as they step into young adulthood.

Scope of the Study

The study adopted a mixed method cross sectional research design. The geographical scope of the study was secondary schools that were randomly selected from Ruiru Sub-County, Kiambu County, Kenya seen in Appendix V. Data was collected from adolescent students' ages 15-19 years.

Limitations

Limitations are the elements of the study that researchers were not able to control but influenced research findings. Due to COVID-19 restrictions, the study was limited to prevent the spread of the virus to students. Researchers and assistants ensured vaccination, proper

mask-wearing, sanitization of questionnaire tools, and guided self-reporting with social distancing measures. The study narrowed to the responses of adolescents where the researcher ensured confidentiality and non-judgmental to responses given

Delimitation

Delimitation are the characteristics the researcher did not do, that is, elements outside the boundaries set. In this study, the researcher excluded adolescents who were not within 15-19 years of age bracket.

Chapter Summary

This Chapter has covered the background of the study, objectives, research questions, significance of the study, scope, delimitation, limitations and assumptions of the study. Inappropriate anger expression among students is not limited to Kenyan context, but it is a global concern. Most studies have evaluated the effect of self-discipline on academic performance but not anger expression of secondary school students. The problem statement illustrates the current affairs in Kenya in that adolescents are facing challenges in regard to self-harm and interpersonal violence. The purpose of the study was to examine the influence of self-discipline on the forms of anger expression among secondary school students in Ruiru Sub County, Kiambu County Kenya. The next chapter covers empirical literature based on study objectives, theoretical and conceptual framework.

Chapter Two: Literature Review

This chapter reviews relevant literature on self-discipline, anger expression and socio-demographic characteristics of the adolescents that affect anger expression. The literature review is divided into three sections. The first section entails empirical literature review with respect to self-discipline and anger expression. The second section comprises the theoretical framework that outlays the theory that was applied in this study. The conceptual framework is discussed in the third section. The chapter ends with a summary.

Empirical Literature Review

Anger

Anger is a natural healthy emotional response that is faced when one feels; assaulted, cheated, threatened, victimized, shamed, unfairly treated or frustrated with self or others. This anger emotional state varies in intensity from slight irritation to wrath and fury (Mind, 2018). The emotion of anger has both positive and negative connotations. The positive aspects of anger are that it enables one to identify things and problems hurting them. It is the motivational force for justice as it is usually employed to condemn violations in the society that are related to freedom, fairness, individual choice and liberty. Anger usually motivates people to create change especially when they are exhausted of a continuous problem that is harmful to self or others, achieve goals both at individual and group level and move on. As part of fight and flight response, anger helps us stay safe and defend us in dangerous situations with energy (Hess, 2014).

Although anger produces positive changes, when it is out of restraint, it ends up being harmful and can cause setbacks at school level, personal relations and overall quality of life. What you do with anger is what makes a difference and it becomes a problem when it harms self and others (Kriegler, 2014). There are three main ways which people consciously and intuitively react to anger, which are; expression, suppressing and calming down the anger feeling. These bring out the three major forms of anger expression; aggressive, passive and assertive as discussed below (Psycho-Technical Directorate, 2021).

Three Forms of Anger Expression

The feeling of anger is expressed in three different ways which entail: anger-in, is when one keeps anger under stress and not expressing it; In anger-out, where one can physically express anger by hitting objects, hurting other people or orally by affronting, criticizing or swearing and anger-control, which is expressed when one behaves calmly, with patience, tolerance and understanding in an angry situation. These anger expressions make up the three forms of anger expression which have been classified: Aggressive, Passive, Assertive (Arslan, 2010).

Aggressive anger is when anger is expressed directed to others so as to hurt them emotionally, psychologically and physically. This can be verbally by putting others down, yelling, threatening, calling names or physically through hitting objects and others like punching and kicking (Arslan, 2010). In this type of anger expression, the person is brutally honest, insensitive, and direct. They impose their choices on others, belittle them, and seek to win at all costs, damaging relationships. Their feelings are condemning, critical, and self-righteous, with a superiority complex. The underlying belief is that he or she has to put others down so as to protect themselves and have to achieve their goals at the expense of others. The other people in the conversation usually feel humiliated, inferior, hurt and even vengeful. The aggression is usually impulsive and unplanned (Clark & Warters, 2008).

Passive anger typically pertains to individuals who prioritize pleasing others at their own expense, leading them to avoid situations that trigger their anger (Muris et al., 2004). Passive behaviors can include poor eye contact or soft speaking. Passive aggression is portrayed through various behaviors such as carrying out tasks incorrectly, sulking, seeking hidden revenge, procrastinating, avoiding communication, gossiping, belittling others, becoming cynical and critical, venting anger on objects, or exhibiting mean behavior in the future. This is mostly to those with a personality that allows others to choose for you, are emotionally dishonest, do not mind losing in the win-lose situation, have indirect self-denial and low self-esteem. When in argument, the person tends to be anxious, feels manipulated, helpless and ignored (Clark & Warters, 2008).

The individual tends to be angry at self and others. The other person in the argument may feel guilty, frustrated and superior. This form of anger expression disposes on to depression, suicidal thoughts and loneliness. The underlying assumption is that they should never allow anyone to feel uncomfortable or displeased except themselves; thus, their rights can be disregarded at the expense of others (Adana et al., 2017). Assertive or healthy anger expression means the person communicates the anger feeling directly to the person involved in a non-threatening respectful manner. The emotions, thoughts, attitudes and likings are explained precisely to the other person in an honest and proper way that respects both parties (Clark & Warters, 2008). The assertive behavior is honest, converts win-lose situations to win-win, self-expressive and straight forward. During the conversation, one feels confident, goal- oriented, valued and later, one feels accomplished, while the other individual feels valued and respected. The underlying belief system is that one has the responsibility to protect their own rights and respect others' rights but not unnecessary behaviors. The final outcome in assertive anger expression is that both parties come to a negotiation with their rights and others being respected. The assertive anger expression behaviors include; good eye contact, steady pitch of voice and applying the I-messages (Zhukov, 2020).

Adolescents' Developmental Stage in Relation to Anger Expression.

Adolescents' brain development has been scientifically used to explain the difference in their anger expression. The adolescent brain is usually wired to learn as the synapses where brain cells talk to each other are higher in number than adults. They have more ability to learn, change and adapt to the environment to strengthen the synapses called synaptic plasticity. This causes a lot of excitement in the brain to the environment making them risk takers. Maturation of the brain usually takes two and half decades. The myelination (connection) of the brain regions starts from the back moving forward; hence, the frontal lobe is the last part to connect to the rest part of the brain. The frontal lobe is necessary for judgment, impulse, controlled decision making and empathy. The immature limbic system and prefrontal cortex causes adolescents to be highly vulnerable to the influence of social maladjustment like injury, self-harm, addiction and violence. The two reasons are the higher ability of synaptic plasticity and immature frontal lobe which gives reason as to why adolescents are quick to make impulse behaviors when provoked to anger without considering consequences (Arain et al., 2013).

The growth of the meta-cognition of adolescents allows them to identify the precursor conditions which give rise to anger both with self and other people like close friends. They

are able to identify a wider and more complex way of the elicitors of anger as they have a deeper social analysis with family and friends, greater sensitivity to other people's thoughts and feelings, self-image conceptualization and the long-term outcomes of anger. Older adolescents do not necessarily rely on others to describe anger, but are subjective on how they define their anger psychologically making it more differentiated (Salisch & Saarni, 2011).

The complex adolescent's cognitive development allows them to develop a sense of uniqueness and have deeper feelings on self-consciousness. This causes them to challenge authority figures frequently and engage in risky behaviors. Regarding emotional development, adolescents are trying to develop their identity which entails what they think about themselves and even who they feel they are in relation to others. To build a realistic self, there is a need for emotional intelligence that is managing one's own emotions and nurturing empathy which is part of self-discipline. In social development, adolescents often feel closer to their peers than to their families. Consequently, their expression of anger can be greatly influenced by their friends, as they seek acceptance and validation from them (Tai, 2019).

Self-discipline

Self-discipline entails adhering to expected duties and plans despite facing obstacles, inconveniences, weaknesses, and hardships. It encompasses qualities such as resilience, the ability to finish what you start, and perseverance. Self-discipline also refers to restraining oneself and thinking before you act. Sometimes, self-discipline is used interchangeably with self-control to mean avoiding unhealthy behaviors that can lead to negative consequences (Gorbunovs et al., 2016).

Measures that have been shown to improve and reinforce self-discipline include; forming daily routine activities in a systematic manner; for example, waking up in the morning, making bed and showering on a daily basis. Managing psychological problems like stress, anger, frustration, anxiety and depression as these are impediments of attaining goals and visions in life. Self-discipline is enforced by maintaining good health, developing pleasant relationships with others, recognizing appropriate behavior, learning to forgive self and others. Self-discipline can further be enhanced by creating awareness and having accessible therapies (Kapur, 2020).

Self-discipline offers numerous benefits, including self-reliance. It brings pleasure and contentment, even in adverse situations (Duckworth et al., 2019). It fosters amiability with others and enhances skills and abilities. It allows for leisure and relaxation activities. Moreover, it reinforces existing plans and facilitates the development of new ones (Kapur, 2020).

Self-discipline among adolescents

When discussing adolescents, self-discipline involves regulating their behavior with minimal adult supervision and implementing a system of rewards and consequences (Bear, 2008). The adolescent is able to decide the action they want to follow and take responsibility. Self-discipline also means knowing what is right, desiring and then doing it. It usually shows intrinsic motivation rather than external factors such as rewards or fear of punishment (Bear, 2010). It has also been defined as a practice, habit and skill to understand the importance in every individual's life and its purpose is to make one aware of undisciplined behaviors. It has been shown to promote self-worth, academic excellence and emotional wellbeing including anger management (Moneva & Gatan, 2020).

There are three distinct and crucial forms of self-discipline which entail concentration, delayed gratification and resisting initial impulses. All these forms help the adolescents to overlook various unhelpful tendencies (Taylor et al., 2002). Concentration involves overcoming the tendencies of the mind to wander off and maintaining attentional focus irrespective of distractions, fatigue, boredom and frustrations. This enables individuals to mentally stay on track until they make progress and are effective. Resisting initial impulses means overcoming the tendency to jump into conclusions and acting on impulses. Self-discipline focuses on resisting initial reactions to problems or situations, considering alternatives, and weighing the potential benefits and costs of specific actions. This is important to note as impulsivity is highly linked to risky behavior like negative anger expression. Delaying gratification entails being patient and not overlooking your long-term goal on the basis of short-term rewards. This helps the adolescent to develop goal-oriented behaviors that are good for their future (Taylor et al., 2002).

Regarding resisting initial impulses, self-discipline has been linked to self-control. Based on the meta-analysis of studies that have looked at self-control and aggression, a theory has been developed called I³ theory pronounced I-cubed theory that indicates that there are three processes that underlie aggression. The three progressions are; instigation, impellance and

inhibition. Instigation refers to one having a direct exposure to social dynamics that prompt the yearning to aggress for example; provocation or social rejection. Impellance states that the situational or dispositional aspects that physiologically prepare the one to experience fervent impulse to be aggressive once met with certain initiators in specific context which is also known as trait aggressiveness or anger rumination (Denson et al., 2012).

The most powerful aggressiveness occurs when both instigation and impellance are strong. Inhibition means, when the dispositional and situational aspects encourage the probability of an individual to supersede an aggressive impulse, that is trait self-control. When the inhibition strength exceeds the aggressive impulse, the adolescent behaves in a non-aggressive manner. Inhibition includes prefrontal cortical control, sobriety, practicing self-control and intact self-regulatory resources that acts as a third party to prevent aggressiveness (Denson et al., 2012).

Various studies have concentrated on the association between self-discipline and academic performance, reporting that self-discipline predicts academic achievement (Duckworth & Seligman, 2005; Njoroge & Nyabuto, 2014; Rachel, 2020; Riwe, 2010; Zhao & Kuo, 2015). Nevertheless, academic performance is influenced by various factors including; socioeconomic status, overall intelligence, motivation, parental involvement, and study skills. Self-discipline is then remarkable for its robustness and is universal across academic outcomes (Duckworth et al., 2019).

Study conducted by Duckworth and Seligman (2005), showed that self-discipline outdid Intellectual Quotient as a predictor for high academic performance of students and those who would improve their grades over the course of years. Research reported that girls generally do better than boys in earning higher grades throughout elementary, primary and high school although boys perform better in Intellectual quotient tests because of them being more self-disciplined (Duckworth & Seligman, 2006). A study conducted by Gong et al., (2009) reported that self-discipline can impact both learning rate and accumulation of knowledge over time. This indicates that self-discipline gives room for adolescents to gather necessary information and store it. As studies are focused on academic excellence there is a need to look at anger expression.

In a study conducted by Mbaluka (2017), the effect of students' self-discipline and parental involvement on both their overall grade point average and performance on the Iowa Test of Basic Skills—an internationally standardized exam assessing proficiency across various

subjects—was assessed. The study reported that students' self-discipline and parental participation was highly correlated with GPA and Iowa test of basic skills results which depicted academic excellence (Mbaluka, 2017). A study conducted in Marsabit County, Kenya by (Riwe, 2010) found a significant relationship between student's discipline (time management, proper dressing, obedience and relation) and academic performance that is; attendance, doing corrections, making revision, participation and overall scores. Rachel (2020) found that student's indiscipline; that is, truancy (missing teaching and learning processes), examination cheating, vandalism and student's failure to do homework affected negatively the student's academic performance among adolescents in Vihiga County, Kenya. This study comes in handy as it assessed the influence of self-discipline on anger expression which most studies have not focused on.

Socio-Demographic Characteristics that Affect Anger

There are various factors that trigger anger in adolescents. They include; frustration, low self-esteem, being bullied persistently, having detrimental peer pressure, family discord, a traumatic experience, death of a beloved, child abuse, drug and substance abuse, orphan, neglect by parents and adoption issues. All these influence adolescents to adopt negative forms of anger expression such as aggressive or passive which ends up being detrimental to the adolescents (Nishad et al., 2021).

Age and Gender

The study by Deno et al. (2021) delved into anger expression across age groups and genders in Japan. Their focus was on two types: overt anger, which involves physical or verbal aggression, and constructive anger, characterized by assertive and problem-oriented expression. The results showed that older females displayed significantly higher levels of overt anger compared to their younger counterparts. Furthermore, females tended to express assertiveness towards peers and overt anger towards parents, whereas, males were more prone to overtly expressing anger towards their peers. This reveals that females expressed aggression towards authority but were assertive towards their agemates (Deno et al., 2021)

A study conducted by Ng and Khor, (2018) in Malaysia examined anger expression and experience among adolescents aged 16-18, with forty-five participants being males and fifty-five being females. The findings revealed a significant tendency among males to internalize and suppress anger compared to females. This suggests that males are more inclined to suppress their anger (Ng & Khor, 2018). These results stand in contrast to previous research,

prompting further investigation into whether Kenyan adolescents demonstrate higher rates of assertive, passive, or aggressive anger expression among males compared to females.

Adolescent Attachment to Parents

Parental attachment to adolescents affects the anger expression. This is noted in a study conducted in Turkey on the factors that affected anger expression and problem-solving skills of the adolescents (Adana et al., 2017). According to the study findings, adolescents who perceived their parents as dominating, inconsistent, indifferent, and authoritarian tended to score higher on scales measuring aggressive reactions, passive-aggressive reactions, and anxious behaviors. However, those who perceived their parental attitude as democratic scored high in calm behavior subscales and problem-solving skills (Adana et al., 2017).

Another study conducted by Muris et al. (2004) assessed anger and hostility in adolescents and their self-reported attachment to their parents and their supposed parental rearing styles. The study reported that those adolescents who described themselves as avoidantly and ambivalently attached, displayed higher levels of anger and hostility than those who were securely attached to their parents. Those who experienced low levels of emotional warmth and high levels of rejection, control and inconsistency from their parents also had high levels of anger and hostility (Muris et al., 2004).

Lebanese adolescents who experienced higher fearful attachment styles with their parents were significantly associated with higher anger and hostility. This was also seen in those with higher preoccupied and dismissing attachment styles, but those with secure attachment to their parents had less anger (Maalouf et al., 2022). This shows that the family environment has the propensity to affect anger expression even though the adolescent may be practicing self-discipline which this study evaluated. A study that was carried out to understand the age and gender differences in anger expression showed that girls ages 15-16 years expressed their anger more openly and were verbally aggressive toward their parents, while they expressed anger more constructively towards their peers. However, boys expressed their anger more overtly towards their peers (Deno et al., 2021).

Anger Expression and Self-Discipline

A study done by Hamarta et al. (2015) has shown that there is moderate positive correlation between self-control and anger expression. This is because adolescents who can reason consciously, query their experiences and know that behaviors have certain aftermaths will

easily discipline themselves. Consequently, with self-discipline skills, they can express their anger more positively, and have less negative anger experiences (Hamarta et al., 2015). There is scanty research on how self-discipline influences the three forms of anger expression, which this research study focused on.

Theoretical Framework

In this study, the Cognitive Behavioral Theory and the Attachment Theory were identified as the most appropriate frameworks for examining the influence of self-discipline on adolescents' expression of three forms of anger.

Cognitive Behavioral Theory

Albert Ellis pioneered the use of the Cognitive Behavioral Theory in 1957, collaborating with other therapists to integrate cognitive and behavioral theories into the formulation of this theory. This then implies that it comprises two approaches which are; Individual Cognitive Theory and Behavioral Theory. It is elaborated that thoughts, emotions, body sensations and behaviors are all connected. What we think and do affects the way we feel. The cognitive processes are inclusive of automatic thoughts and underlying assumptions and core beliefs. Individual cognitive processes that are meanings, discernments, assumptions and evaluations related to specific life events are important in the development and maintenance of emotional and behavioral response to life situations (González-Prendes & Resko, 2012).

The Behavioral Theory assumes that a person's behavior is crucial in maintaining or changing their psychological state of mind. The origin of the Behavioral Theory focuses on classical conditioning and operant learning; classical conditioning denotes that an original neutral stimulus or event comes to elicit a response without any prior learning history. Operant learning means that behaviors are increased in frequency by reinforcement. Behaviors that result in positive outcomes or help avoid negative consequences are likely to become more frequent. (Substance Abuse and Mental Health Services Administration, 2012).

Negative automatic thoughts or cognitive distortions are believed to have direct influence on mood which are usually typically biased or illogical. For example, anger expression can be, 'she thinks I am an idiot'- mind reading which is normally not the case. Underlying assumptions and core beliefs are durable and usually do not change over a range of time. They present an individual's basic rules and values. For example, 'My worth is dependent

on others'. In addressing this, one starts by identifying the automatic thoughts and distorted cognitions and then addresses the underlying core beliefs that are associated with the automatic thoughts (Bhattacharya et al., 2013). To bring changes, Cognitive Behavioral Theory uses two approaches; that is, restructuring the cognitive events and behavior adjustment like social and interpersonal skills training. For example, interventions mostly used in anger management are cognitive restructuring, identifying cues and events that make one angry, relaxation through taking slow deep breath, communication skills and problem-solving routines. It is a solution-oriented form of psychotherapy that teaches one to identify negative thoughts and feelings, do a reality check, challenge and replace them with more rational thoughts (Chin & Ahmad, 2017).

Attachment Theory

The Attachment Theory, developed by psychologists John Bowlby and Mary Ainsworth in the 1950s, suggests that children have a natural inclination to form bonds with caregivers. When caregivers are consistently available and responsive, children feel secure and are able to explore the world. This theory identifies four attachment styles: ambivalent, avoidant, disorganized, and secure. In ambivalent attachment, children become distressed when separated from caregivers, leading to adolescents who struggle to depend on others for help. Avoidant attachment occurs when children avoid caregivers due to past punishment for seeking help, resulting in indifference between caregivers and strangers. Disorganized attachment reflects confusion and fear towards caregivers, lacking a clear source of comfort. Secure attachment is characterized by children and later adolescents who rely on caregivers, experiencing distress when apart and joy upon reunion (Jones, 2016).

Combining the Two Theories

The Attachment Theory as related to identifying whether attachment to the parents or caregiver as a socio-demographic characteristic can have influence on anger expression is seen in the classical and operant conditioning. Securely attached children learn that their sensitive caregivers are usually concerned with distressing situations and respond by care and support to relieve the distress. The parent helps them understand their relationship with peers and is emotionally attuned throughout debates and conflicts. This goes a long way in affirming self-discipline in the adolescent. In insecurely attached adolescents, either in repeated disappointment experiences or a traumatic event learn that the caregivers are unresponsive in distressing situations; thus, maintain feelings of disappointment and

frustration and never rely on the parent as a source of support. This results in trait anger that can boil up once provoked (Bosmans, 2016).

Self-discipline involves emotion regulation which is the ability to adapt emotions in a healthy manner within the social context. Self-discipline can be employed in Cognitive Behavioral Theory to depict different forms of anger expression that are aggression, passive and assertive. Aggressive and bullying behavior is due to lack of self-control and proper anger management. In cognitive restructuring, self-discipline allows the adolescent to identify unhealthy thought patterns that are fueling the anger and replace it with rational balanced thoughts thus controlling outburst of anger. When pertaining to problem solving, adolescents with self-discipline can consider the cost and benefits of continuing to see the situation from an angry perspective and overcoming the anger feelings. Self-discipline enables assertive anger communication, a technique utilized in Cognitive Behavioral Theory which enables the individual to avoid aggression or passive self-harm and adopt assertive forms of anger expression. Adolescents raised in a secure attachment environment are capable of having high levels of self-discipline (Brooks et al., 2017; Khadka & Magar, 2021).

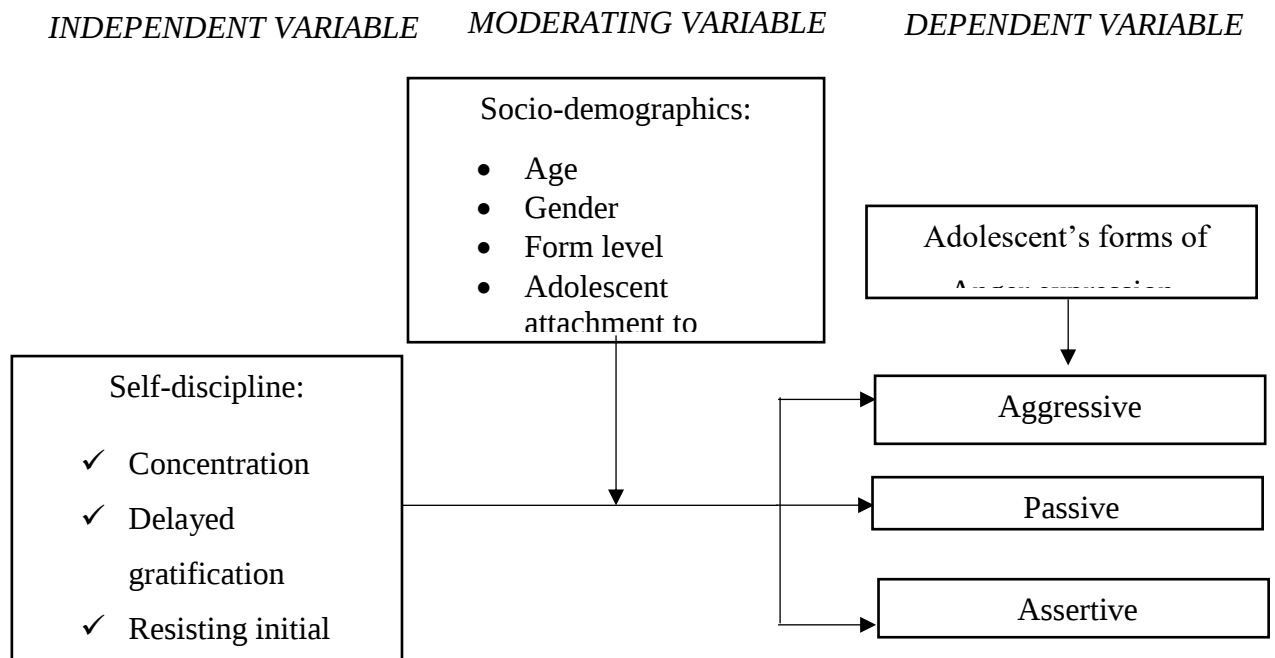
Self-discipline is defined as the practice, habit, and skill of prioritizing what matters in life. This contributes to behavioral theory by fostering positive feelings, thoughts, and emotions. Consequently, adolescents develop emotional intelligence, experience less anger, and express anger constructively and assertively (Moneva & Gatan, 2020). According to Kong et al. (2020), self-control influences emotional regulation and expression. Self-control can effectively reduce anger. Adolescents with self-control tend to express less anger. Self-control, as a type of basic human capability, has a broad effect on cognition processes. People with high levels of self-control can efficiently decrease negative repetitive reflections of anger to improve the tendency of forgiveness (Kong et al., 2020).

As applied to this study, the theories hold that the independent variable is self-discipline which influence the dependent variable, the different forms of anger expression in adolescents. Low to high self-discipline influences the different forms of anger expression such as aggression, passive and assertiveness. The rationale states that self-discipline enables adolescents to have cognitive restructuring, social interpersonal skills and coping strategies that enable them to express anger in a healthy and peaceable manner.

Conceptual Framework

Figure 1

Conceptual Framework



Note: Source: Developed by the researcher

Figure 1 shows the relationship between self-discipline and forms of adolescent's anger expression with respect to socio-demographic characteristics of the adolescents as the intervening variable. Self-discipline, in relation to concentration to goals, acts of allowing delay and better gratification allows one not to be aggressive when events or people do not turn out as expected. Resisting initial impulses allows the adolescent to calm the anger and be assertive in communicating their anger. This then means that self-discipline promotes assertive form of anger expression and minimizes aggression and passive aggression. Socio-demographic characteristics such as age, gender and attachment to their parents have an effect on the anger expression. Studies have reported that girls are less aggressive than boys when venting out their anger. Adolescents who experience insecure attachment to their parents in a fearful and authoritarian environment tend to display more anger and hostility. This contrasts with those who have secure attachment. In such families, parents are preoccupied, inconsistent, and dismissive. Older adolescents' express anger more overtly to their parents than peers. Adolescent's self-discipline is the independent variable which was

determined using personal self-discipline survey. Anger expression of adolescents is the dependent variable that was assessed using Anger Expression Scale.

Synthesis of the Research Gaps

All the cited research sources show that there is a relationship between anger expression and self-control which is inclusive of self-discipline and can be used interchangeably with it. Research shows that low self-control is related to high aggressive and passive forms of anger expression. Anger management involving self-control such as emotion regulation improved the assertive form of anger expression. However, none of the studies have highlighted particularly self-discipline and forms of anger expression. Table 1 highlights the synthesis of the research gap. The current study sought to answer the question whether self-discipline influences the different forms of anger expression in adolescents so as to advocate self-discipline as a strategy of anger management.

Table 1*Synthesis of Research Gaps*

Study	Author	Focus	Findings	Gaps	How Gaps were Addressed
The relationship between high school students' destructive anger expression and self-control skills	Hamarta, Karahan, Zorlu and Parmaksiz, (2015)	Adolescents mean age 15.24±3.6SD	Adolescents with self-control skills would express their anger positively and had lower negative anger experiences	Majored on self-control and destructive aggression thus lacked to look at all forms of anger expression	Study focused on self-discipline on all forms of anger expression (aggression, passive and assertive)
Anger expression and self-control skills among teenagers in a high school Nepal	Khadka and Magar, (2021)	Adolescents ages 13-19 years	Nearly half of the respondents had high anger expression and low self-control skills. There was moderate positive statistically significant relationship between anger expression and self-control skills	Study utilized self-control scale that had 5 subscales; self-discipline being one of them. This lacked to look self-discipline as stand alone.	Study looked only at self-discipline and its relationship with forms of anger expression.

Effects of an extracurricular anger self-control program on nursing students	Jun et al., (2021)	Nursing college students	Educating on developing and strengthening self-control on thoughts and feelings particularly anger like emotion differentiation, strengthening positivity and control mind to empathize with others	Study was quasi experimental and cross sectional. It involved training and majored on self-control. The study did not look at self-discipline and its effect on anger in a natural setting.	Study was cross sectional reviewing self-discipline on a natural set up in regard to how it influences the different forms of anger expression
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Chapter Summary

Self-discipline is the capacity to accomplish tasks and resist temptations that are not wise to do. Anger expression is how people handle the anger feeling. This can be done by; bottling it in, physically and verbally venting out anger or controlling anger by communicating it in a healthy way respecting other people's rights. Adolescents are usually at a delicate stage as their brains are maturing and are developing their identity, causing them to find it hard to express their anger healthier. It has been proven that there is a significant association between self-control and anger expression in that the greater the self-discipline, the lesser the negative anger expression. Maladaptive anger control decreases self-discipline subsequently increasing negative anger expression and experiences. In this study, the researcher evaluated the anger expression and self-discipline score and their correlation among high school adolescents in Ruiru Sub County, Kiambu County, Kenya. This chapter focused on the empirical literature in relation to study objectives, theoretical and conceptual framework. Next chapter will focus on the study methodology; research design, study population, sampling method, samples selected, research instrument validity and reliability, data collection procedure, data analysis and ethical considerations.

Chapter Three: Research Methodology

The purpose of this chapter is to describe how data was obtained, analyzed and interpreted to answer the objectives and research questions. It discusses the research design, target population, sample that were selected, validity and reliability of the research instrument, data collection procedure, data analysis technique and ethical considerations.

Research Design

This study utilized a convergent mixed-method research design to explore the connection between self-discipline and anger expression. This approach involved both quantitative and qualitative data collection and analysis, with findings from both methods integrated and interpreted for comparison. The study adopted a cross-sectional design, meaning it was conducted at a single point in time. Researchers identified and examined significant trends and patterns in the data, without manipulating the variables, thus allowing for a naturalistic exploration of their distribution and relationships (Creswell & Creswell, 2018).

Study Population

The target population were adolescents aged 15-19 years in Ruiru Sub County, Kiambu County Kenya. The accessible population were the adolescents' ages 15-19 years who were chosen using stratified random sampling from selected secondary schools in Ruiru Sub County, Kiambu County Kenya. Ruiru Sub County as seen in Appendix V was chosen as it is a cosmopolitan county; thus, diverse for it has rural and yet urban wards. This provided valuable insight into the challenges faced by secondary school adolescents on a daily basis. Such findings could be extrapolated to the broader population of secondary students in the country.

Sampling Method

The researcher randomly selected 3 secondary schools out of 31 using a random number generator which consisted of public schools. The representative adolescent samples were selected using the fisher's formula for the large population size. The sample size was divided proportionally within the 3 schools to obtain an even sample size in each secondary school.

Samples Selected

The table below indicated that there are 13 public secondary schools in Ruiru Sub County (Ministry of Education, 2023). Using a random number generator, three secondary schools were selected namely; Ruiru Girls' Secondary School, Ruiru Boys' Secondary School and Uhuru Kenyatta Secondary School.

Table 2

Public Secondary Schools in Ruiru Sub County

	NAME OF SCHOOL	CATEGORY
1)	Ruiru Secondary School	Public
2)	Ruiru Girls	Public
3)	Githunguri	Public
4)	Kwihota Secondary	Public
5)	Spinners Boys	Public
6)	Gitothua Secondary	Public
7)	Ruiru Kihunguro	Public
8)	Devki Ruiru	Public
9)	Gikumari	Public
10)	Githurai Mixed	Public
11)	Kwangethe	Public
12)	Mwihoko secondary	Public
13)	Uhuru Kenyatta	Public

The representative sample size was selected using fisher's formula for the population that is large in size. The variability in the proportion is not known; thus, it was assumed to be $p = .5$. The researcher's desired 95% confidence level and $\pm 5\%$ precision. The following is the equation that demonstrates how the sample size was determined (Israel, 2003).

Sample Size Determination

$$n = \frac{z^2 pq}{e^2} = \frac{(1.96^2)(.5).5}{(.05)^2} = 384 \text{ students}$$

Where n represent the sample size

Z is the constant for a desired confidence interval of 95% which is 1.96

e is the desired level of precision

p is the estimated proportion of anger expression that is present in the adolescents

q is the 1-p

The adolescents who met the inclusion criteria that is between the age of 15-19 were selected randomly until the sample size was attained. To cater for the non-respondent, 10% of the sample size were included which totaled 424 students as the accessible population. The adolescents were selected using stratified random sampling as per their forms.

Types of Data

The study collected primary data from adolescents using a self-reported structured questionnaire covering socio-demographic characteristics, adolescent attachment, personal self-discipline, and anger expression. Qualitative data were obtained through Key Informant Interviews with class teachers from different schools.

Data Collection Methods and Procedures

The study commenced by sampling 3 secondary schools from Ruiru Sub County using a random number generator. That is Ruiru Boys, Ruiru Girls and Uhuru Kenyatta Secondary School. After the ethical approval by the NACOSTI and Ministry of Education, the researcher together with the assistant sought permission from the principals of the selected secondary schools. The students were administered a self-reported structured questionnaire that determined their socio demographic characteristics, self- discipline and anger expression. The researcher together with her assistant ensured that the questions were completed and assisted the adolescents during the survey.

The self-reported structured questionnaire contained four sections which were used to assess the objectives. The first section described the socio-demographic characteristics that are age, gender, form 1-4 level, and who they lived with. The second section measured the attachment of the adolescent to the parent as part of the intervening variable, while the third section looked at self-discipline of the adolescent and the fourth section evaluated the three forms of the adolescent anger expression.

The adolescent attachment to parents was measured using the Adolescent Attachment Questionnaire (AAQ). It consisted of 3 scales of 3 statements each with Likert-type responses from strongly agree to strongly disagree. Its reliability using Cronbach's alpha ranged from .62 to .80 indicating an agreeable degree of internal consistency. The scale was able to measure the attachment level that is secure, preoccupied and dismissing, showing convergent validity (Bodfield et al., 2020).

The self-discipline was measured using the personal self-discipline survey developed by the Learning to Give organization (Organization, 2017). The questions were well understood by the children and teenagers and were more focused on personal self-discipline. Most studies have used a Brief Self Control Scale which truly does not measure self-discipline. The Personal Self Discipline Survey questionnaire contains simple behaviors that depict three forms of self-discipline; such as, concentration, delayed gratification and resisting initial impulses.

Anger expressions of the adolescent ages 15-19 years were assessed using Anger Expression Scale (AEX). The questionnaire yields three scale scores which describe how individuals handle anger that is; in (passive), Out (aggressive) and Control (Assertive). The scale scores were calculated as the sum and average (mean) of the respective items. Table 3 shows the scale and items evaluated.

Table 3

Anger Expression Scale Scoring and Items Evaluated

SCALE SCORE	ITEMS TO BE EVALUATED
Anger- Out (Aggression)	2,7,9,11,13,17,19,20
Anger-in (Passive)	3,5,6,10,12,14,15,18
Anger Control (Assertive)	1,8,16
Anger Total	1-20

The anger expression scale was developed by Spielberger et al. (1988) which is part of the book section called Individual Differences, Stress and Health Psychology, where the chapter explains about the experience, expression and control of anger.

Key informant interview was conducted to 15 class teachers in 3 group settings on their views on self-discipline and forms of anger expression.

Instrument Pretest

Instrument pretesting marked the initial stage of data collection. The instrument this study employed was the self-reported structured questionnaire which was pre-tested on a small sample of 10 adolescents from Kenyatta University Secondary school who were not included in the final sample. The pretesting determined how long the study would take, understand ambiguous questions and facilitate their modification and identify potential concerns with participant fatigue. Test- retest method was applied with a gap of two weeks in between. Their comments were incorporated into the final instrument revision.

Validity and Reliability

Content Validity, which entails the degree to which a concept is accurately measured was assessed by the supervisor (Creswell & Creswell, 2018). The feedback was used to review the instrument to make it better.

Reliability depicts the accuracy of the instrument (Heale & Twycross, 2015). The study utilized standardized tools; these were, Adolescent Attachment, Anger Expression Scale and Personal Self-discipline Survey that have been tested for their reliability. In addition to this, the self-reported structured questionnaire was tested using a test-retest method to our pilot study group that were not included in the research.

Data Analysis Plan

Data collected using the self-reported structured questionnaire was checked for completeness and analyzed using IBM SPSS Version 26. Descriptive statistics, including frequencies, percentages, mean, and standard deviations, were employed to depict demographic factors (age, gender, and education level) of the assessed adolescents. These statistics were also used to analyze their overall anger expression score and personal self-discipline level. The anger expression score and personal self-discipline were tested using

Cronbach alpha and Spearman rho correlation coefficient to identify whether they were significantly correlated and the level of relationship.

Ethical Considerations

The primary investigator adhered to American Association for Marriage and Family Therapy (AAMFT) Code of Ethics 2015 and Kenya Counseling and Psychological Association (KCPA) Code of Ethics 2015 by:

Obtaining approval and introduction letter from Pan Africa Christian University and research permit from National Commission for Science, Technology and Innovation (NACOSTI). The introduction letter was used to seek permission from the principals of the selected secondary schools. Informed consent that elaborated the purpose and procedures of the study was given to the adolescents as they were below 18 years. Corrections were done to the participants on any misconception. In addition, contacts were given for any enquiry by the respondents on the study and their rights. Confidentiality was guaranteed and anonymity of the participant during the entire session from data entry to publications. Participation was entirely deliberate and anyone had the freedom to retract from the study at any given time.

Protection of data: After completing fieldwork, the raw data were held under lock and key in a fastened cabinet. Electronic data was safeguarded using passwords known only to the researcher.

Accuracy: The researcher strived to maintain accuracy in interpreting and presenting the research findings. The findings were shared to all stakeholders present and any researcher doing research.

Chapter Summary

This chapter has described the methodology that was applied to achieve the research objectives. It has expounded on the cross sectional quantitative correlational design and detailed the population, sample size determination and sampling design. The chapter has also explained the type of data collected, data collection method and data analysis. Validity, reliability and instrument pretesting were also outlined. The chapter ends with ethical principles that guided the researcher in the field.

Chapter Four: Results and Discussion

This chapter comprises the analysis, presentation and interpretation of the findings resulting from this study to test the hypothesis and answer the research questions as indicated in chapter one. The findings are presented in the order of the objectives. The analysis and interpretation of data was carried out in two phases. The first part, comprises quantitative analysis of data which is based on the results obtained by administration of the questionnaire to the sample population. The second part is a qualitative interpretation of results obtained through key informant interviews conducted by the researcher.

The quantitative phase of data analysis and findings are derived from 424 questionnaires completed by adolescents from selected secondary schools within Ruiru Sub County; namely, Ruiru Boys Secondary School, Ruiru Girls Secondary School and Uhuru Kenyatta Secondary School. The overall aim of this study was to establish the influence of self-discipline on forms of anger expression among adolescent students in Ruiru Sub County, Kiambu County, Kenya.

The study sought to answer these objectives

- a. To establish the socio demographics (age, gender, form level, family living status, parental involvement in school and parental attachment) of the adolescents in the selected secondary schools in Ruiru Sub County.
- b. To assess the three forms of anger expression that is, aggression, passive and assertiveness among adolescents in the selected secondary schools in Ruiru Sub County.
- c. To determine the level of self-discipline among adolescents at selected secondary schools in Ruiru Sub County.
- d. To examine gender difference in the forms of anger expression and self-discipline among adolescents at selected secondary schools in Ruiru Sub County.
- e. To determine the relationship between self-discipline and forms of anger expression among adolescents at selected secondary schools in Ruiru Sub County.

Results and Analysis of Quantitative Data

Social Demographic Characteristics

The study aimed to establish the social demographic composition of the sample. This involved determining the average age and gender of the respondents, as well as the form

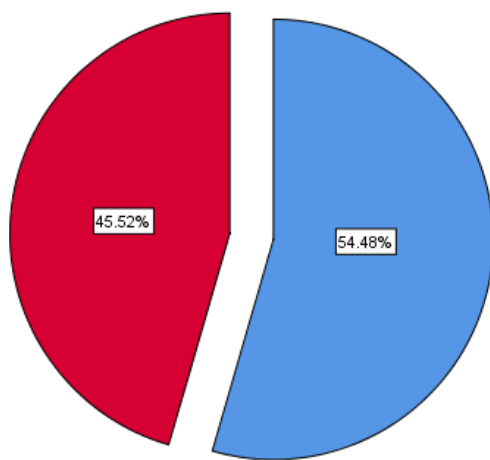
or class they attended. Additionally, the study examined their living situation at home, including their primary caregivers and parental involvement in school activities.

Age. The average age of students was 16.61 years (SD=1.373)

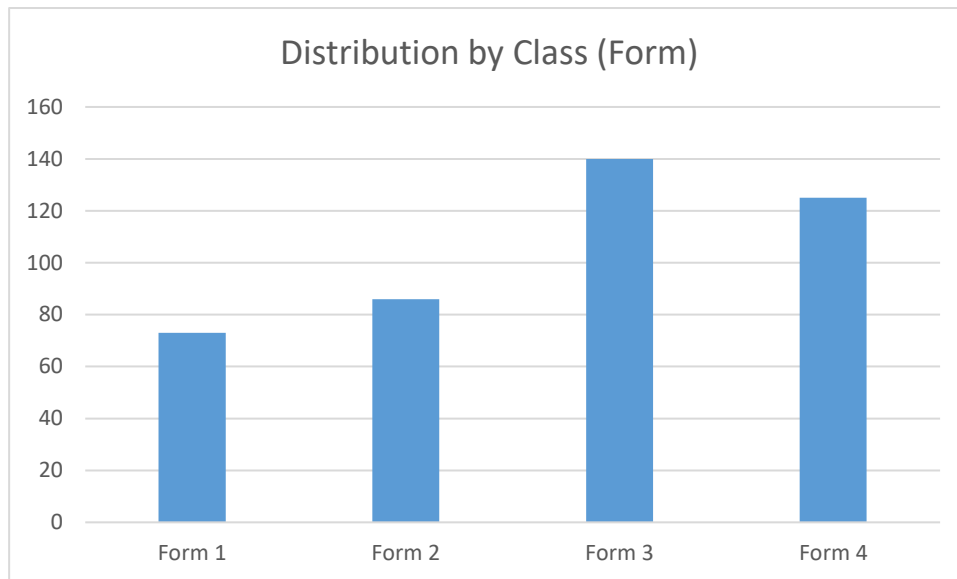
Gender. The sample of adolescents consisted of secondary school students consisting of 231(54.48%) Male and 193(45.52%) Female respondents (N=424).

Figure 2

Frequency Distribution of Gender



Form / Class level. The class level or form for adolescents' respondents comprised 73 (17.2%) Form1, 86 (20.3%) Form 2, 140 (33%) Form 3 and 125 (29.5%) Form 4 respondents. This totals to 424 respondents.

Figure 3*Frequency Distribution by Class (Form)*

Living Status. The respondents were asked to indicate the relationship to the persons they usually lived with. Table 4 shows that 223 (52.6%) lived with both mother and father, 126 (29.7%) lived with only the mother, 24 (5.7%) lived only with the father. Suggesting that a significant portion, nearly one-third, were brought up by single mothers.

Table 4*Frequency Distribution for Primary Caregivers*

Primary Caregiver(s)	Frequency	Percent (%)
None	2	.5
Mother	126	29.7
Father	24	5.7
Both Mother & Father	223	52.6
Grandparent(s)	15	3.5
Guardian	34	8.0
Total	424	100.0

Respondents were asked to indicate additional persons they lived with in addition to their primary caregivers. As indicated in Table 5, those who lived with no other persons other than the primary caregivers were 381(89.9%). Adolescents that reported they were living

with siblings were 29(6.8%), 9(2.1%) indicated they lived with other extended family whilst 5(1.2%) lived with persons they had no family ties with.

Table 5

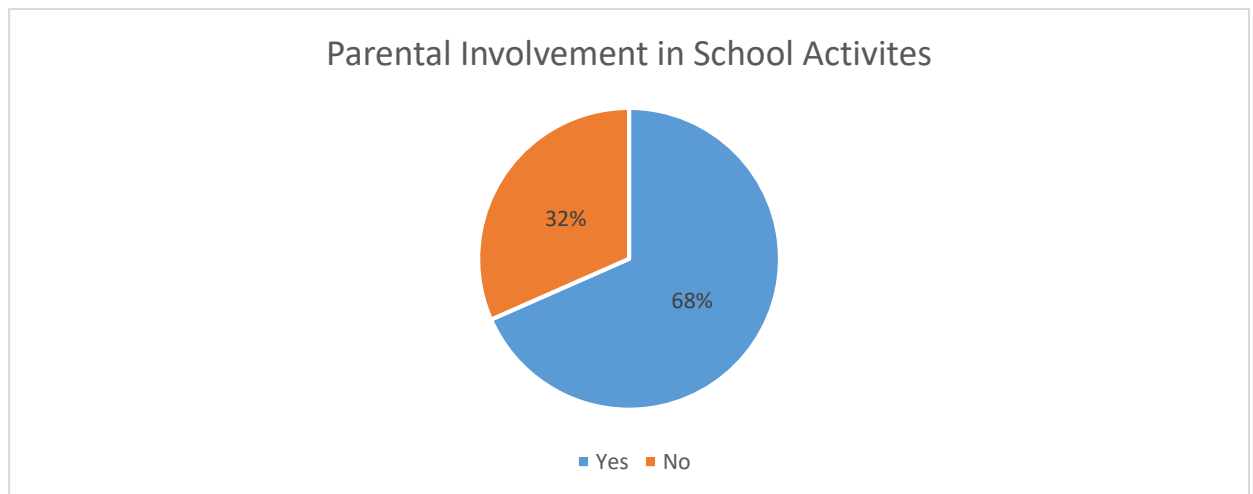
Frequency Distribution for Living Status with Non-caregivers

Other	Frequency	Percent
None	381	89.9
Siblings	29	6.8
Extended Family	9	2.1
Unrelated	5	1.2
Total	424	100.0

Parental Involvement in School Activities. Adolescents that reported that their parents were involved in school activities were 290(68.4%) while 134(31.6%) were not.

Figure 4

Parental Involvement in School Activities

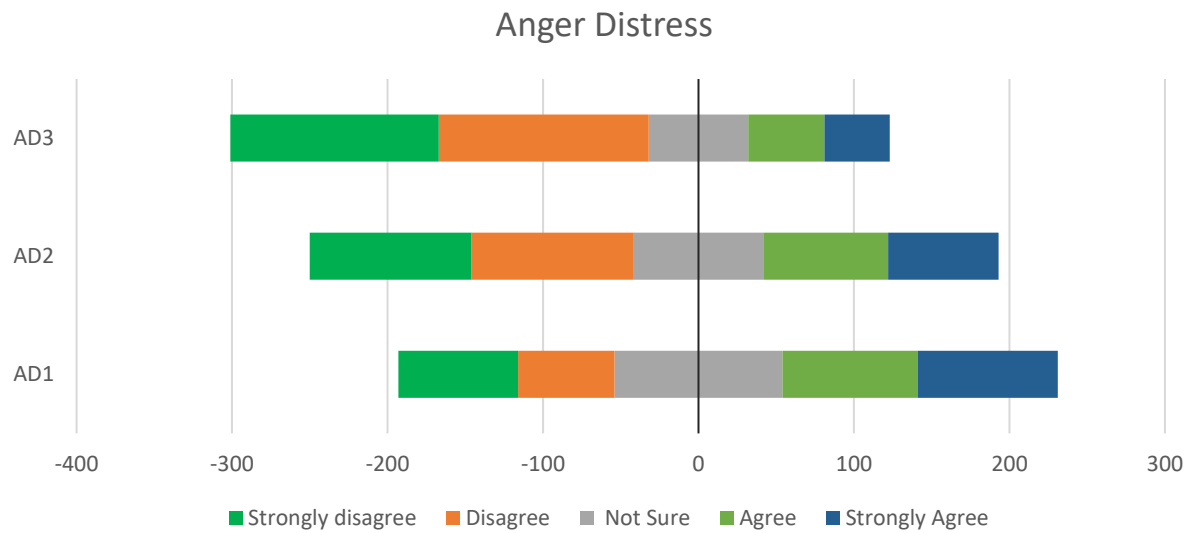


Adolescent Attachment (AA)

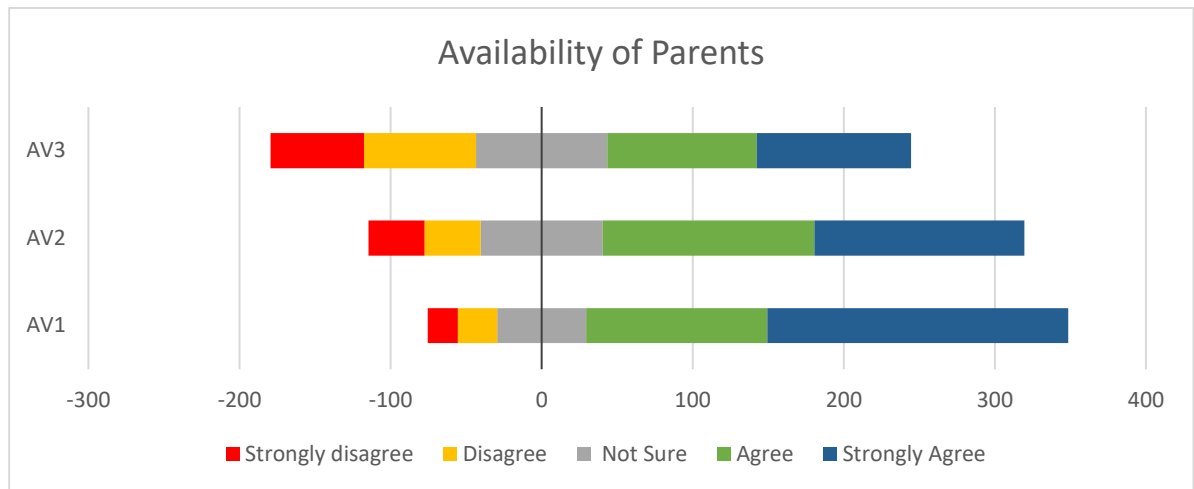
The study sought to determine the Adolescent Attachment (AA) to parents. Three indicators were measured in determining Adolescent Attachment, namely; Angry Distress, Availability and Goal-Corrected Partnership.

Figure 5

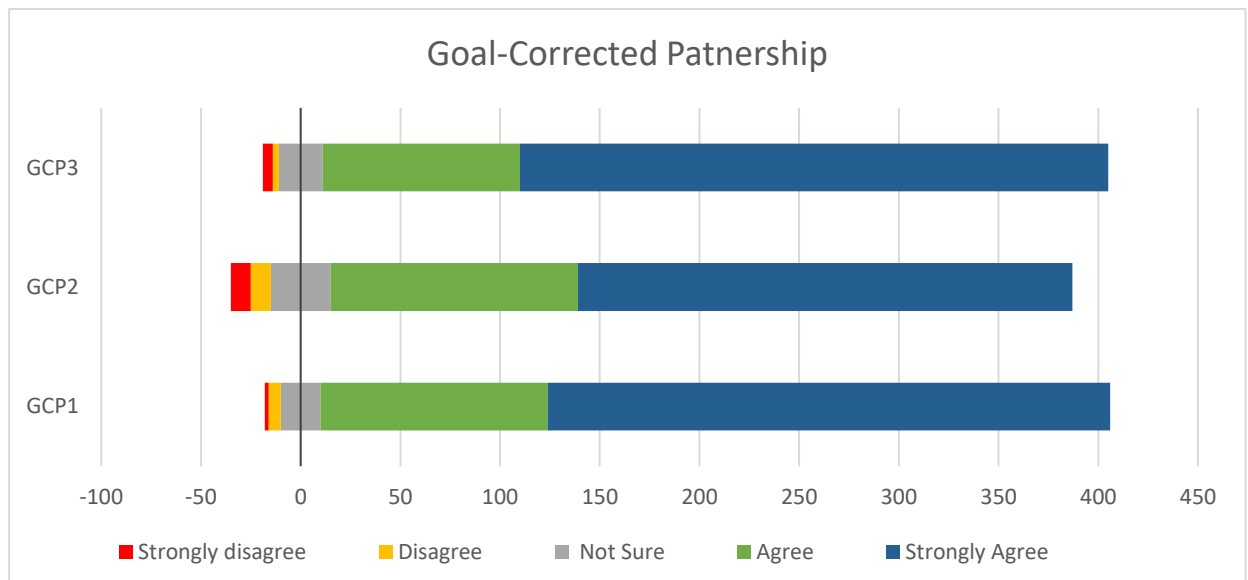
Anger Distress Based on Adolescent Attachment Questionnaire



Majority of respondents indicated that parents only noticed them when they were angry. More than half of the respondents felt angry with their parents without knowing the cause. They also got annoyed with parents because it seemed they had to demand their care. This suggests that perception of respondents concerning parental attention has an adverse effect on anger distress

Figure 6*Parental Availability Based on Adolescent Attachment Questionnaire*

Majority of respondents indicated they were confident that their parents would listen to them and try to understand their feelings. Majority of the respondents indicated that they talk things over with their parents.

Figure 7*Goal-Centered Partnership Based on Adolescent Attachment Questionnaire*

Majority of respondents enjoyed helping their parents whenever they could and felt good being able to do things for their parents. They also indicated that they felt for their parents when they (parents) were upset.

Descriptive statistics for Adolescent Attachment (AA) reveal an overall mean score of 3.6412 (SD=0.47982) as shown in Table 6. This shows a positive influence of adolescent attachment on anger. GCP3 has the highest mean of 4.58 indicating respondents felt good to do things for their parents. GCP1 also yielded a comparatively high mean score of 4.57 indicating that the majority of respondents enjoyed helping their parents whenever the opportunity arose.

Table 6

Descriptive Statistics for Adolescent Attachment

	N	Minimum	Maximum	Mean	Std. Deviation
AA	424	1.67	5.00	3.6412	.47982
AD1	424	1	5	3.12	1.384
AD2	424	1	5	2.82	1.420
AD3	424	1	5	2.38	1.298
AV1	424	1	5	4.07	1.130
AV2	424	1	5	3.74	1.223
AV3	424	1	5	3.27	1.376
GCP1	424	1	5	4.57	.691
GCP2	424	1	5	4.40	.911
GCP3	424	1	5	4.58	.725

Note: AD – Angry Distress AV- Availability GCP – Goal Corrected Partnership

The study sought to identify specific attachment levels among students and measured whether it was secure, preoccupied or dismissing, incorporating the Cronbach alpha reliability test on three adolescent attachment scales. Noteworthy, is the condition that only three items were assessed for each scale. In such cases, an Alpha value > 0.5 is considered acceptable (Pallant, 2016).

Anger Distress (AD). As indicated in Table 7, Cronbach reliability alpha test for Angry Distress (AD) was 0.511 which is greater than 0.5 thus, indicating satisfactory degree of internal consistency. The inter item correlation was 0.259.

Table 7*Cronbach Reliability Alpha Test for Anger Distress*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.511	.512	3

Table 8 shows that the total correlation of AD1 was 0.281, AD2 0.355 and AD3 0.344 indicating moderate correlation between items in the scale.

Table 8*Anger Distress Item Total Statistics*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Total Correlation	Item-Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
AD1	5.20	4.882	.281	.079	.483
AD2	5.50	4.392	.355	.132	.360
AD3	5.95	4.864	.344	.124	.383

Parental Availability. As shown in Table 9, the Cronbach's reliability alpha test for Availability (AV) was 0.722 which is greater than 0.5 thus, indicating satisfactory degree of internal consistency. The inter item correlation was 0.476.

Table 9*Cronbach's Reliability Alpha Test for Parental Availability*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.722	.731	3

Table 10 shows that the total correlation of AV1 was 0.609, AV2 was 0.575 and AV3 was 0.464, indicating high correlation between items in the scale.

Table 10*Parental Availability Item Total Statistics*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Total Correlation	Item-Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
AV1	7.01	4.728	.609	.401	.567
AV2	7.34	4.511	.575	.380	.595
AV3	7.80	4.423	.464	.217	.746

Goal-Centered Partnership (GCP). Cronbach's reliability alpha test for Goal-Corrected Partnership (GCP) was 0.632 which is greater than 0.5 thus, indicating satisfactory degree of internal consistency as indicated in Table 11. The inter item correlation was 0.379.

Table 11*Cronbach's Reliability Alpha Test for Goal-Corrected Partnership*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.632	.647	3

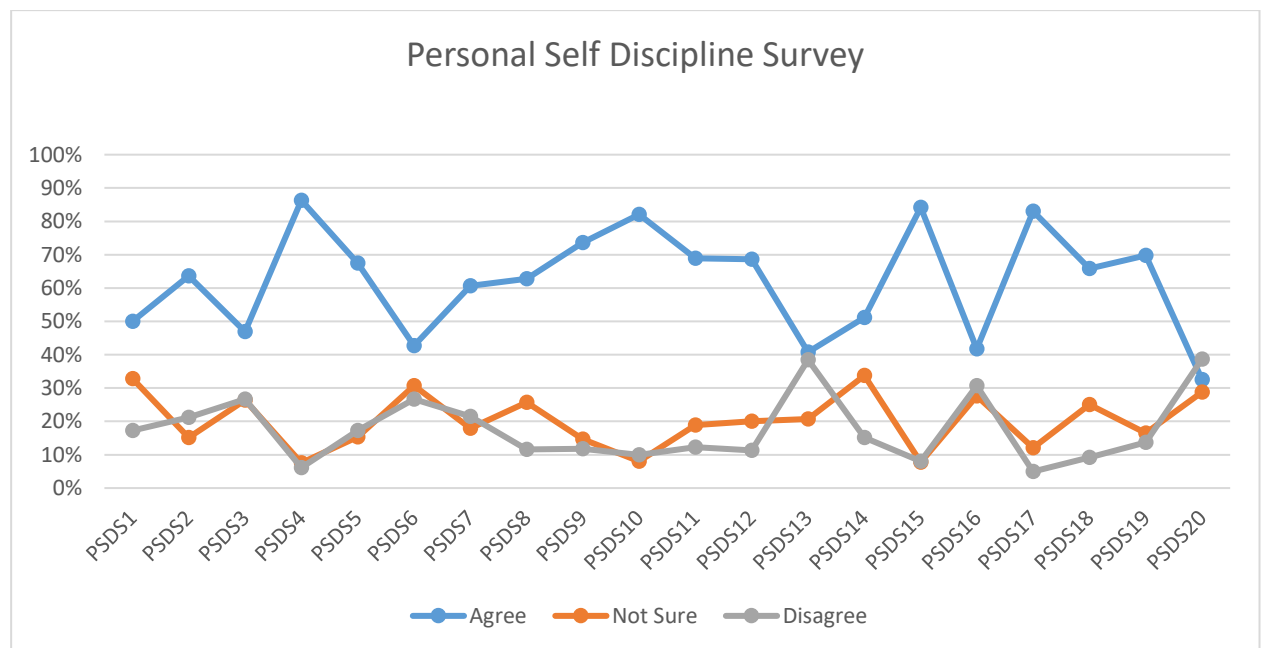
Table 12 shows that the total correlation of GCP1 was 0.448, GCP2 was 0.386 and GCP3 was 0.518 indicating a moderate to high correlation between items in the scale.

Table 12*Goal-Centered Partnership Item Total Statistics*

	Scale Item Deleted	Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Total Item- Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
GCP1	8.98		1.847	.448	.242	.533
GCP2	9.15		1.481	.386	.155	.645
GCP3	8.96		1.670	.518	.288	.435

Personal Self Discipline Score

The survey sought to find out indications of level of self-discipline by asking respondents to rate themselves based on statements of self-discipline acts.

Figure 8*Personal Self-discipline Survey*

Half, 50% of the respondents indicated they can keep promises made to others. A majority, 64% indicated they kept their room organized but only 47% indicated they completed school assignments on time. Those that were able to keep a secret when asked to by their friends were 86% while 67% were able to save money towards a personal goal. When upset, only 43% indicated the ability to keep a 'cool head'. Adherence to school

rules was mostly done by 61%, while 63% believed they were dependable persons. On the statement of whether they were able to walk away despite peer pressure from friends, 74% indicated they were able to. On matters of health and personal hygiene, 82% indicated they shower/bathe on a regular basis, while 69% indicated they ate healthy food and got regular exercise. A majority; that is, 69% kept promises made to themselves.

Only 41% of the adolescents indicated they could give up their luxury items like cell phones, video games, junk food and/or TV for a week. About half of the respondents, 51%, set and stuck to daily expectations. 84% of the respondents choose to attend school and arrive on time every day. Interestingly, 42% indicated that they do not cheat even when the opportunity presents itself. A majority, 83%, indicated they strove to do their best whilst 66% reiterated that they could start a challenging task and had the ability to focus on it to its completion. While 70% indicated that they did not need to be reminded to do chores or homework, a mere 43% indicated that they usually do not make excuses.

Descriptive statistics for Personal Self Discipline Score (PSDS) as displayed in Table 13 reveal an overall mean score of 3.6892(SD=0.49589). This shows overall respondents agreed that they were self-disciplined. This observation was further corroborated by the teachers' feedback in qualitative data, with the majority noting that the students' discipline fell within the average range. For example, one teacher reported, *'self-discipline is the way you carry yourself in the outside world. It comes from you doing the right thing at the right place at the right time. I would rate them average.'*

PSDS4 has the highest mean of 4.38 indicating respondents were capable of keeping a secret when asked to do so. PSDS15 also had a relatively high score of 4.30 indicating that respondents regularly choose to attend school and arrive on time every day. From other scores, the respondent's manifest highest discipline in the areas of hygiene (PSDS10, $\bar{x} = 4.23$) resisting peer pressure (PSDS9, $\bar{x} = 4.03$) and commitment to excel (PSDS17, $\bar{x} = 4.23$).

Table 13*Descriptive Statistics for Personal Self-Discipline*

	N	Minimum	Maximum	Mean	Std. Deviation
PSDS1	424	1	5	3.49	1.074
PSDS2	424	1	5	3.59	1.217
PSDS3	424	1	5	3.30	1.161
PSDS4	424	1	5	4.38	.932
PSDS5	424	1	5	3.76	1.253
PSDS6	424	1	5	3.24	1.305
PSDS7	424	1	5	3.57	1.241
PSDS8	424	1	5	3.70	1.035
PSDS9	424	1	5	4.03	1.159
PSDS10	424	1	5	4.23	1.060
PSDS11	424	1	5	3.84	1.111
PSDS12	424	1	5	3.87	1.076
PSDS13	424	1	5	3.02	1.506
PSDS14	424	1	5	3.50	1.031
PSDS15	424	1	5	4.30	1.021
PSDS16	424	1	5	3.20	1.274
PSDS17	424	1	5	4.23	.868
PSDS18	424	1	5	3.81	.977
PSDS19	424	1	5	3.83	1.133
Total PSDS	424	2.50	5.00	3.6892	.49589

Note: PSDS- Personal Self-Discipline Score

Anger Expression Scale

In order to measure anger expression, the respondents were asked to rate themselves based on various descriptions given as to their state when they are angry or furious. Evaluation was carried out based on three major anger expression criteria; namely, Anger-Out (Aggression), Anger-In (Passive) and Anger-Control (Assertive) as illustrated in Table 14.

Table 14*Frequency Distribution for Anger Expression Scale*

Anger Expression Scale	Question	Almost Never	Sometimes	Often	Almost Always	AVERAGE (Often & Almost Always)
Assertive	Q1	7%	52%	19%	21%	50%
	Q8	15%	28%	30%	27%	
	Q16	19%	29%	27%	26%	
Passive	Q3	14%	31%	28%	27%	37%
	Q5	40%	39%	13%	8%	
	Q6	22%	42%	16%	20%	
	Q10	21%	28.5%	22.2%	28.5%	
	Q12	32%	36%	16%	17%	
	Q14	24%	38%	23%	15%	
	Q15	26%	37%	18%	19%	
	Q18	21%	50%	17%	12%	
Aggression	Q2	22%	43%	22%	12%	31%
	Q4	29%	35%	19%	16%	
	Q7	27%	47%	15%	11%	
	Q9	41%	39%	11%	9%	
	Q11	19%	46%	17%	18%	
	Q13	33%	43%	14%	10%	
	Q17	36%	37%	14%	13%	
	Q19	25%	42%	17%	17%	
	Q20	21%	38%	15%	26%	

Anger-Control (Assertive). When adolescents were asked if they control their anger, 21% indicated they almost always, while 19% were often able to control themselves when angry. A majority 52% were only sometimes able to control themselves when angry. 57% were either almost always or often able to keep their cool when angry. A cumulative 53% indicated they were able to calm down faster than most people. Thus, on average, 50% of the respondents almost always or often express their anger assertively.

Anger-In (Passive). More than half, 55% of respondents almost always or often opt to keep things in. Adolescents who almost always pout were 8%, while 13% oftentimes pout or sulk. Adolescents who often choose to withdraw from people when they are furious or angry were 36%. On average, the respondents were divided, with 51% almost always and often opting to boil inside and not show their anger and 49% sometimes and almost always show their anger. About 68% almost never or sometimes tended to harbor hidden grudges towards others. Adolescents who were sometimes and almost never secretly critical of others were 62%. Those who reported that they were almost always or often angrier than they would willingly admit were 37%, while 29% indicated almost always or often being irritated a great deal, more than people are aware of. On average 37% of the respondents often or always resort to passive means of expressing their anger.

Anger-Out (Aggression). While assessing aggression, 65% indicated that they almost never or only sometimes expressed their anger. Those who would resort often and almost always to giving empty threats were 35%. Adolescents who indicated they almost never or sometimes would resort to making sarcastic remarks towards others were 74%. However, worth noting was 47% of these do sometimes resort to making sarcastic remarks when angry. 20% indicated they often or almost always do things like slam doors when angry or furious. 46% indicated they sometimes resort to arguing with others when angry. Those that indicated they strike out at whatever infuriates them were 20%. Adolescents who admitted to saying nasty things often and almost always when angry were 46%. Those who reported that they sometimes lose their temper were 42%, whilst 34% indicated they often and almost always lose their temper when furious or angry. Only 41% of the respondents indicated they would often and almost always express how they felt to the person who annoys them. On average, 31% of the respondents would often and almost always resort to aggression in dealing with anger.

Descriptive statistics for Anger Expression Scale (AES) indicate an overall mean score of 2.2994 (SD=0.37030). This shows overall respondents' ability to contain anger sometimes. This sentiment was echoed by one teacher in the qualitative data, who remarked, *"There are some who do not know how to manage their anger well and there are others who know how to. There are some who will just fight out of nothing, others will just keep quiet, some will solve the anger halfway. Form 2 express anger badly, you can find them throwing something or making you annoyed with what they know you hate, for instance making noise in class. Many are in the category wanting to annoy you and express anger for you to see or to know what they have."*

AES8 has the highest mean of 2.68 as shown in Table 15 indicating respondents lean towards keeping cool when dealing with anger. It is noted that keeping things in is a closely related anger management mechanism as it has the second highest mean score of 2.66 for AES3 as shown in Table 15.

Table 15*Descriptive Statistics for Anger Expression Scale (AEX)*

	N	Minimum	Maximum	Mean	Std. Deviation
AES1	424	1	4	2.54	.902
AES8	424	1	4	2.68	1.024
AES16	424	1	4	2.56	1.062
AES3	424	1	4	2.66	1.011
AES5	424	1	5	1.88	.918
AES6	424	1	4	2.37	1.026
AES10	424	1	4	2.56	1.105
AES12	424	1	4	2.19	1.054
AES14	424	1	4	2.33	.989
AES15	424	1	4	2.33	1.051
AES18	424	1	4	2.23	.908
AES2	424	1	4	2.25	.936
AES4	424	1	4	2.24	1.043
AES7	424	1	5	2.11	.925
AES9	424	1	4	1.88	.939
AES11	424	1	4	2.37	.981
AES13	424	1	4	2.01	.934
AES17	424	1	4	2.04	1.009
AES19	424	1	4	2.28	1.011
AES20	424	1	4	2.48	1.084
Total AES	424	1.25	3.40	2.2994	.37030

Note: AES- Anger Expression Scale.

Anger Expression Scale Scoring

The study sought to describe the respondents' anger expression based on three levels of anger expression namely Anger-Out (Aggression), Anger-In (Passive) and Anger-Control (Assertive). The following were the outcomes from respondents.

Anger-Control (Assertive). Descriptive statistics for Assertive Scale illustrated in Table 16 indicate an overall mean score of 2.5903(SD=0.72320). This shows overall respondents' ability to be. AES8 has the highest mean of 2.68 indicating respondents lean towards keeping cool when dealing with anger.

Table 16

Descriptive Statistics for Assertive Scale

	N	Minimum	Maximum	Mean	Std. Deviation
AES1	424	1	4	2.54	.902
AES8	424	1	4	2.68	1.024
AES16	424	1	4	2.56	1.062
Assertive	424	1.00	4.00	2.5903	.72320

Note: AES-Anger Expression Scale.

Attachment Theory which denotes that adolescents who have secure attachment to their parents are more likely to express their anger assertively is well seen in this current study. As you look at the findings the Adolescent Attachment mean score was 3.6412 out of 5 showing moderate secure attachment. The highest score of the three forms of anger expression was anger control 2.59±0.72 showing that the adolescents controlled their anger frequently.

Anger-In (Passive). Descriptive statistics for Passive Scale indicate an overall mean score of 2.3185(SD=0.50590) as shown in Table 17. This shows overall respondents' ability to be AES3, has the highest mean of 2.66 indicating respondents lean towards keeping things in when dealing with anger.

Table 17*Descriptive Statistics for Passive Anger*

	N	Minimum	Maximum	Mean	Std. Deviation
AES3	424	1	4	2.66	1.011
AES5	424	1	5	1.88	.918
AES6	424	1	4	2.37	1.026
AES10	424	1	4	2.56	1.105
AES12	424	1	4	2.19	1.054
AES14	424	1	4	2.33	.989
AES15	424	1	4	2.33	1.051
AES18	424	1	4	2.23	.908
Passive	424	1.13	3.88	2.3185	.50590

Anger-Out (Aggression). Descriptive statistics for Aggression Scale as indicated in Table 18 shows an overall mean score of 2.1854(SD=0.45590). AES3 has the highest mean of 2.48 indicating respondents lean towards keeping things in when dealing with anger.

Table 18*Descriptive Statistics for Aggression Scale*

	N	Minimum	Maximum	Mean	Std. Deviation
AES2	424	1	4	2.25	.936
AES4	424	1	4	2.24	1.043
AES7	424	1	5	2.11	.925
AES9	424	1	4	1.88	.939
AES11	424	1	4	2.37	.981
AES13	424	1	4	2.01	.934
AES17	424	1	4	2.04	1.009
AES19	424	1	4	2.28	1.011
AES20	424	1	4	2.48	1.084
Aggression	424	1.11	3.78	2.1854	.45590

Note: AES- Anger Expression Scale

Relationship between Gender and Anger Expression

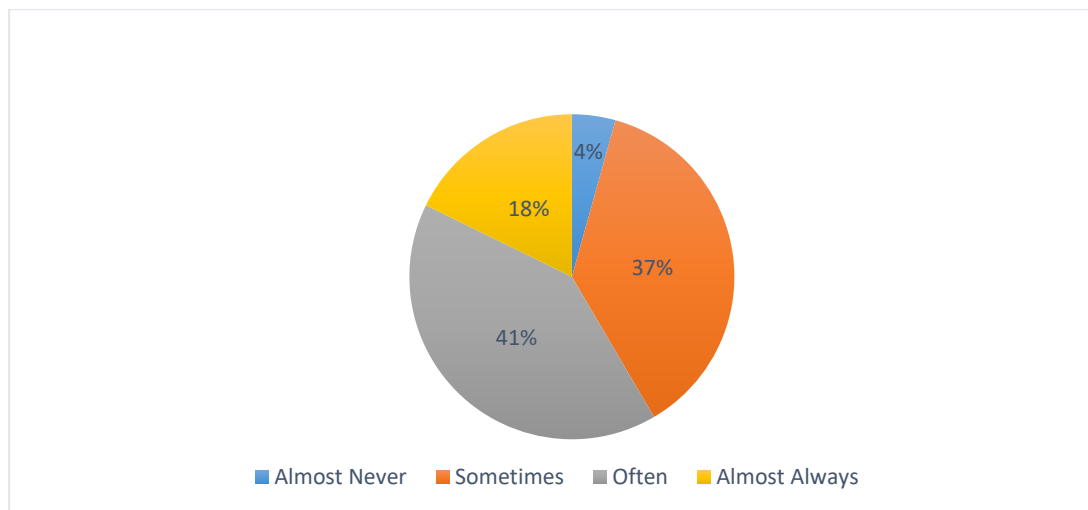
The study sought to investigate the frequency of adopting a certain form of expression of anger based on the gender of the respondents.

The following were the findings:

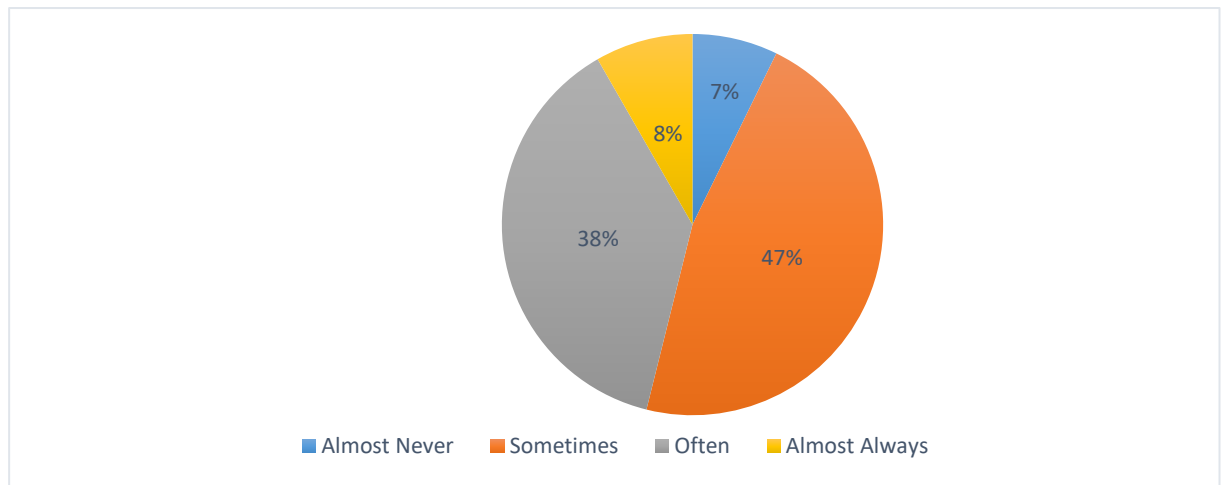
Assertive Anger Expression by Gender. Among male respondents, 41% used assertive expression often, while 18% almost always expressed anger assertively. Only 37% sometimes used assertive expression, while 4% almost never expressed their anger assertively.

Figure 9

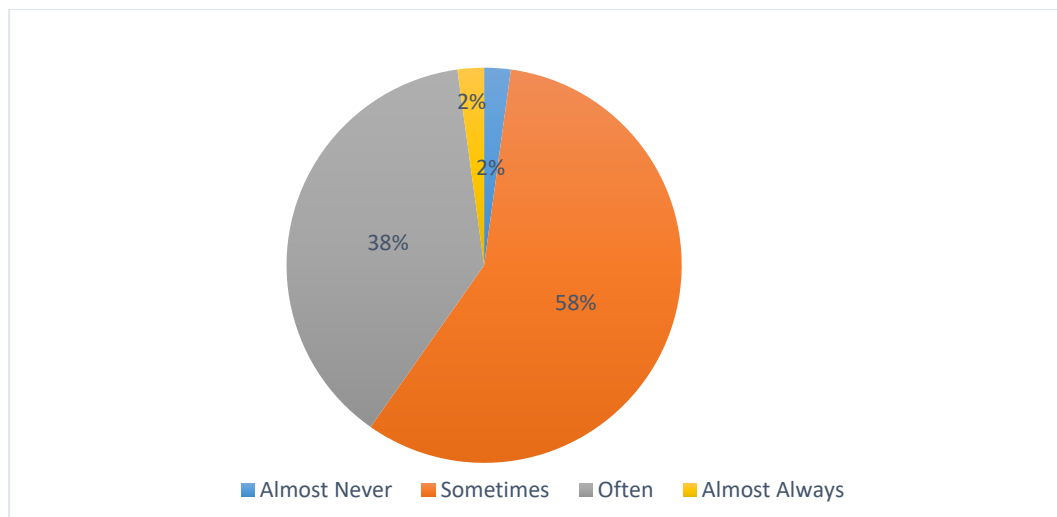
Male Assertive Anger Expression



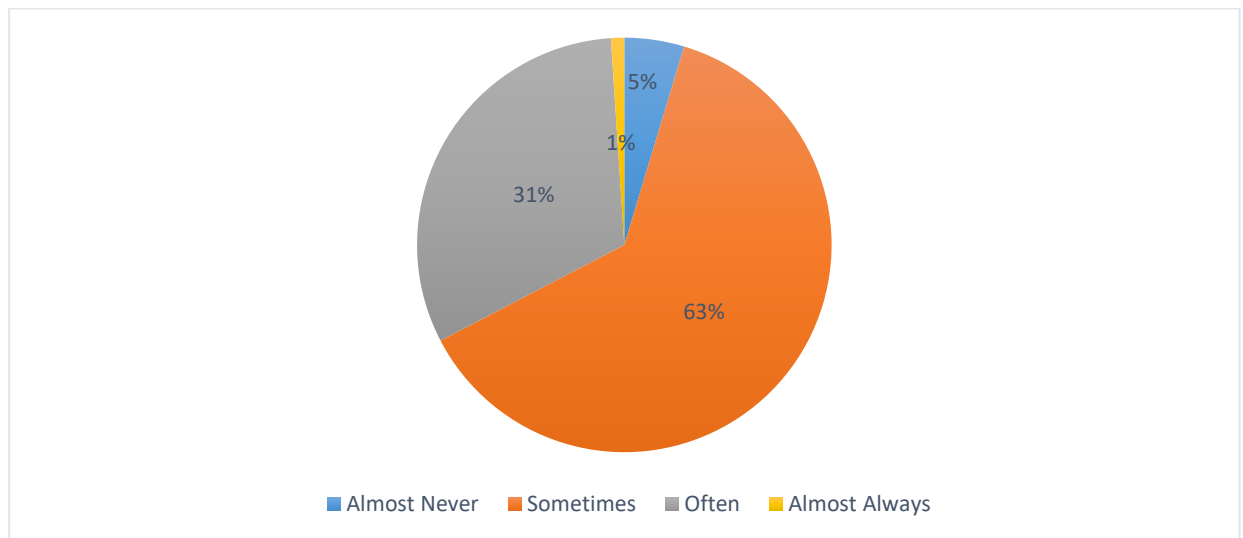
Among female respondents, 38% used assertive expression often, while 8% almost always expressed anger assertively. It is reported that 37% sometimes used assertive expression, while 4% almost never expressed their anger assertively.

Figure 10*Female Assertive Anger Expression*

Passive Anger Expression by Gender. Among male respondents, 38% used passive expression often, while 2% almost always expressed anger passively. Those who sometimes used passive expression were 38%, while 2% almost never expressed their anger passively.

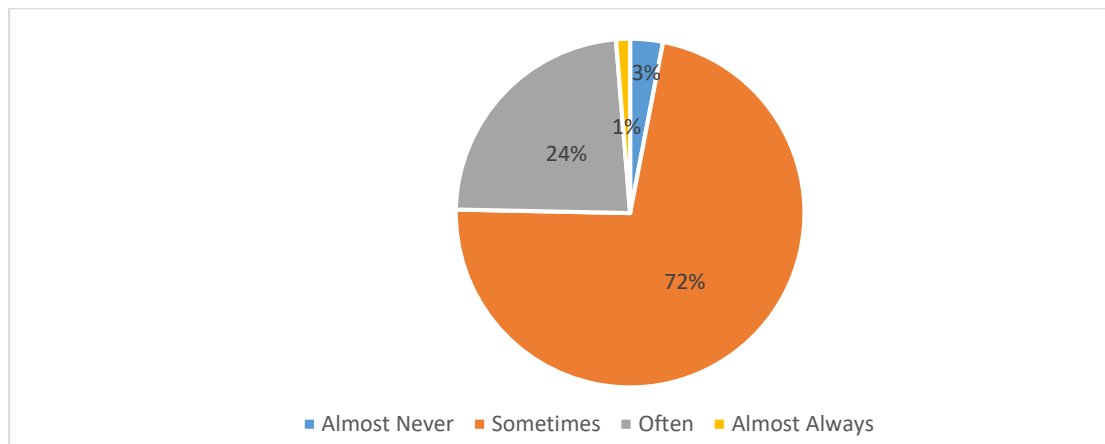
Figure 11*Male Passive Anger Expression*

Among female respondents, 31% used passive expression often, while 1% almost always expressed anger passively. Those who sometimes used passive expression were 63%, while 5% almost never expressed their anger passively.

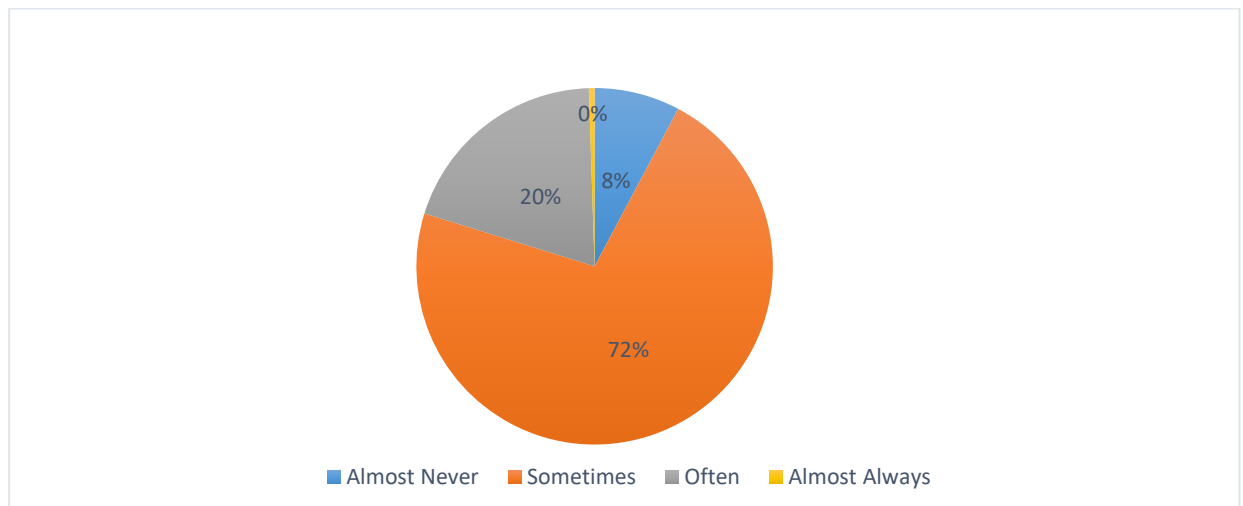
Figure 12*Female Passive Anger Expression*

The passive anger expression results which shows that males were more often prone to keep anger in 38% than females 31% coincide with findings obtained by Ng and Khor (2018), where males were more likely to suppress anger than females. Based on this observation unlike the popular norm boys can suppress anger.

Aggressive Anger Expression by Gender. Among male respondents, 24% used aggressive expression often, while 1% almost always expressed anger aggressively. Adolescents who sometimes used aggressive expressions were 38%, while 3% almost never expressed their anger aggressively.

Figure 13*Male Aggressive Anger Expression*

Among female respondents, 20% used aggressive expression often, while 0% almost always expressed anger aggressively. Those who sometimes used aggressive expressions were 72%, while 8% almost never expressed their anger aggressively.

Figure 14*Female Aggressive Anger Expression*

The relationship between Self Discipline and Anger Expression Score.

Table 19 indicates that the Spearman rho correlation of Self Discipline and Anger Expression Score was found to be negative and statistically significant ($r = -.189$, $p < 0.01$).

Table 19*Correlation Between Self-Discipline and Anger Expression*

		PSDS	AES
PSDS	Spearman rho Correlation	1	-.189
	Sig. (2-tailed)		.000
	N	424	424

Note: PSDS- Personal Self Discipline Scale. AES- Anger Expression Scale.

This shows that an increase in personal self-discipline would lead to a decrease in anger expression score. Qualitative data second this, as three teachers provided the following insights: *"Yes, those with emotional intelligence can manage their emotions effectively when frustrated or facing academic challenges. They are more likely to admit when they are wrong, seek forgiveness promptly, remain composed, and explain themselves calmly, expressing their thoughts clearly."* *"Indeed, students with high self-discipline tend to seek better solutions when angered. Unlike some who may resort to extreme actions due to upbringing, disciplined students approach situations maturely. They are more inclined to report incidents to teachers and seek resolutions through dialogue."* *"Yes, they are more likely to express concerns assertively. They approach teachers respectfully, expressing their perspectives and seeking clarification when they feel unjustly treated."*

The current study has obtained similar findings as studies conducted by Hamarta et.al. (2015) and Khadka and Magar (2021) which found out that adolescents with self-control which comprises of self-discipline would express their anger positively and lower negative anger experiences. Though in this study the relationship was low correlation unlike the studies which indicated moderate correlation. This shows that self-discipline on its own has the propensity to lower anger aggression although other constructs of self-control cumulatively with self-discipline such as control mind to empathize with others can give additional effect on anger expression. The study results further concur with Cognitive Behavioral theory showing self-discipline as a positive behavior. This is because self-discipline restructures the cognitive events giving the adolescent self-esteem and causes behavior adjustment like social and interpersonal skills. In so doing it helps the adolescents express their anger more positively and also avoid negative anger experiences like confronting authorities because they did not follow school rules.

Results and Analysis of Qualitative Data

This part of the chapter outlines the data collection methods used, describes the analytic techniques employed as well as presents the findings from this phase of the research study. It presents the findings and the analyzed data obtained from the individual interviewees on the connection between self-discipline and anger expression. The data were extracted and analyzed according to the objective of the study.

Data Collection

Data was collected over three days from 5th June 2023 to 7th June 2023. This section of the research was conducted through individual interviews of 15 teachers. The researcher asked 5 teachers to volunteer as interviewees from each school. Each interviewee was briefed on the purpose of the research and informed that it would be recorded for purposes of later reference. This was done to ensure their consent was obtained and ethical expectations would be met.

The interview adopted the use of structured interview questions. The qualitative nature of response was obtained by utilizing open-ended questions (George & Merkus, 2023), which were administered by the researcher.

The questions sought to find out;

- a. The respondent's personal definition of self-discipline
- b. The respondents rating on a scale of 1 to 5 of anger expression by the adolescents in the classes they teach and further, their thoughts on the reason for the anger expression displayed by their students.
- c. The respondent's thoughts on areas that self-discipline can influence an adolescent in expressing their anger
- d. The respondent's opinion on the relationship between self-discipline and assertive anger expression
- e. The respondents' suggestions on areas of improvement that their school can implement to improve anger expression among adolescents in their institutions.

The sessions were recorded and the responses were later transcribed for further analysis. The responses were then categorized into broad themes based on the question addressed or a response outside the question presented that was deemed relevant to the study. The transcripts were thoroughly examined with the goal of gaining an

overall understanding and self-immersion in the details in order to identify trends or recurring patterns to produce a rich, rigorous description of what the participants felt (McMullin, 2023). The goal of the analysis was to “produce meaningful condensations that make it possible to gain from one participant an understanding that can enhance one’s understanding of another participant as well” (Falmagne, 2006). To achieve these the responses to each question were coded.

Coding of Themes

Open coding was employed to help deduce patterns and generalizations in responses by identifying keywords that could then be clustered and coded. In open coding, the researcher identified distinct concepts and themes for categorization. The first level of data is organized by creating initial broad thematic domains for data assemblage (Williams & Moser 2019). In this study, clustered patterns or themes in tables based on each question were identified. Each theme was named according to its focus or subject matter. Responses from interviewees were scored as either 1 or 0 if they matched the respective theme.

Axial coding was then undertaken, which involved looking for links and connections between the themes so that related themes could be merged into clusters by classifying or looking for categories of meaning that were internally consistent, but distinct from one another (De Vos et al., 2005). Diverging instances of the identified patterns, trends and themes were noted from the responses in order to search for other responses, plausible and alternative explanations for the data.

Selective coding was then employed where combined participant’s themes were divided into a selected number that comprised the final presentation. This involved “winnowing the data, and reducing it to a small, manageable set of themes to write into the final narrative”. It is worth noting that the lines or boundaries between one type of coding and the next could be artificial (De Vos et al., 2005) and tended to be blurred and the different types of coding did not by necessity take place in sequence.

Analysis of Themes

The following themes emerged from respondents’ interviews

- Respondents' definition of self-discipline.
- Respondents rating of anger expression of adolescents.

- Respondents perception as to the rating given for anger expression.
- Respondents' feelings about the role of self-discipline in an adolescent's expression of anger.
- Respondents view the association between self-discipline and assertive expression of anger among adolescents.
- Respondents suggest systems, structures or other measures that their schools could put in place to improve anger expression among adolescents in their schools.

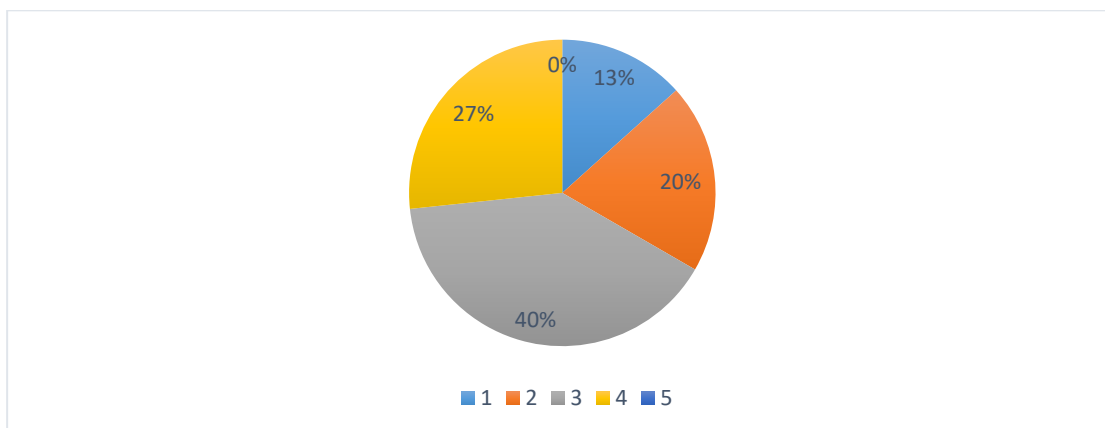
Definition of Self Discipline. Participants were asked to define self-discipline according to their own perception or how they understood it. The commonly cited traits that define self-discipline were self-control, having or following guided values and doing what is expected at the right time without supervision. A majority 73% mentioned doing what is expected at the right time without supervision as the quintessential definition of self-discipline as explained in Table 20.

Table 20

Summary Aspects that Define Self-Discipline Qualitative Data

Self-Control	Guiding Values	Doing what's expected at the right time without supervision
2	5	11
13%	33%	73%

Rating of anger expression of adolescents. Participants were asked a two-part question. The first part involved rating the anger expression of adolescents in the classes the teachers taught on a scale of 1 to 5. One being an adverse expression of anger, and 5 being assertive/favorable expression of anger. The second part of the question asked participants to give reason for their rating. A majority, 40% indicated a rating of 3 which the respondents indicated meant that about half the students in their classes expressed their anger assertively, while the other half expressed their anger irrationally or adversely. They pointed out that fear of authority may be the reason for some of them to express their anger positively. Family background and societal influence were also mentioned as the reasons for adverse anger expression among students. Adolescent changes were conspicuously missing from the given reasons, more so because the researcher was expecting this to play a role. Further investigation would be required to determine the impact of the stage of adolescent change in anger expression.

Figure 15*Distribution of Anger Expression Rating Score*

When asked to give the reasons as to their rating, 13% rated their class at 1, indicating the reason for rating their students as such being the majority of their students lacked self-discipline and channeled their anger negatively. They attributed this to problems related to adolescent changes both physical and emotional. It was worth noting that one specifically mentioned they teach Form 2s, and implied these groups are affected most by adolescent changes. This would be an area worth further exploration.

About 20% rated their class as 2, pointing out lack of self-discipline and negative channeling of anger as reason for rating. Fear as a reason was mentioned but there was no clear consensus as to fear of authority or the lack of it as being attributed to rating given. Family and societal influences were mentioned as a factor in negative anger expression.

About 27% rated their class at a 4, indicating that their class was able to exercise assertive anger expression. Family background, adolescent change and socio-economic environments were not mentioned as contributing factors to assertiveness. However, fear of authority was mentioned as a contributing factor. It is also worth noting that one mentioned they teach Form 1s and this was expected behavior as adolescent changes had not kicked in.

When asked the areas in which self-discipline can influence an adolescent in expressing anger, the following areas were mentioned:

- Assertive expression
- Passive expression
- Self-awareness
- Controlled temperament
- Ability and willingness to seek and receive assistance

Additional information was given by participants when responding to this question as to the areas that would enhance self-discipline. These were mentioned as;

- Institutionalization of students.
- Family setup.
- The influence of primary caregiver and family relations at home.

Influence of High Self Discipline on Assertive Anger Expression. All the teachers who were interviewed indicated that high self-discipline resulted in assertive anger expression by students. They indicated that self-discipline manifested in certain desirable traits that enhanced assertive anger expression. About 47% identified that those with high self-discipline exhibited self-control. Majority, 73%, pointed out that those with high self-discipline expressed anger positively, while 67% indicated that the highly self-disciplined were able to express themselves openly, calmly and clearly. A few, 13% of teachers expressed that self-discipline prompted self-awareness which in turn expressed itself in assertive anger expression. Only 7% mentioned economic background as influencing assertive anger expression, and this may present an area requiring further investigation.

How schools can improve anger expression among adolescents. Respondents pointed out various measures that their schools can take to promote and improve anger expression among adolescents in their schools. More than half, 53%, pointed out that reintroduction and strengthening Guidance and Counseling Departments in the school was crucial. They indicated that despite guidance and counseling playing an integral part in enhancing self-discipline, it was often neglected by the school administration arm and was rarely funded or emphasized. Some pointed out that despite its importance, guidance and counseling was relegated to reliance on practicum students and thus was often not carried out. The teacher's responses in this current study coincide with results obtained from Jun et.al. 2021 whereby by educating on developing and strengthening self-control which comprises of self-discipline increased the mean scores of anger-control and gratitude disposition.

They also insisted that it be incorporated in the school's weekly curriculum. About 33% of the respondents mentioned the introduction of life skills programs to help students, especially those from hostile and toxic backgrounds, manage their reaction to their environments in a positive manner. One teacher suggested creating family groupings comprising students and assigning teachers to mitigate the students' toxic family circumstances. This would help alleviate unfavorable anger expression.

Cumulatively, 41% suggested creating a favorable and accommodating environment for students through regular short in-class motivation sessions after or before regular lessons, assigning retreat areas for students to calm themselves and providing avenues for students to anonymously make suggestions or complaints and the administration to be seen to take them seriously.

An interesting observation among 20% of the respondents was the suggestion that corporal punishment be introduced and individual teachers be allowed to carry it out. They pointed out that where corporal punishment is allowed, it was only the deputy principal who had the mandate to execute them. Hence, this rendered it an ineffective means of promoting self-discipline as deputies often lacked time and resources to attend to matters of punishment. It is worth noting that fear of authority had been mentioned as a means of promoting self-discipline and consequently, assertive and passive anger expression and tamed aggressive anger expression within the school environment.

Table 21

Teachers Suggestions for Improving Anger Expression

Guidance and Counseling Classes	Life Skills Classes	Extracurricular Activities	Class Motivation	Accommodating Environment	Retreat Areas	Anonymous Suggestions	Guidance skills training for teachers	Enhance Punishment levels (Corporal)
53%	33%	0%	20%	7%	7%	13%	20%	

Chapter Five: Summary of Findings, Recommendations, Area for Further

Research and Conclusion

In this chapter the conclusions derived from the findings of this study establish the influence of self-discipline on the three forms of anger expression among adolescents in selected secondary schools in Ruiru Sub County, Kiambu County Kenya. The conclusions were based on the purpose, research questions and results of the study. The implications of these findings and the resultant recommendations are explained. The recommendations are based on the conclusions and purpose of the study.

The study was a theoretical, descriptive and contextual and employed the use of mixed method cross sectional research design to determine the relationship between two variables, these were; self-discipline and anger expression. The research aimed to identify scientific significant trends and patterns in the data in order to study their distribution and relationship.

The objectives of this study were:

- a) To establish the socio demographics (age, gender, form level, family living status, parental involvement in school and parental attachment) of the adolescents in the selected secondary schools in Ruiru Sub County.
- b) To assess the three forms of anger expression that is aggression, passive and assertiveness among adolescents in the selected secondary schools in Ruiru Sub County.
- c) To determine the level of self-discipline among adolescents at selected secondary schools in Ruiru Sub County.
- d) To examine gender difference in the forms of anger expression and self-discipline among adolescents at selected secondary schools in Ruiru Sub County.
- e) To determine the relationship between self-discipline and forms of anger expression among adolescents at selected secondary schools in Ruiru Sub County

Self-reported structured questionnaires that comprised the socio demographic characteristics of the adolescents, adolescent attachment questionnaire, personal self-discipline survey and anger expression questionnaire were administered to the selected sample population. The sample population was obtained from the Ministry of Education database (Ministry of Education, 2023). The selected population consisted of randomly

selected students from all forms in the following schools: Ruiru Girls Secondary School, Ruiru Boys Secondary School and Uhuru Kenyatta Secondary School. The total number of respondents who completed questionnaires was 424. The researcher also conducted tape recorded interviews for 5 randomly selected teachers from each of the schools. The interviews were conducted in a mixture of English and Swahili languages, taped, transcribed and translated to English where necessary

The interview schedule was coded for easy analysis and analyzed using the Excel and SPSS computer programs. The findings were presented and discussed in Chapter 4 by making use of frequency tables, bar and pie graphs and Cronbach's analysis.

The findings revealed that the average age of student respondents was 16.6 ± 1.37 years and both genders were almost equally represented in the sample. Students from form 3 and form 4 comprised the majority class of student respondents. A majority of the respondents lived with both parents as their primary care-givers. However, it is worth noting that a substantial number of the remaining respondents were being raised by single mothers as primary caregivers. Majority of the respondents indicated that they didn't live with extended family relations outside their primary caregiver(s). Majority of respondents indicated that their parents were involved in school activities. Higher parental involvement may be as a result of a majority of respondents having two caregivers present in their lives.

The findings of the research indicated that perception of respondents concerning parental attention has an adverse effect on anger distress with the majority of respondents highlighting that parents only noticed them when they were angry. Majority of respondents indicated they were confident that their parents would listen to them and try to understand their feelings. Majority of the respondents indicated that they talk things over with their parents. Majority of respondents also enjoyed helping their parents whenever they could and felt good being able to do things for their parents. They also indicated that they felt for their parents when they (parents) were upset. This indicates that a majority of the respondents had secure adolescent attachment. Secure attachment to parents is marked by high levels of trust and communication and low level of alienation (Therriault et al., 2021).

Results derived from analysis using the Cronbach alpha reliability test indicated on three adolescent attachment scales of Angry Distress, Availability and Goal-Corrected

Partnership. Noteworthy, is the condition that only three items were assessed for each scale. In such cases, an Alpha value > 0.5 is considered acceptable (Pallant, 2016). All the three gave alpha values greater than 0.5; thus, indicating satisfactory degree of internal consistency among the variables.

The results of the study pointed to self-discipline as an indicator of the form of anger expression manifested by the respondents. Respondents were presented with statements to evaluate their level of self-discipline based on personal assessment. The ability to keep secrets was shared among half the respondents. Majority of them indicated they kept their rooms tidy. However, less than half completed their assignments on time. An overwhelming majority indicated the ability to keep secrets. More than half were able to save money towards a personal goal. Majority indicated a lack of ability to keep a 'cool head' when confronted. Adherence to school rules and dependability was a trait shared by over half the respondents. A majority of respondents indicated they were able to walk away despite peer pressure from friends, most of the respondents considered health and personal hygiene as important and they shower/bathed on a regular basis and ate healthy food and got regular exercise. A majority kept promises made to themselves and others.

Less than half the respondents indicated they could give up their luxury items like cell phones, video games, junk food and/or TV for a week. The ability to set and stick to daily expectations was split among the population whilst a majority indicated that they didn't need to be reminded to do chores or homework. Most of the respondents choose to attend school and arrive on time every day and they strove to do their best. Interestingly less than half indicated that they do not cheat even when the opportunity presents itself and they usually do not make excuses. On average the respondents indicated they could start a challenging task and had the ability to focus on it to its completion.

Based on responses to individual statements, an overall mean score was taken in which a majority believed themselves to be self-disciplined. Their anger expression was then assessed to determine the relationship between self-discipline and form of anger expression. Half the population indicated the ability to control their anger assertively. Passive expressions of anger and aggression were equally favored by about a third of the respondents.

The respondents were asked to rate themselves according to the various descriptions in the questionnaire given as to their disposition when they got angry or furious. Evaluation

was carried out based on three major anger expression criteria namely Anger-Out (Aggression), Anger-In (Passive) and Anger-Control (Assertive) developed by Spielberger (1988) to develop the anger expression scale and measure anger expression among the respondents. On average, nearly half of the respondents almost always or often express their anger assertively. Slightly above a third of the respondents resorted to passive and aggressive means of anger expression. The study sought to find if there existed a significant relationship between Self Discipline and Anger Expression Score. The results indicated Spearman rho correlation of Self Discipline and Anger Expression Score was found to be negative and statistically significant, indicating a significant relationship between Self Discipline and Anger Expression Score. This is consistent with another study that has shown that high school students with a high level of self-control tend to express less anger (Hamarta et al., 2015).

Previous studies have found that individuals with higher levels of self-discipline are more likely to demonstrate assertive behaviors when expressing their anger (Shi & Qu, 2022). This relationship may be attributed to the fact that self-disciplined individuals have better control over their emotions and are more able to regulate their anger in a constructive way. Moreover, self-discipline may enhance one's ability to assertively communicate their anger, as it allows individuals to approach conflict situations calmly and rationally. Additionally, self-discipline may help individuals to effectively manage their emotions, allowing them to express their anger assertively without resorting to aggressive or passive-aggressive behaviors (Shi & Qu, 2022).

The study sought to identify if there is a difference in anger expression among male and female respondents based on gender. A higher number of male respondents were more likely to almost always use assertive expressions of anger as compared to female respondents. A higher number of female respondents also indicated an inclination to almost never use assertive expressions of anger. Generally, an equitable number of male and female respondents often used assertiveness as an expression of their anger. The indication given is that males are more inclined to use assertive anger expressions as compared to females based on this study. Other studies suggest that females and males experience anger in a similar manner, but unlike males they encounter difficulty recognizing and admitting the emotion due to social expectations and constraints (Karreman & Bekker, 2012). Males would tend to express anger more readily (Fischer &

Evers, 2011) suggesting this as the reason that adolescent males may feel comfortable expressing anger as it is generally perceived to be more socially acceptable (Burt et al., 2013).

The number of male respondents as compared to female respondents that used passive means of anger expression was equitable. Even though more females would use passive anger expression than males, the difference is not much. This provides an opportunity for further investigation beyond the scope of this study that would investigate why this is so in respondents within an institution setting taking in account other studies which found girls have been encouraged to keep their anger down and resort to passive-aggressive maneuvers (Thomas 2005) probably driven by a young person's fear of expressing anger directly (Whitson et.al., 2009).

The number of males as compared to females who sometimes used aggressive means of anger expression was equal. However, more male than females would almost always or often use aggressive forms of anger expression than females. This is comparable to results found in other studies that suggest male adolescents are more prone to aggressive anger expression than female. According to Sadeh et al. (2011), females experience anger, but may express it differently than males. Whereas males are more prone to expressing anger by striking objects, adolescent females may incline talking to friends or seeking professional counsel (Fischer & Evers, 2011).

The study sought to get the opinion of teachers on the influence of self-discipline on forms of anger among their students. To this end, face to face interviews were conducted, recorded and later transcribed for purposes of analysis in order to identify trends or recurring patterns to produce a rich, rigorous description of what the participants felt (McMullin 2023).

The following themes emerged from respondents' interviews

- Respondents definition of self-discipline
- Respondents rating of anger expression of adolescents
- Respondents perception as to the rating given for anger expression
- Respondents feelings about the role of self-discipline in an adolescent's expression of anger
- Respondents view the association between self-discipline and assertive expression of anger among adolescents.

- Respondents suggest systems, structures or other measures that their schools could put in place to improve anger expression among adolescents in their schools.

Majority of respondents in the interviews defined self-discipline as doing what is expected at the right time without supervision. The majority of respondents gave a rating of 3 which indicated that about half the students in their classes expressed their anger assertively, while the other half expressed their anger irrationally or adversely. They gave the following as reasons for the rating:

- Fear of authority among some students may be the reason for some of them to express their anger positively and withhold outward aggressive behavior while at school.
- Family background and societal influence caused adverse anger expressions among students.

Even though the researcher was expecting physical and emotional adolescent changes to be mentioned as playing a role, this was conspicuously missing from the reasons presented for particular anger expression behavior. Previous studies have shown that the major physical, psychological and social changes occurring among adolescence may cause individuals to experience difficulties with effective communication and favorable management of anger. The individuals who are not capable of managing their anger often express their anger in a maladaptive manner and exhibit violent behavior (Akbaş et.al., 2022). The participant teachers indicated the students in their class were able to exercise assertive anger expression. Family background, adolescent change and socio-economic environments were not mentioned as contributing factors to assertiveness. However, fear of authority was mentioned as a major contributing factor in instilling discipline and hence coercing assertive anger expression among students, whilst suppressing aggressive expressions of anger. It is also worth noting, age was mentioned as a contributing factor to assertive expression of anger as adolescent changes had not fully manifested. Further investigation would be required to determine the impact of the stage of adolescent growth on forms of anger expression. When asked the areas in which self-discipline can influence an adolescent in expressing anger the following areas were mentioned:

- Assertive expression
- Passive expression
- Self-awareness

- Controlled temperament
- Ability and Willingness to seek and receive assistance

Additional information was given by participants when responding to this question as to the areas that would enhance self-discipline. These were mentioned as;

- Institutionalization of students. This meant self-discipline would have higher incidence among students if they attended boarding school as opposed to day schools. The social environment was pointed to play a key role in shaping self-discipline especially for those attending school as day scholars. It was mentioned that those from poor and harsh backgrounds tended to express aggression while those from well to do economic backgrounds tended to express assertiveness.
- Family setup. This meant that if families could be trained to create conducive environments for the students at home regardless of economic factors, the students would exercise greater self-discipline.
- The influence of primary caregiver and family relations at home were mentioned to play a role in the level of self-discipline among students.

All of the teachers interviewed indicated that high self-discipline resulted in assertive anger expression by students. They indicated that self-discipline manifested in certain desirable traits that enhanced assertive anger expression. A majority pointed out that those with high self-discipline expressed anger positively, openly, calmly and clearly. A small percentage indicated that self-discipline prompted self-awareness which in turn expressed itself in assertive anger expression and that economic background influenced assertive anger expression. However, this was beyond the scope of this study and would require further investigation.

The researcher also sought to find out the role that educational institutions can play in helping students improve their anger expression. This question was posed to the teachers interviewed and they gave the following suggestions;

- The schools should reintroduce and strengthen Guidance and Counseling Departments in the school. They insisted that guidance and counseling programs should be incorporated in the school's weekly curriculum.
- Introduce life skills programs to help students, especially those from hostile and toxic backgrounds, manage their reaction to their environments in a positive manner.

- Create family groupings comprising students and assigned teachers to mitigate the students' toxic family circumstances. This would help alleviate unfavorable anger expression.
- Create a favorable and accommodating environment for students through regular short in-class motivation sessions before or after regular lessons.
- Assign designated retreat areas for students to calm themselves
- Provide avenues for students to anonymously make suggestions or complaints and the administration to be seen to take them seriously.

An interesting observation among a minority of the respondents is the suggestion that corporal punishment be introduced and individual teachers be allowed to carry them out as opposed to the current status quo where only the deputy principal is allowed to administer corporal punishment. Exclusion of corporal punishment coupled with nonexistent or weak guidance and counseling programs in schools was detrimental to effective management of adolescents' discipline (Nyaga, 2013). It is worth noting that fear of authority had been mentioned by respondents as a means of promoting self-discipline and consequently assertive and passive anger expression whilst taming aggressive anger expression within the school environment.

Conclusions

The findings of this study were based in reference to the specific objectives.

- Secure adolescent attachment plays a key role in anger expression and self-discipline.
- Social-demographic characteristics have an influence in the level of self-discipline and impact on the forms of anger expression predominant lay exhibited by the respondents.
- Gender differences play a role in what form of anger expression a particular individual may be inclined to. However, external factors such as institution or fear of authority have greater influence than gender
- The level of self-discipline and forms of anger expression are significantly related. High discipline is associated with assertive anger expression whilst low discipline is associated with aggressive anger expression. Passive anger expression is influenced more by gender and institutional factors rather than level of self-discipline.

- Socio-demographic characteristics have an influence on expression of anger but they are mitigated by institutional authority within the confines of the schools.

Recommendations

Based on findings of the study the researcher recommends the following:

- Regular assessment of the students' psychosocial state and personality inclinations.
- Schools to focus on enhancing psychosocial support by bolstering guidance and counseling programs. This includes providing therapists on-site, training teachers, mentoring student leaders, and allocating funds for staff and materials.
- Integration and emphasis of life skills development programs into the school curriculum and make it indispensable as part of the students' learning.
- Empowering education practitioners and equipping them with effective disciplinary systems to impact on students' lives positively.
- Develop and implement psychosocial support for students and primary caregivers that extends beyond the school environment.

Recommendations for Further Research

From the findings of the research the following areas are suggested for further study:

- The impact of self-awareness and stage of adolescent development on anger.
- Institutional influence on self-discipline and anger expression among adolescents
- The impact of life skills, guidance and counseling systems on wholesome development of and its impact on anger expression among adolescents.
- The influence of self-discipline on forms of anger expression in other counties of Kenya.

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Appendices

Appendix I: Informed Consent

THE INFLUENCE OF SELF-DISCIPLINE ON FORMS OF ANGER EXPRESSION
AMONG ADOLESCENT STUDENTS IN RUIRU SUB COUNTY, KIAMBU
COUNTY, KENYA

My name is Mercy W. Gicharu, a Master's degree student at Pan Africa Christian (PAC) University. I am conducting a study on the influence of self-discipline on the forms of anger expression among adolescents. The study will also look at; age, gender and the attachment of the adolescent to the parent as some of the aspects that affect anger expression. The information will be useful to the school principal, counselling department and ministry of education in carrying out policies that will help the adolescent express their anger assertively and healthier.

Procedures to be Followed

The following will happen when you agree to participate in this study:

You will be taken through the questionnaire by the researcher who will explain the questions and how you are expected to answer. You will then be required to fill in the questionnaire to the best of your ability and be honest. You are expected to complete answering all the questions.

You have the right to refuse to participate in this study. No one will harass you including the teachers or principals for not taking part as it is voluntary. You may ask any questions related to the study at any time.

Benefits

If you participate in this, you will have a clear picture about your self-discipline and anger expression. Those of you who after the researcher calculates the anger expression scores will be found to have high anger expression will be requested to voluntarily see the school counsellor for help. A short group encouragement will be shared on the importance of healthy anger expression and self-discipline by the researcher after completing the questionnaire.

Confidentiality

Information taken will be strictly confidential. Your name will not be recorded on the questionnaire and no specific connection will be made during analyzing and presentation of your data. Any publications arising from this study will not identify you in person.

Contact Information

If you have any questions you may contact:

Mercy W. Gicharu. Master's student; Marriage and Family Therapy PAC university.
Email: mercygicharu@gmail.com. Contact: 0722580861

Participant's Statement

The above information regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in the study is entirely voluntary. I understand that I will still get the same treatment by the school teachers and the researcher whether I decide to leave the study or not.

Code of participant

.....

.....

Signature or thumb print

Date

Study code No: Date:
.....

Age in years:

Which form are you currently in?

Form 4

Guardian

Are your parents involved in school activities?

No

SECTION 2: ADOLESCENT ATTACHMENT QUESTIONNAIRE

The statement below describes adolescent attachment to parent. Some may describe you well and others describe you a little or not at all. Your survey will look very different from the surveys of others. There is no judgment, only self-awareness in the answers. No one will see your answers or average score but you. Please circle the number to the right of the statement. Choose the extent to which you agree or disagree with each statement by rating your responses on this 5-1 scale

ITEM	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Angry Distress					
1. My parent only seems to notice me when I am angry					
2. I often feel angry with my parent without knowing why					
3. I get annoyed at my parent because it seems I have to demand his/ her caring and support					
Availability					
1. I am confident that my parents will listen to me					
2. I am confident that my parents will try to understand of feelings.					
3. I talk things over with my parent.					
Goal-corrected partnership					
1. I enjoy helping my parent whenever I can					
2. I feel for my parent when he/she is upset					
3. It makes me feel good to be able to do things for my parent.					

SECTION 3: PERSONAL SELF-DISCIPLINE SURVEY

The statements below describe acts of self-discipline. Some statements may describe you well and others describe you a little or not at all. Your survey will look very different from the surveys of others. There is no judgment, only self-awareness in the answers. No one will see your answers or average score but you. Please circle the number to the right of the statement. Choose the extent to which you agree or disagree with each statement by rating your responses on this 5-1 scale:

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I keep promises I make to others.	5	4	3	2	1
My room is organized enough for me to find what I need.	5	4	3	2	1
I complete school assignments on time.	5	4	3	2	1
I am able to keep a secret when asked to do so.	5	4	3	2	1
I decide what I want to spend my money on and am able to save toward that goal.	5	4	3	2	1
I am able to stay “cool headed” when something angers or upsets me.	5	4	3	2	1
I do not break school rules.	5	4	3	2	1
People can depend on me to do what I say I will do.	5	4	3	2	1
If friends want me to do something, I know I shouldn’t do, I am able to walk away.	5	4	3	2	1
I shower/bathe on a regular basis.	5	4	3	2	1
I eat healthy foods and get regular exercise.	5	4	3	2	1
I keep the promises I make to myself.	5	4	3	2	1
I could give up my cell phone, videos games, junk food, and/or T.V. for a week.	5	4	3	2	1
I set expectations for my day and stick to them.	5	4	3	2	1
I choose to attend school and to arrive on-time every day.	5	4	3	2	1
I do not cheat, even when the opportunity presents itself.	5	4	3	2	1

I always do my personal best.	5	4	3	2	1
I can start a challenging task and am able to stay focused on it until the task is completed.	5	4	3	2	1
I don't need to be reminded to do chores or homework.	5	4	3	2	1
I usually don't make excuses or complain.	5	4	3	2	1

Total Rating Points: _____ Total Points divided by 20 = _____

Personal Self-Discipline Score: _____

Rating: 5 – very disciplined 3 – somewhat disciplined 1 – focusing takes

SECTION 4: ANGER EXPRESSION SCALE

Below, a number of statements are given which people have used to describe themselves when they are angry or furious. Read each statement and use the scale provided to indicate how often you feel or act in the manner described. There are no right or wrong answers. Do not spend too much time on any one statement. For each item, circle the response that best describes how you generally act or feel when you are angry or furious.

Almost Never	Sometimes	Often	Almost Always
1	2	3	4

<u>WHEN ANGRY OR FURIOUS:</u>		Almost Never	Some- Times	Often	Almost Always
1.	I control my anger	1	2	3	4
2.	I express my anger	1	2	3	4
3.	I keep things in	1	2	3	4
4.	I make threats I don't really mean to carry out	1	2	3	4
5.	I pout or sulk	1	2	3	4
6.	I withdraw from people	1	2	3	4
7.	I make sarcastic remarks to others	1	2	3	4
8.	I keep my cool	1	2	3	4
9.	I do things like slam doors	1	2	3	4
10.	I boil inside, but I don't show it	1	2	3	4
11.	I argue with others	1	2	3	4
12.	I tend to harbor grudges that I don't tell anyone About	1	2	3	4
13.	I strike out at whatever infuriates me	1	2	3	4
14.	I am secretly quite critical of others	1	2	3	4
15.	I am angrier than I am willing to admit	1	2	3	4
16.	I calm down faster than most people	1	2	3	4
17.	I say nasty things	1	2	3	4

18.	I am irritated a great deal more than people are	1	2	3	4
19.	I lose my temper	1	2	3	4
20.	If someone annoys me, I am apt to tell him or I feel	1	2	3	4

KEY INFORMANT INTERVIEW QUESTIONS GUIDE

1. What is self-discipline?
2. How do you rate the anger expression of adolescents in your class and why?
3. In what areas do you think self-discipline can influence how an adolescent in expressing anger?
4. Do students with high self-discipline express their anger more assertively?
5. What areas do you think they can do to improve anger expression among adolescents?

Appendix III: Work Plan

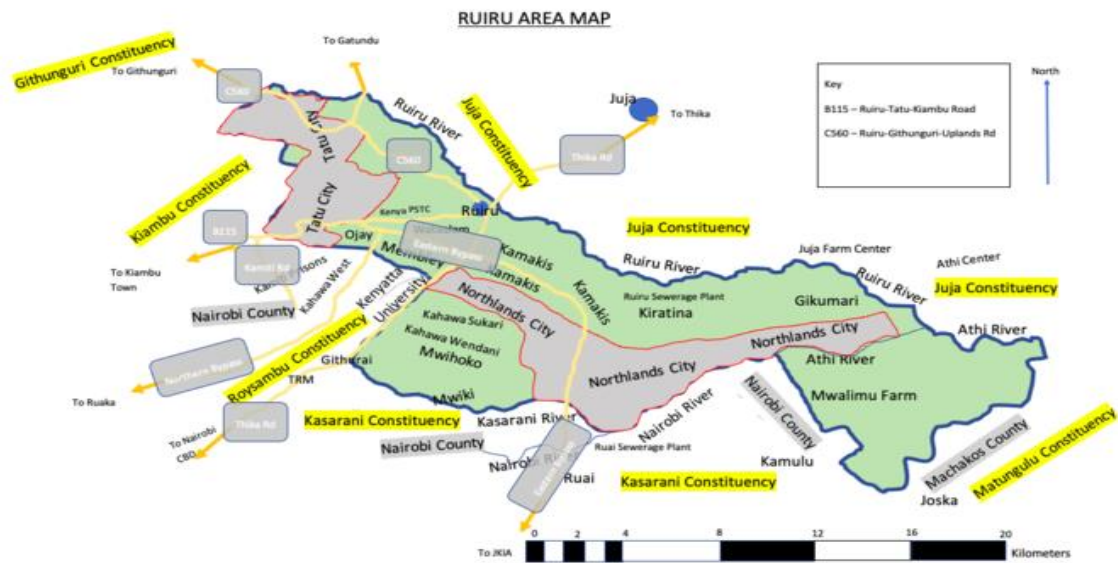
ACTIVITY	Nov 2022	Apr 2023	May 2023	June-Dec 2023	Jan 2024	May-June 2024
Develop and defend proposal						
Pre-testing research instruments						
Ethical clearance and research permit						
Data collection						
Data entry and analysis						
Writing and defending thesis						
Correction and submission of bound thesis						
Approval by PAC university						

Appendix IV: Budget

ITEM	QUANTITY	UNIT COST	TOTAL COST
<u>Proposal writing</u>			
Printing (50 pages)	1 copy	10	500
Photocopy (50 pages)	4 copies	3	600
Binding set of proposal	5 copies	60	300
Sub total			1400
<u>Communication/permit</u>			
Phone calls			2000
Ethical review & Research permit			3000
Sub total			5000
<u>Pretesting and Data collection research instruments</u>			
Questionnaire printing (4 pages)	1 copy	10	40
Photocopying questionnaire (4 pages)	410 copies	5	8200
Sub total			8240
<u>Transport</u>			
Preliminary preparation (trip)	2	1000	2000
Data collection (trip)	8	2000	16000
Sub total			18000
<u>Data entry and analysis</u>			
Data entry and analysis			50000
Sub total			50000
<u>Thesis writing</u>			
Printing (100 pages)	1 copy	10	1000
Photocopying (100 pages)	5 copies	3	1500
Binding (sets)	6 copies	60	360
Sub total			2860
<u>Supplies/ stationery</u>			
Note books (dozens)	2	1000	2000
Biro pens (packets)	1	500	500

Stapler	1	350	350
Stapler pins (packets)	1	200	200
Fools caps (reams)	3	1000	3000
Sub total			6050
10% Contingency (total budget)			9155
GRAND TOTAL			100 705

Appendix V: Ruiru Map



Appendix VI: Ethical Clearance from PAC University

11TH April, 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION & ETHICS CLEARANCE LETTER FOR GICHARU MERCY WAIRIMU REG. NO: MMFT/6402/15

Greetings! This is an introduction letter for the above named person a final year student at Pan Africa Christian University (PAC University), pursuing Masters of Arts in Marriage and Family Therapy.

She is at the final stage of the programme and she is preparing to collect data to enable her finalize on the thesis. The thesis title is ***"The Influence of Self-Discipline on Forms of anger expression among Secondary School Students in Ruiru Sub County, Kiambu County."***

We kindly request that you allow her obtain a research permit so as to proceed and collect data from selected Secondary School Students in Ruiru Sub County, Kiambu County.

Kind Regards,

Liliana

Dr. Lilian Vikiru
Registrar Academic Affairs
Pan Africa Christian University
Lumumba Drive, Roysambu, off Kamiti Rd, off Thika Rd
P.O Box 56875-00200, Nairobi, Kenya
Tel: +254 721-932050/726-595863/734-400694
Email: registrar.aa@pacuniversity.ac.ke
Website: www.pacuniversity.ac.ke



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off Kamiti Rd, off Thika Rd
Tel: 0734 400694/0721 932050
Email: enquiries@pacuniversity.ac.ke
website: www.pacuniversity.ac.ke

PAN AFRICA CHRISTIAN UNIVERSITY
REGISTRAR
P.O. Box 56875 - 00200
TEL: 0721 932050 0734 400694
NAIROBI, KENYA

Appendix VII: NACOSTI Research Permit

 REPUBLIC OF KENYA NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION Ref No: 634897	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION Date of Issue: 25/April/2023
RESEARCH LICENSE	
	
This is to Certify that Rev. MERCY WAIRIMU GICHARU of Pan Africa Christian University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kiambu on the topic: THE INFLUENCE OF SELF-DISCIPLINE ON FORMS OF ANGER EXPRESSION AMONG SECONDARY SCHOOL STUDENTS IN RURU SUB-COUNTY, KIAMBU COUNTY. for the period ending : 25/April/2024.	
License No: NACOSTI/VP/23/25309	
634897	
Applicant Identification Number	
Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION	
Verification QR Code	
	
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	
See overleaf for conditions	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
 Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
 Innovation (NACOSTI),
 Off Waiyaki Way, Upper Kabete,
 P. O. Box 30623 - 00100 Nairobi, KENYA
 Telephone: 020 4007000, 0713788787, 0735404245
 E-mail: dg@nacosti.go.ke
 Website: www.nacosti.go.ke

Appendix VIII. Ministry of Education and Respective Principals' Authorization



MINISTRY OF EDUCATION, State Department of Early Learning and Basic Education

Telegram:
Telephone: 0718 232 268
Fax:
E-mail: deoruiru@gmail.com

DISTRICT EDUCATION OFFICE
RUIRU DISTRICT
P O BOX 140
RUIRU

Ref: RIR/RSCH/75/VOL I/120

30th May, 2023

The Principals;

Ruiru Secondary School
Uhuru Kenyatta Secondary School
Nova Pioneer Girls Secondary School
Ruiru Girls Secondary School

RE: RESEARCH AUTHORISATION FOR REV. MERCY WAIRIMU GICHARU
IDENTIFICATION NUMBER – 5917814

The above named person has been authorized to undertake academic research on "The Influence of Self-discipline on forms of anger expression among secondary school students in Ruiru Sub County" vide County Directors Letter Ref; No. KBU/CDE/DEPT 8/ VOL. I dated 29TH May, 2023

Please accord her the necessary assistance in this regard.


J.M. NJORGE
SUB-COUNTY DIRECTOR OF EDUCATION
RUIRU

CC

1. Rev. Mercy Wairimu Gicharu
2. County Director of Education
KIAMBU



MINISTRY OF EDUCATION

State Department for Basic Education
Office of the Principal Secretary

Telegrams: EDUCATION-NAIROBI
Telephone: Nairobi 3318581
FAX NO: 254-2-214287
Email: ps@education.go.ke
Web: www.education.go.ke
When replying, please quote

PRINCIPAL SECRETARY
JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. BOX 30040
NAIROBI

Ref. No: MOE.HQS/3/6/85 Vol. II (58)

Date: 26th April, 2023

To: All County Directors of Education

RE: AUTHORITY TO CARRY OUT ACADEMIC RESEARCH IN SCHOOLS BY UNIVERSITY AND COLLEGE STUDENTS

Reference is made to the circular dated 29th March, 2023 Ref. No. MOE.HQS/3/6/85 Vol. II (49) on Authority to visit schools. The circular required that all persons or organizations carrying out activities and programmes in schools must obtain authority from the Principal Secretary.

It is however noted that most academic programmes especially at post graduate level have a research requirement some of which is conducted in schools. It has been observed that many students are forced to travel to Nairobi for approval to carry out their research in schools. To address this, it is advised that all students bearing a NACOSTI permit and an Introduction letter from the respective academic institution be permitted by the County Director of Education to carry out their research.

This provision is strictly for students undergoing academic courses and should not be confused with persons or organizations carrying out activities and programmes in schools or carrying out nonacademic research such as public or private research institutions. These must have the express authority of the Principal Secretary as is required.

You are therefore required to ensure the above is strictly adhered to.

Dr. Bello R. Kipsang, CBS
PRINCIPAL SECRETARY

- 1) Mercy W. Gicharu. Master's student; Marriage and Family Therapy PAC university. Email: mercygicharu@gmail.com. Contact: 0722580861
- 2) Dr. Mike Mbiriri, Senior Lecturer Kisii University Email: mikembiriri@gmail.com.
- 3) Dr. Miriam Freeman, Associate Supervisor PAC university. Email: Miriam.freeman@gmail.com.
- 4) Pan Africa Christian University Ethical Committee. enquiries@pacuniversity.ac.ke.

Participant's Statement

The above information regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in the study is entirely voluntary. I understand that I will still get the same treatment by the school teachers and researcher whether I decide to leave the study or not.

Code of participant B. RUIRU BOYS SEC. SCHOOL



07/06/2023

Date

H. O. D - GUIDANCE & COUNSELLING
 FUJIRU GIRLS' HIGH SCHOOL
 P.O. Box 410 - 00232, RUIRU
 Date: 16/6/2023

- 1) Mercy W. Gicharu. Master's student; Marriage and Family Therapy PAC university.
 Email: mercygicharu@gmail.com. Contact: 0722580861
- 2) Dr. Mike Mbiriri, Senior Lecturer Kisii University Email: mikembiriri@gmail.com.
- 3) Dr. Miriam Freeman, Associate Supervisor PAC university. Email:
Miriam.freeman@gmail.com.
- 4) Pan Africa Christian University Ethical Committee. enquiries@pacuniversity.ac.ke.

Participant's Statement

The above information regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in the study is entirely voluntary. I understand that I will still get the same treatment by the school teachers and researcher whether I decide to leave the study or not.

Code of participant


 H. O. D - GUIDANCE & COUNSELLING
 FUJIRU GIRLS' HIGH SCHOOL
 P.O. Box 410 - 00232, RUIRU
 Date:

Signature or thumb print


 H. O. D - GUIDANCE & COUNSELLING
 FUJIRU GIRLS' HIGH SCHOOL
 P.O. Box 410 - 00232, RUIRU
 Date: 16/6/2023
 Signature:

Date

- 1) Mercy W. Gicharu. Master's student; Marriage and Family Therapy PAC university.
Email: mercygicharu@gmail.com. Contact: 0722580861
- 2) Dr. Mike Mbiriri, Senior Lecturer Kisii University Email: mikembiriri@gmail.com.
- 3) Dr. Miriam Freeman, Associate Supervisor PAC university. Email: Miriam.freeman@gmail.com.
- 4) Pan Africa Christian University Ethical Committee. enquiries@pacuniversity.ac.ke.

Participant's Statement

The above information regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in the study is entirely voluntary. I understand that I will still get the same treatment by the school teachers and researcher whether I decide to leave the study or not.

Code of participant
 H.O.D GUIDANCE & COUNSELLING
 UHURU KENYATTA SEC. SCHOOL
 SIGN DATE 05/6/2023
 Signature or thumb print

5/6/2023.

Date