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## School Environment on Loneliness, Guilt, Shame State and Trait Anger

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**ABSTRACT:** The study aims to determine the factors loneliness, guilt, shame, State and Trait anger involved in school environment. Stratified random sampling technique was used for the selection of the sample. From the total population of 750, 38 school students were selected from three different schools in Chennai city. Personal data sheet developed by the investigator, Loneliness scale was constructed by RussellD (1996), Guilt and Shame Taya R.Cohen (2011), The State-Trait Anger expression inventory-2 Psychological Assessment Resources (1999) were used to collect data. Results were statistically analyzed through 'f' test, correlation coefficient. In this present research it has been concluded school environment has an influence its factors such as Family factor, Loneliness, Guilt Shame, state and trait anger.

**KEYWORDS:** Loneliness, Guilt and Shame, state and trait anger.

### I. INTRODUCTION

According to Dewey (1926) 'Education is a continuous process of experiencing and of revising or non-revising experiences It is the development of all those capacities in the individual, which enables him to control his environment and fulfill his possibilities' (Y.K.Singh, p.22). The forces of environment begin to influence the growth and development of the individual right from the womb of the mother. Educational process of development occurs in physical, social, cultural and psychological environment. A proper and adequate environment is very much necessary for a fruitful learning of the child. Especially the home and the school should provide the necessary stimulus for learning experience. The child spends most of his time in school and here his environment is exerting a different influence on performance through curricula, teaching techniques, relationship. Learning takes place within a web of social relationships as teachers and pupils interact both formally and informally. Schools are institutional spaces for communities of learners, including both students and teachers. Play and scuffle with one's friends on the school grounds, free time to sit on the benches and chat with one's friends during breaks, gathering together for morning assembly and other festive and significant occasions in the school, studies carried out in the classroom, anxious turning of pages before a class test, and trips made with one's classmates and teachers to places outside the school — all these are activities bringing the community together, giving it the character of a learning community. Behind the scenes, but still significant in giving the school its character, are the teachers and the headmaster, planning and carrying out daily routines, examinations and special events that mark the school calendar. How can we organize the environment in the school and classroom so that such interactions support and enhance both teaching and learning? How can the space of the school be nurtured as a context where children feel safe, happy and wanted, and which teachers find meaningful and professionally satisfying? The physical and psychological dimensions of the environment are important and are interrelated. And the factor anger and stress in students are increasingly important topics to today's educators and school teachers are confronted not only with the direct effects of anger and stress, such as threats of violence and fighting among students, but also with the indirect effects that appear in the form of learning difficulties affect mental health and social adjustment problems. This is aims to take a comprehensive look at the problems associated with the anger and stress on their mental health in today's student and at development of the student is the ultimate goal of education and therefore the learning experience provided to them contribute towards the achievement of this end. Right from the birth, the student is influenced by all the factors surrounding him though individual differences due to loneliness, guilt, shame, state and trait anger. The association between school environment and its factors like loneliness, guilt, shame, state and trait anger therefore has become a prominent topic not only in sociology but also in

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the fields of psychology, epidemiology, and public health. Sociologists have produced abundant empirical studies concerning school environment on loneliness, guilt, shame, state and trait anger and their social determinants. Nevertheless the literature lacks a synthesis of major findings and a reflection on the current development of this area. This paper aims to fill these gaps.

## II RELATED WORK

The researchers conducted a review of relevant research and studies to examine the relationship between the built environment and student achievement and behaviour. This investigation included a review of two surveys of previous research, one completed by Weinstein (1979) which included an examination of one hundred forty one previously published studies and the other by McGuffey (1982) which involved a review of eighty eight published studies. While McGuffey had cautioned readers that the previous studies represented a very wide variety of methodologies examining a divergence of variables, the authors did state that based on the volume of studies reviewed “one must conclude that school facilities do indeed effect student achievement and behaviour.” (p. 8) the studies reviewed by Earthman and Lemasters included Edwards (1992), Cash (1993), Earthman, Cash and Van Berkum (1995), and Hines (1996), the latter three of which are reviewed latter in this report. Edwards had conducted a study of schools in Washington D.C. to examine the relationship between parental involvement, school building condition, and student achievement. She found that the level of student achievement was positively correlated to both the level of parental involvement and to the condition of the building; that is where more parents were involved, as indicated by membership in the PTA, the school buildings were in better condition, and the students performed better academically. Further, Edwards found that when a school moved from one category to another (from poor to fair, or from fair to excellent) that student achievement scores could be expected to increase by 5.455 percentage points. Similarly, she found that a move of two categories, from poor to excellent, would lead to an expected increase of 10.9 percentage points in scores. All four of the studies reviewed had classified school buildings into three categories (substandard, standard, and above standard) based on a variety of factors such as thermal control, cleanliness of classrooms, presence of graffiti, and the frequency of cleaning. “The range of differences in each of these four studies between the test scores of students in substandard and above standard school buildings was between 1 and 11 percentage points, but nevertheless, in all cases there was a positive difference for students in the better buildings.” (p. 12) based on their review, Earthman and Lemasters concluded that “the preponderance of the research cited shows a very close relationship between the built environment and how well students and teachers perform in that environment.” (p. 11) Lemasters (1997) the author synthesized research that analyzed the relationships between school facility and student achievement as well as student behavior and building condition. A total of fifty-three studies conducted during the past fourteen years were reviewed. A matrix of the studies completed since 1980 is included. Lemasters analyses studies that examined a variety of building condition variables: color, maintenance, age, classroom structure, climate conditions, density, noise, and lighting. She synthesizes the research to show how these independent variables impacted the dependent variables of academic achievement and student behavior. She grouped colour and light, as well as maintenance and age for this section of her doctoral dissertation. Some of the research studies controlled for socioeconomic status, while others did not. The studies were not consistent in the instruments used to assess building condition nor were they consistent in the achievement and behavior assessment methods. Seven studies that include facility maintenance and eight that include building age as independent variables are reviewed. Some included both age of building and maintenance—as a result there is a total of eleven research studies in the combined grouping. Six studies correlated the dependent variable, student achievement, to facility maintenance and/or building age. In each the correlation is positive. In the schools that were rated as higher quality facilities, student achievement scores were higher. Students in newer buildings outperformed students in the older buildings. In some cases the relationship was statistically significant while in others it was not. The eight studies that correlated student behavior with facility maintenance and building age had mixed results. Some showed a positive relationship while others revealed a negative relationship. Some of the research looked at discipline instances while others investigated student attitudes. A number of the studies compared student behavior to condition of the building, while others looked at differences when students were in a new building compared to an older one. In the latter, student behavior/attitude improved. In the former, discipline instances tended to increase in facilities that were in better condition. Some of the researchers have hypothesized that the increase in suspensions or expulsions in above standard buildings was due to higher expectations of student behavior. In her summary of the findings contained in the research studies, Lemasters notes that “School facilities that are well-maintained have a positive impact on student achievement” (p. 196) and also that “School

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facilities that are maintained well positively impact student behavior” (p. 197). this study adopted a educational cognitive approach In the light of this context the present study is entitled as “School environment on loneliness, guilt, shame, state and trait anger” for the present research has been taken up. The focus for this study is on higher secondary school students. A stratified random Sampling technique that was used for the selection of the sample in this case was random sampling technique. A total of 50 school students were selected from three different schools in Chennai city. The investigator selected 25 students from Government from 15 students from Government aided school and 10 students from private school.

### III. SAMPLE

The investigator selected 25 students from government school, 15 students from Government Aided School and 10 students from Private school.

### IV. OBJECTIVES OF THE STUDY

To know the impact of school environment on loneliness, guilt, shame, stat and trait anger.

### V. HYPOTHESES OF THE STUDY

- 1) There are no significant differences between the loneliness types of the school from the total sample.
- 2) There are no significant differences between the guilt types of the school from the total sample.
- 3) There are no significant differences between the shame types of the school from the total sample.
- 4) There are no significant differences between the state anger types of the school from the total sample.
- 5) There are no significant differences between the trait anger types of the school from the total sample.
- 6)

### VI. RESEARCH TOOLS SELECTED FOR THE PRESENT STUDY

The following tools have been used by the investigator to carry out this study.

- 1) Personal data sheet developed by the investigator.
- 2) Loneliness scale was constructed by Russell D (1996)
- 3) Guilt and Shame Taya R.cohen (Carnegie Mellon University)
- 4) The State-Trait Anger expression Inventory-2 (Psychological assessment Resources,1999)
- 5)

#### Hypothesis: 1

**Table1: Differentiation of loneliness between types of school**

Variable	Mean square	Values	t <sub>1</sub>	t <sub>2</sub>	F= t <sub>1</sub> / t <sub>2</sub>	L.S
Loneliness	BSS	109.76	54.88	192.35	0.2853	N.S
	WSS	9040.76				
	TSS	9150.52				

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

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### Hypothesis: 2

**Table 2: Differentiation of guilt between types of school**

Variable	Mean square	Values	t <sub>1</sub>	t <sub>2</sub>	F= t <sub>1</sub> / t <sub>2</sub>	L.S
Guilt	BSS	47231.38	23615.69	20.3587	1159.980	0.001
	WSS	956.86				
	TSS	48188.24				

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Table: 2.a differentiation of guilt scores of government with government aided:**

Variable	Type of schools	N	Mean	S.D	't'	L.S
Guilt	Government	25	40.307	4.2193	6.149	0.001
	Government aided	15	34.75	0.811		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Table: 2.b differentiation of guilt scores of government with government aided:**

Variable	Type of schools	N	Mean	S.D	't'	L.S
Guilt	Government aided	15	34.75	0.811	4.546	0.001
	Private	10	30.4	2.734		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

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**Table: 2.c differentiation of guilt scores of government with private:**

Variable	Type of schools	N	Mean	S.D	't'	L.S
Guilt	Government	25	40.307	4.2193	6.225	0.001
	private	10	30.4	2.734		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

### Hypothesis: 3

**Table 3: Differentiation of shame between types of school**

Variables	Mean square	Values	t <sub>1</sub>	t <sub>2</sub>	F= t <sub>1</sub> / t <sub>2</sub>	L.S
Shame	BSS	48773.986	24386.993	86.3782	282.328	0.001
	WSS	4059.774				
	TSS	52833.76				

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Table: 3.a differentiation of shame scores of government with government aided:**

Variable	Type of schools	N	Mean	S.D	't'	L.S
Shame	Government	25	33.30	2.235	6.594	0.001
	Government aided	15	28.714	1.931		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

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**Table: 3.b differentiation of shame scores of government aided with private:**

Variable	Type of schools	N	Mean	S.D	't'	L.S
Shame	Government aided	15	28.714	1.931	5.132	0.001
	Private	10	38.2	3.675		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Table: 3.c differentiation of shame scores of government with private:**

Variable	Type of schools	N	Mean	S.D	't'	L.S
Shame	Government	25	33.30	2.235	2.725	0.01
	Private	10	38.2	3.675		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

### Hypothesis: 4

**Table: 4 Differentiation of state anger between types of the school**

Variable	Mean square	Values	t <sub>1</sub>	t <sub>2</sub>	F= t <sub>1</sub> / t <sub>2</sub>	L.S
State anger	BSS	40619.626	20309.813	901.926	22.5183	0.001
	WSS	1770.894				
	TSS	42390.52				

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

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**Table4.a: differentiation of state anger scores of government with government aided**

Variable	Type of schools	N	Mean	S.D	't'	L.S
State anger	Government	25	28.616	3.574	2.5059	0.05
	Government aided	15	35.85	5.708		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Table4.b: differentiation of state anger scores of government aided with private:**

Variable	Type of schools	N	Mean	S.D	't'	L.S
State anger	Government aided	15	35.714	5.708	2.351	0.05
	Private	10	38.2	3.675		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Table 4.c differentiation of state anger scores of government with private:**

Variable	Type of schools	N	Mean	S.D	't'	L.S
State anger	Government	25	33.30	2.235	2.725	0.01
	Private	10	38.2	3.675		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

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### Hypothesis: 5

**Table: 5 Differentiation of trait anger between types of the school**

Variable	Mean square	Values	t <sub>1</sub>	t <sub>2</sub>	F= t <sub>1</sub> / t <sub>2</sub>	L.S
Trait anger	BSS	20544.26	10272.13	220.096	46.671	0.001
	WSS	10344.512				
	TSS	10199.748				

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Table 5.a: differentiation of trait anger scores of government with government aided:**

Variable	Type of schools	N	Mean	S.D	't'	L.S
Trait anger	Government	25	37.75	1.836	5.753	0.001
	Government aided	15	30.714	3.583		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Table 5.b: differentiation of trait anger scores of government aided with private:**

Variable	Type of schools	N	Mean	S.D	't'	L.S
Trait anger	Government aided	15	30.714	3.583	4.292	0.001
	Private	10	35.34	1.236		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

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**Table 5.c: differentiation of trait anger scores of government with private:**

Variable	Type of schools	N	Mean	S.D	't'	L.S
Trait anger	Government	25	37.75	1.836	4.636	0.001
	Private	10	35.34	1.236		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

From the table 1, it is observed that the obtained 'f' value is lesser than the table value (0.2853). Hence it is inferred that there is no significant difference between type of schools and loneliness. Hence hypothesis is accepted.

Elementary school students 'social and emotional well-being and competences, social and attachment relations (feelings of loneliness). And social competences (such as co-operation and sympathy) are examined on the basis of evidence from research literature and our studies with fourth grade, 10 years old students in two cohorts (N=985). These competences are discussed in the family context by examining the relationships between family functioning (focus on parents' loneliness and parenting self-efficacy beliefs) and the child's social, emotional and academic competences. Research evidence is discussed by emphasising complex, two-way influences between children's social and emotional well being and competences, and family functioning. Finally, it is stressed that academic success does not have a one-to-one correspondence with social and emotional well-being of the child and his/her family. (Marja Vaura and Niina Junntila "Children's loneliness, social competence and school success" students with learning disabilities often experience significant feelings of loneliness. There some is evidence to suggest that these feelings of loneliness may be related to social difficulties that are linked to their learning disability. Adolescents experience more loneliness than any other age group, primary because this is a time of identity formation and self-evaluation. Therefore, adolescents with learning disabilities are highly likely to experience the negative feeling of loneliness. Many areas of educational beg the question, 'are adolescents with learning disabilities doubly disadvantaged in regard to their learning? That is, if their learning experience is already problematic, does loneliness exacerbate these learning difficulties? This thesis reveals the findings of a doctoral project which examined this complicated relationship between loneliness and classroom participation using a social cognitive frame work. In this multiple case-study design, narratives were constructed using classroom observations and interviews which were conducted with 4 adolescent students (2 girls and 2 boys, from years 9-12) who were identified as likely to be experiencing learning disabilities and the related controversy of using disability labels. A number of relationships emerged from the narratives using social cognitive theory. These relationships highlighted the impact of cognitive, behavioural and environmental factors in the school experience of lonely students with learning disabilities. This approach reflects the social model of disability that frames the research. (Briony mary wainman (2010) Loneliness and classroom participation in adolescents with learning disabilities thesis Queensland University of technology, Australia)

From the table 2, it is observed that the obtained 'f' value is lesser than the table value (1159.980) at 0.001 level of significance. Hence it is inferred that there is significant difference between type of school and guilt. Hence hypothesis is rejected.

From the table 2.a, it is observed that the obtained 't' value (p<0.001) is greater than the table value (6.149) at 0.001 level of significance. Hence it is inferred that there is significant difference between government school and government aided school among guilt. Hence hypothesis is rejected.

From the table 2.b, it is observed that the obtained 't' value (p<0.001) is greater than the table value (4.546) at 0.001 level of significance. Hence it is inferred that there is significant difference between government school and private among family guilt. Hence hypothesis is rejected.

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From the table 2.c, it is observed that the obtained 't' value ( $p < 0.001$ ) is greater than the table value (6.225) at 0.001 level of significance. Hence it is inferred that there is significant difference between government school and private school among guilt. Hence hypothesis is rejected.

The paper presents results from a qualitative study of income support recipients with regard to how they feel about advertising which overtly appeals to their sense of fear, guilt and shame. The motivation of the study was to provide formative research for a social marketing campaign designed to increase compliance with income reporting requirements. This study shows that negative appeals with this group of people are more likely to invoke self-protection and inaction rather than an active response such as volunteering to comply. Social marketers need to consider the use fear, guilt and shame to gain voluntary compliance as the study suggests that there has been an overuse of these negative appeals. While more formative research is required, the future research direction aim would be to develop an instrument to measure the impact of shame on pro-social decision-making; particularly in the context of close social networks rather than the wider society. (Brennan, L., & Binney, W. (2010). "Fear, guilt and shame appeals in social marketing". *Journal of Business Research*, 63(2), 140-146.)

From the table 3, it is observed that the obtained 'f' value is lesser than the table value (282.328) at 0.001 level of significance. Hence it is inferred that there is significant difference between type of schools and shame. Hence hypothesis is rejected.

From the table 3.a, it is observed that the obtained 't' value ( $p < 0.001$ ) is greater than the table value (6.594) at 0.001 level of significance. Hence it is inferred that there is significant difference between government school and private school among guilt. Hence hypothesis is rejected.

From the table 3.b, it is observed that the obtained 't' value ( $p < 0.001$ ) is greater than the table value (5.132) at 0.001 level of significance. Hence it is inferred that there is significant difference between governments aided school and private school among shame. Hence hypothesis is rejected.

From the table 3.c, it is observed that the obtained 't' value ( $p < 0.01$ ) is greater than the table value (2.725) at 0.01 level of significance. Hence it is inferred that there is significant difference between government school and private school among shame. Hence hypothesis is rejected.

Associations between academic achievement and characteristics of the school environment can result from direct environmental influences of the school, or from placement of children into particular school environments based on prior ability. To disentangle these potential influences underlying school effects on children, we analysed data from parents and first-grade adopted and non adopted children in the Colorado Adoption Project. Measures analysed included attending a private versus a public school, a variable aggregated at the school level, and several variables aggregated at the classroom level. If such aggregated measures are associated with many inter correlated individual aspects of school environment, each having a small effect on achievement, the process of aggregation may offer additional power to detect these small individual environment effects. Several of these aggregate variables, in addition to measures of children's attitudes about school, showed direct environmental associations with reading and math achievement independent of effects of parental IQ. ( Hilary coon Gregory carey david W.Fulker J.C Defries University of Utah and University of Colorado, Boulder "Influences of School Environment on the Academic Achievement Scores of Adopted and Non adopted Children" 1993 intelligence 17, 79-104)

From the table 4, it is observed that the obtained 'f' value is lesser than the table value (22.5183) at 0.001 level of significance. Hence it is inferred that there is significant difference between types of school among state anger. Hence hypothesis rejected.

From the table 4.a, it is observed that the obtained 't' value ( $p < 0.05$ ) is greater than the table value (2.5059) at 0.05 level of significance. Hence it is inferred that there is significant difference between government school and government aided among state anger. Hence hypothesis is rejected.

From the table 4.b, it is observed that the obtained 't' value ( $p < 0.01$ ) is greater than the table value (2.725) at 0.01 level of significance. Hence it is inferred that there is significant difference between governments aided school and private school among state anger. Hence hypothesis rejected.

From the table 4.c, it is observed that the obtained 't' value ( $p < 0.01$ ) is greater than the table value (2.725) at 0.01 level of significance. Hence it is inferred that there is significant difference between boys and girls among family factors. Hence hypothesis rejected.

Anger has been associated with detrimental outcomes for youth (Kerr& Schneider 2008) and has been designated as an important research area by the National Institute of Mental Health (2001). Poorly managed anger in adolescents has been linked to increases in verbal and physical aggression (Peled & Moretti, 2007), peer rejection (Coie, Dodge, & Neckerman.1989; Hubbard, 2001), school dropout (Bradshaw, Schaeffer, Petras,& Ialongo, 2010) juvenile delinquency

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Maschi & Bradley Bradley, 2008), psychopathology (Daniel, Goldston, Erkanli, Franklin, & Mayfield, 2009; Kerr & Schneider, 2008), and later adult criminal behavior (Sigfusdottir, Gudjonsson, & Sigurdsson, 2010). Adolescent anger has also been linked with general health problems (Kerr & Schneider, 2008). Much research supports the link between anger problems and coronary heart disease risk in adults (Bleil, McCaffery, Muldoon, Sutton-Tyrrell, & Manuck, 2004; Williams, 2010). Elevated blood pressure in adolescence is an early biological precursor of essential hypertension and coronary heart disease (Ewart & Kolodner, 1994; Pankova, Alchinova, Afanaseva, & Karganov, 2010). Studying the developmental trajectory of high anger levels through adolescence is important due to anger's role as a precursor to negative adult mental and physical health outcomes. It is also vital to study anger in adolescence due to the rapid and critical development of identity, social relationships, and emotion display rules occurring during this period. Emerging research has examined characteristics of adolescents with high trait anger. Meta-analysis of 288 studies on anger in adolescents revealed that high scores on trait anger measures were the largest predictor of state anger (Mahon, Yarcheski, & Yarcheski, & Hanks, 2010). Physiologically, children high in proactive aggression, an acquired coping style similar to trait anger, produced higher heart rate (HR) to an in-vivo provocation than controls (Hubbard et al., 2002). Further, adolescents with high trait anger exhibit higher aggression (Wittmann & Santisteban, 2008), have lower self-esteem and perceived social support (Arslan, 2009), greater school alienation (Cecen, 2006), substance abuse, and attempted suicides (Daniel et al., 2009) compared with adolescents with low trait anger. Still, the research focusing on anger in adolescents has lagged behind research on anger research in adults (del Barrio, Aluja, Spielberger, 2004; Kerr & Schneider, 2008), and most of the existent research has been conducted on the negative consequences of state anger in adolescents rather than the more stable trait anger. The study of anger in children and adolescence has recently been described as a field that "as a whole generally lacks coherence, with separate lines of research appearing to operate independently" (Kerr & Schneider, 2008, p. 574). This may, in part, be caused by lack of a theory to bring the lines of research together. Spielberger's state-trait theory of anger (Spielberger Jacobs, Russell, & Crane, 1983) postulates that the state of feeling angry is a universal transitory condition consisting of subjective feelings of anger that vary in intensity and duration and produces physiological reactivity that increases along with the intensity of subjective anger feelings. Trait anger is postulated to be an enduring personality type that predisposes an individual to more frequent anger episodes than individuals who are not high in trait anger. Spielberger and his associates (1983) also posit that individuals with high trait anger tend to experience the same environmental anger triggers with a more intense, enduring, and aroused state anger than individuals low in trait anger. In this paper, "high trait anger" and "hostility" will be used interchangeably. Findings of significant relationships between hostility scales and trait anger scales in adolescents and adults provide support for construct validity (Lieber et al., 2000; Smith & Frohm, 1985). Deffenbacher et al. (1996) empirically tested five key predictions derived from Spielberger's state-trait theory of anger using adult samples: 1) The elicitation hypothesis predicts that individuals high in trait anger will experience state anger more frequently and with a longer duration before they return to calm. 2) The intensity hypothesis predicts that individuals high in trait anger will experience their anger episodes (e.g. state anger) more strongly than individuals low in trait anger. 3) The discrimination hypothesis predicts that trait anger uniquely reflects increased proneness to state anger; therefore, it should produce different reactions to anger but similar reactions to other emotions (e.g. joy, fear). 4) The negative expression hypothesis predicts that compared to low trait anger individuals, high trait anger individuals will show maladaptive anger expression, specifically more anger suppression (anger-in) and anger explosion (anger-out). 5) The consequence hypothesis states that high trait anger individuals will experience more frequent and severe anger-related outcomes and negative consequences compared to low trait anger individuals. These hypotheses have gained support in adult samples, showing that trait anger is firmly established in one's personality in adulthood (Deffenbacher, 2003; Deffenbacher, Richards, Filetti, & Lynch, 2005). However, these hypotheses have yet to be fully tested in children or adolescents. The aim of the present study was to examine the developmental continuity of trait anger and determine if Deffenbacher et al.'s (1996) hypotheses are supported in adolescents as they have been in adults. To test these hypotheses, questionnaires about anger and its consequences were administered to a sample of 201 adolescents aged 10–17 years. In addition, these adolescents participated in a well-validated imagery procedure (Lang, Kozak, Miller, Levin, & McLean, 1980; McNeil, Vrana, Melamed, Cuthbert, & Lang, 1993) that evaluated their response to anger and other emotions through cardiovascular and subjective responses. Research supports imagery as an ethically and empirically effective procedure to provoke anger that is manifested subjectively and physiologically (Beckham et al., 2002; Fredrickson et al., 2000). Imagery activates the same psychophysiological pattern as participation in the actual activity (Cuthbert, Vrana, & Bradley, 1991). Research in anger and hostility shows that recalling an anger provocation produced equal or greater reactivity than the actual provocation (Lawler, Harralson, Armstead, & Schmied, 1993). Moreover, anger imagery produces consistently higher

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HR, SBP, and DBP than neutral imagery (Vrana, 1994; Vrana & Rollock, 2002). Because African Americans and European Americans have been found to express and cope with anger differently (Mabry & Kiecolt, 2005; Nelson, Leerkes, O'Brien, Calkins, & Marcovitch, 2012), efforts were made to recruit widely from both of these groups in order to sample a diversity of responses. (June Price Tangney, Jeff Stuewig, and Debra J. Mashek (2007) "Moral Emotions and Moral Behavior" *Annu Rev Psychol.* 2007; 58: 345–372.)

From the table 5, it is observed that the obtained 'f' value is lesser than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is significant difference between types of school among trait anger. Hence hypothesis rejected.

From the table 5.a, it is observed that the obtained 't' value ( $p < 0.001$ ) is greater than the table value (5.753) at 0.001 level of significance. Hence it is inferred that there is significant difference between government school and government aided among trait anger. Hence hypothesis rejected.

From the table 5.b, it is observed that the obtained 't' value ( $p < 0.001$ ) is greater than the table value (4.292) at 0.001 level of significance. Hence it is inferred that there is significant difference between boys and girls among family factors. Hence hypothesis is rejected.

From the table 5.c, it is observed that the obtained 't' value ( $p < 0.001$ ) is greater than the table value (4.636) at 0.001 level of significance. Hence it is inferred that there is significant difference between government school and private among trait anger. Hence hypothesis rejected.

High trait anger and stress, ineffective patterns of anger expression, and coping are risk factors for the development of disease and negative social behaviors in children and adults. School connectedness may be protective against negative consequences in adolescents, but less is known about this in school-aged children. The purposes of this study were to characterize relationships between trait anger, stress, patterns of anger expression, resources for coping, and school connectedness and to determine if race and gender moderate these relationships in elementary school-aged children. Using self-report, standardized instruments, a convenience sample of 166 fourth graders in 4 elementary schools in 1 US school district was assessed in the fifth week of the school year. School connectedness was positively associated with social confidence and behavior control and negatively associated with trait anger, anger-out, and stress. In multiple regression analyses to test for interactions, gender did not moderate the effects of school connectedness in any of the models, while race moderated the relationships between school connectedness and both stress and social confidence. Students with higher school connectedness had lower trait anger and anger-out and higher behavior control, regardless of gender and/or race. White students higher in school connectedness had lower stress and higher social confidence. Findings indicate the protective effect of school connectedness on trait anger, anger-out, and behavior control in school aged children, regardless of race or gender. The protective effect of school connectedness on stress and social confidence may depend on race. High trait anger and stress, ineffective patterns of anger expression, and coping are risk factors for the development of disease and negative consequences in adolescents, but less is known about this in school-aged children. The purposes of this study were to characterize relationship between trait-anger, stress, patterns of anger expression, resources for coping, and school environment and to determine if race and gender moderate these relationships in elementary school-aged children. Using self report, standardize instruments, a convenience sample of 166 fourth graders in 4 elementary school in 1 us school district was assessed in the fifth week of the school year. Finding indicate the protective effects effect of school connectedness on trait anger, anger-out, and behaviour control in school aged children, regardless of race or type of school. The protective effect of school connectedness on stress and social confidence may depend on race. (Rice M, Kang D-H, weaver M, Howell CC. (2008) Relationship of anger, stress, and coping with school connectedness in fourth-grade children. *Journal school health* vol: 78 issues: 3 pg: 149-156)

## VII. DISCUSSION

Adolescents spend a large proportion of their day in school or pursuing school-related activities. While the primary purpose of school is the academic development of students, its effects on adolescents are far broader, also encompassing Adolescents their physical and mental health, safety, civic engagement, and social development. Further, its effects on all these outcomes are produced through a variety of activities including formal pedagogy, after-school programs, caretaking activities (e.g., feeding, providing a safe environment) as well as the informal social environment created by students and staff on a daily basis. While most reports focus on a particular aspect of the school environment (e.g., academics, safety, health promotion), this brief looks at schools more comprehensively as an environment affecting multiple aspects of adolescent development. Research has repeatedly demonstrated the interconnectedness of the pieces, with safety and health affecting the academic environment, academics affecting health and social

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development, and so on. 1, 2, 3 for that reason, any particular aspect of school policy and activities will be better understood through the lens of that larger context. This is particularly important as school systems have become even more pressured to focus on their main goal of academic development as a result of the federal No Child Left Behind initiative this brief is designed to be of particular interest to school principals, district staff, and others who are responsible for all aspects of school functioning. It should also be useful to those focusing on a narrower range of school functions (e.g., academics, health and safety, civic development) who want a better sense of how their concerns fit into the larger environment. Below, we present national estimates from a variety of sources on the school environment of adolescents in the areas of health, safety, social support, academics, and civic engagement.

## VIII. EDUCATIONAL IMPLICATIONS

- A key requirement is an increased awareness of the problems that loneliness can cause and a public debate that helps to tackle the stigma of loneliness, making it easier for people to talk about and address. This could be facilitated through reinforcing information and education about loneliness and the importance of social relationships in schools, workplaces, other community settings and the media using existing initiatives on mental health and well-being.
- The delineation of school environment into multiple aspects is helpful to the researchers to systematically understand, analyse, and manage the internal process of the school organization. Similar approach can also be applied to the study of other types of organizations.
- Although the leadership of principal can also be conceptualized into five dimensions, yet these dimensions are highly correlated. As in Cheng (1993b), it may be appropriate to use the strength of leadership instead of separate components in the analyses.
- The results of insignificant effects of the guilt, shame, state and trait anger on school environment in this study suggests that the stability of guilt, shame, state and trait anger effect may be important in research.

## IX. DELIMITATIONS

- The sample is restricted to higher secondary school students from Chennai district
- The sample size is restricted to 50 students only.

## X. RECOMMENDATION

This review has considered the implications of loneliness, guilt, shame, state and trait anger. In this sense, the structure of this review reflects the current state of the field. Little research has examined the relation between school environments on loneliness; guilt; shame; state and trait angers. Our hope is that this framework will encourage integrated research along such exciting lines. Future directions for research include evaluating the relative importance of cognitive and emotional factors in various domains of school environment, as well as the degree to which particular emotional factors are differentially more important in influencing behaviour among particular subpopulations (e.g., teachers, owner of the school) and at different points in development. It is recommended that schools implement conflict resolution and peer mediation programs to encourage students to understand anger and how to manage it appropriately. It is recommended that educators and counselors become aware of individual students whom may have anger problems, so that they can be helped more individually. It is recommended that schools have written policies on safety and on consequences if a policy is broken. This should include specific consequences for specific offenses. It is recommended that schools involve the community, families, students, and staff in their decisions on safety. It is recommended that schools have effective policies on bullying, weapons, and other forms of violence. It is recommended that safety training be provided to teachers and counselors in their schooling. It is recommended that professional development programs be provided in schools to train the untrained.

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## XI. CONCLUSION

School environment has impact on loneliness, guilt, shame, state and trait anger among higher secondary school students. There are significant differences in the levels of shame, guilt, shame, state and trait anger, of type of schools in the total sample.

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