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WOMEN CLASSIFIED WITH TYPE A OR TYPE B BEHAVIOR PATTERNS
AND THE WAY THEY EXPRESS THEIR ANGER: "ANGER-IN" OR
"ANGER-OUT"?

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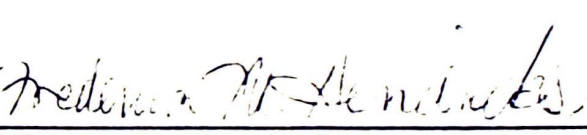
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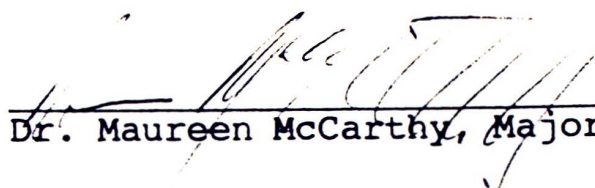
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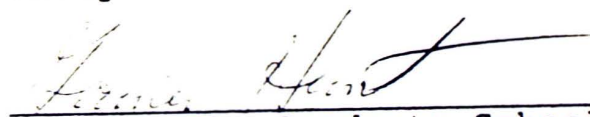

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WOMEN CLASSIFIED WITH TYPE A OR TYPE B BEHAVIOR PATTERNS AND
THE WAY THEY EXPRESS THEIR ANGER: "ANGER-IN" OR "ANGER-OUT"?

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Abstract

The present study examined the relationship between personality type and mode of anger expression. One hundred women, aged 18-53, (Mean=26.04, SD=8.80) were recruited from the Austin Peay State University student population to participate in this study. First they were classified as Type A(TABP) or Type B(TBBP) using the Survey of Work Styles questionnaire (SWS). A second questionnaire, the State-Trait Anger Expression Inventory (STAXI), was used to assess the relationship between personality type and "Anger-In" scores. The results supported the hypothesis that TABP women would score significantly higher on Anger-In scores than would TBBP women.

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Chapter I

Introduction

The mode in which a woman experiences and expresses the emotion of anger may be attributable to several factors (Delamater & McNamara, 1987; Kopac, Robertson-Tchabo, & Holt, 1988; Kopper, 1993; Kopper & Epperson, 1991; Thomas & Williams, 1991). Among these numerous factors is the type of personality behavior pattern an individual possesses. Research has shown that personality behavior patterns can be categorized as Type A (TABP) or Type B (TBBP) (Byrne, Rosenman, Schiller, & Chesney, 1985; Jenkins, Zyzanski, & Rosenman, 1978).

The TABP is a multidimensional construct consisting of such factors as impatience, competitiveness, time urgency, work involvement, anger, and job dissatisfaction (Bennett & Carroll, 1989; Deary, Fowkes, Donnan, & Housley, 1994; Dembroski, MacDougal, Williams, Haney, & Blumenthal, 1985; Gray, Jackson, & Howard, 1989; Gray & Jackson, 1990; Kopac, Robertson-Tchabo, & Holt, 1988), whereas the TBBP individual is considered to be more patient, less competitive, and less involved in their occupations (Comer, 1995, p. 392). When an individual is classified as a TABP TBBP it is a strong indication of the way in which that person views the world, and handles their life on a personal and professional basis (Bennett & Carroll, 1989; Gray, et al., 1989; Kopac, et al., 1988). In addition to personality type individuals may

interact with their world on the basis of their propensity for anger expression.

The emotion of anger has often been confused with the concepts of hostility and aggression (Spielberger, Johnson, Russell, Jacobs, & Worden, 1985). Anger is considered to be a complex construct, which is difficult to define. In 1954, Funkenstein, King, and Drolette categorized subjects as "anger-in" if they suppressed their anger or they directed their anger inward, targeting the ego or the self. "Anger-out" was defined as the outward expression of anger expressed verbally, (e.g., shouting, verbalizing obscenities), or through action, (e.g., throwing something, or hitting something or someone). Recent studies (Kopper & Epperson, 1991; Monforton, Helmes, & Deathe, 1993), which have investigated the construct of anger, have offered several operational definitions evolving from the original "anger-in"/"anger-out" perspective.

Despite the widespread belief of the presence of gender differences regarding the experiencing and expressing of anger (Kopper & Epperson, 1991; Kopper & Epperson, 1996; Malatesta-Magai, Jonas, Shepard, & Culver, 1992; Martin, Kupier, & Westra, 1989) only a few studies have found gender differences (Fischer, Smith, Leonard, Fuqua, Campbell, & Masters, 1993). The majority have not found differences (Kopper & Epperson, 1991; Kopper, 1993; Kopper & Epperson,

1996; Malatesta-Magai, et al., 1992; Martin, Kupier, & Westra, 1989).

Although a handful of studies, which have included women, have researched personality behavior patterns (TABP/TBBP) and anger (Anderson, & Meininger, 1993; Catipovic-Veselica, et al., 1995; Doster & Guynes, 1993; Martin, et al., 1989) and several studies have examined anger expression with multiple factors (Fischer, et al., 1993; Kopper, 1993; Greenglass, 1987; Kopper, 1993; Malatesta-Magai, et al., 1992) no empirically-based research studies could be found that have examined the relationship between TABP/TBBP and anger expression, exclusively in women. An advantage to the exclusive use of women in this study was the ability to determine if TABP women were a homogeneous population regarding the experiencing of and expressing of anger, or if they may be a heterogeneous population as the Malatesta-Magai, et al., (1992) study suggests. A second goal of this study was to determine if women classified with TABP were more likely to suppress their anger, which can be detrimental to their mental health. The purpose of the present study was to examine the relationship between women classified with the TABP and their expression of anger.

Chapter II

Literature Review

Women classified with TABP and the mode in which they express their anger was the primary focus of this study. The research question of interest was whether personality type is related to anger expression. Therefore a review of the literature pertaining to behavior type and anger expression is presented. The TABP is addressed first, by defining this multidimensional construct, followed by a brief definition of the TBBP. Next, research-based studies are examined to analyze various factors as they related to the TABP/TBBP individual. A wide spectrum of factors that may be related to TABP/TBBP are scrutinized. For instance, competitiveness and time urgency, impatience, job involvement, employed vs. unemployed women, educational level, life needs satisfaction, smoking, and religion are covered within this review. The instrument used to classify the participants as TABp/TBBP is the Survey of Work Styles (SWS) questionnaire which is also described.

The construct of anger expression is addressed next. First, the two main elements of anger (i.e., trait and state anger) are defined. Second, trait anger is divided into anger-in and anger-out and the two separate levels of trait anger are defined. Experimental studies are surveyed to compare the different factors which may contribute to the manner in which individuals experience and express their

anger (i.e., anger-in or anger-out). The scale used to measure anger expression is the State-Trait Anger Expression Inventory (STAXI) (Spielberger, 1997).

The present study was concerned with the manner in which women, classified with either TABP or TBBP, express their anger. The hypothesis of the present study was: Women classified with either TABP will score significantly higher on Anger-In scores than will TBBP women.

TABP/TBBP

The TABP is a construct comprised of several, specific and unique factors. The TABP construct was first labeled by Friedman and Rosenman (1974) and is characterized as, "an action-emotion syndrome [typified] by competitiveness, achievement striving, and an extreme sense of time urgency" (p. 59). TABP exhibit, "high levels of impatience, frustration, competitiveness, and hostility" (Comer, 1995, p. 392), which is manifested through career choices that are high profile, stress laden, and publicly visible, (e.g., medicine, law, and finance).

Alternatively, TBBP individuals are thought to be "more relaxed, less aggressive, and less concerned with time" (Comer, 1995, p. 392). People who possess the TBBP tend to gravitate toward jobs that are perceived to be less stressful (e.g., teachers, novelists, and manufacturing or blue collar workers).

The TABP is viewed as a multidimensional construct consisting of several factors. Two of these factors, competitiveness and time urgency were investigated by Doster and Guynes (1993) in TABP individuals. First, participants were given the Jenkins Activity Survey (JAS) (Jenkins, Zyzanski, & Rosenman, 1978). Scores on each of the four dimensions of the JAS (e.g., Type A, Impatience, Involvement, and Competitiveness) were then correlated with performance on task completion. Tasks consisted of typed material containing several errors which needed to be corrected. The typed text was presented to participants at three different speeds; consistently fast, consistently slow, and at an inconsistent speed. Individuals who scored high on the Type A scale performed well on all three speeded tasks. Also, these same individuals felt a larger increase in anxiety during the course of the tasks. Participants who scored high on the Competitiveness Scale managed quicker response times during both the consistent system-response times. In addition, participants who scored high on the Competitiveness Scale experienced increases in anxiety during the fast condition and decreases in anxiety during the slow condition. These results suggest that TABP scorers focus their psychological processes so that these processes will enhance the efforts of the tasks undertaken.

Having defined the TABP characteristics and how these

characteristics can manifest themselves, it is also important to know the frequency with which the TABP individual may be encountered within the general population to understand the extent to which this research may impact the general public, (i.e., generalizability to women). In a sample study of 2500 authentic Type A's, 10% of which possessed highly developed forms of the TABP (Friedman & Rosenman, 1974). Catapovic-Veselica, et al., (1995) classified both women and men employees with either TABP or TBBP and found that 65% (710/1084 participants) could be classified with TABP with significantly more women, who were employed in male-dominated jobs as well as housewives, typing out as having the TABP, than men. Haynes, Feinleib, Levine, Scotch, and Kannel (1978) found that employed women were more often classified as TABP as compared to housewives (59.8% vs. 38.8%; $p=0.0001$). Finally in a study conducted by Anderson and Meininger (1993) 48% of a sample of 177 employed, Caucasian women aged 26-52 years old could be classified with TABP. Due to the inconsistency of these findings an accurate percentage of how many women could be classified with TABP cannot be predicted.

Anderson and Meininger (1993) investigated differences in the multidimensional components of TABP in women that were employed or unemployed, they found that women in the workforce display more TABP characteristics. For example,

Clinical Rating (the potential for hostility), Impatience, Hurried Drive, Expression of Anger, and Job Involvement, were more frequently reported by employed women than unemployed women.

Although TABP women have typically chosen highly intense occupations similar to their male counterparts, additional factors may be related to behavior type. Catapovic-Veselica, et. al., (1995) sought to determine the link between behavior type, occupation, education, life needs satisfaction, smoking and religion. Consistent with previous findings, they found that TABP individuals were more common among managers and clerks than manual laborers. Similarly, TABP individuals were found to be significantly more prevalent among individuals who had received a university education as opposed to individuals with only a primary or secondary education. Significant correlations were not detected for the factors of smoking, religion, or life needs satisfaction. This study's results suggest that the TABP is more prevalent in well-educated women who may or may not be employed.

To briefly summarize, the TABP individual appears to be an achievement oriented person who is more often a woman, employed or unemployed, than a man. The TABP characteristics manifest themselves in several ways, including the manner in which TABP individual approaches a task and experiences anxiety, chooses their occupations and personal preferences,

and decides what amount of education to pursue.

Instrumentation for Classifying TABP

Several instruments have been developed to measure TABP. The Structured Interview (SI) (Rosenman, 1978) is considered to be the most effective and dependable instrument to measure TABP (Byrne, et al., 1985). The SI is comprised of 25 questions including supplemental subordinant questions, that discern the most frequent responses of the subjects to common stressors which are inclined to evoke the emotions of, "impatience, competitiveness, and hostility," (Bennett & Carroll, 1989). The design of the SI makes it both lengthy and time consuming to administer.

In an effort to reduce time and expense several other measures have been created. The Jenkins Activity Survey, (JAS; Jenkins et al., 1978), and the Framingham Type A Scale, (FTAS; Haynes, et al., 1978) are two instruments that have been used to measure TABP. The Jenkins Activity Survey (JAS; Jenkins, et al., 1978) is a 52-item self-report questionnaire which utilizes four subscales (Type A, Speed & Impatience, Job Involvement, and Hard-Driving Competitiveness), all designed to measure these aspects of the TABP construct. Originally designed to replicate the SI, the JAS appears to only measure, "pressured drive and time urgency" (Matthews, 1982). The SI and the JAS seem to have ample reliability, however the two instruments have only a moderate

interrelationship (Matthews, 1982).

The Framingham Type A Scale (FTAS; Haynes et al., 1978) is comprised of 10 self-report items, and like the JAS, is limited in covering the separate components which make-up the TABP construct. Bennett and Carroll (1989) concluded that, the JAS, and the FTAS each only seem to measure separate aspects of the TABP construct, while other research indicates that these two measures are only slightly related to each other and to the SI, (Byrne, et al., 1985) in terms of accurately predicting TABP individuals.

Gray, Jackson, and Howard (1989) discovered that the Survey of Work Styles questionnaire (SWS; Jackson & Mavrogiannis, 1987) was interrelated to the JAS ($r=+.56$) and the FTAS ($r=+.67$) with overall concordance of 76% with the SI for classifying TABP and TBBP. The SWS is a 96-item self-report multidimensional measure of the TABP consisting of six subscales (e.g., Impatience, Anger, Work Involvement, Time Urgency, Job Dissatisfaction, and Competitiveness).

The SWS offers three distinct ways to type individuals as either TABP or TBBP. The first yields a global continuous score attained by aggregating the scores from the six subscales to produce a total score which incorporates the six factors weighted equally. A second method, which also provides a global score, is accomplished by summing the items of the SWS that are found to have the highest correlation

with the SI (known as Scale A). Finally, a third method, and the one this study used, was obtained by scoring the SWS questionnaire using Scale A and then splitting the distribution of the Scale A scores at the median (i.e., the 50th percentile of the distribution) to distinguish the Type A individuals (high scoring) from the Type B (low scoring) individuals (Jackson & Mavrogiannis-Gray, 1993).

Anger

The present study was concerned with the mode in which women, classified with TABP, experienced and expressed their anger and in which direction that anger was oriented, either outward or inward. Therefore, the following section defined the two basic components of anger and their subcomponents. The experiencing and the expressing of anger has usually been examined by comparing gender differences which has produced confusing results (Biaggio, 1989; McCann, Woolfolk, Lehrer, & Schwarz, 1987; Shope, Hedrick, & Geen, 1975). Anger has often been described as an emotion that sometimes escalates to rage. Anger can be defined as trait anger or state anger. Trait anger can further be delineated by the direction which this expression takes, outward or inward (Spielberger, et al., 1985).

Trait and State Anger. Spielberger, Jacobs, Russell, and Crane (1983) indicated that anger, hostility, and aggression were being viewed as interchangeable terms within

the literature and suggested that anger, hostility and aggression were abstractions that a great many theories of personality were using as their main theme. Spielberger, Johnson, Russell, Jacobs, and Worden, (1985) after having found two separate aspects to anger (i. e., state anger and trait anger) attempted to discern, both conceptually and empirically, the experiencing of anger as an emotional state, (State-Anger), or as a personality trait, (Trait-Anger).

In the following years research on the two main components of anger (i.e., trait/state anger) resulted in more precise definitions (Spielberger, 1988). Trait anger is defined as a part of an individual's personality which predisposes that individual to assess a variety of situations as exasperating or dissatisfying, causing the individual to experience higher feelings of state anger when confronted by these types of events. Thus, trait anger is a critical aspect of the personality which influences the individual's interaction with his/her environment. Trait anger can be further delineated into "anger-in" and "anger-out" as defined by the State-Trait Anger Expression Inventory.

After delving even further into trait anger it was discovered that trait anger was comprised of two separate factors (i.e., Anger-In, Anger-Out). The dichotomy of Anger-In and Anger-Out has been researched extensively (Dembroski, et al., 1985; Fuqua, et al., 1991; Kopper, 1993; Kopper &

Epperson, 1991; Kopper & Epperson, 1996) with varying results. In light of this research Anger-In is generally defined as anger that is held in or suppressed, while Anger-Out is generally defined as anger which is directed outwardly and either strikes out against others or attributes that anger to others (Thomas & Williams, 1991).

There is a paucity of research dealing with women and how they express their anger. Although the research is scarce, Fischer, et al., (1993) conducted a study which investigated gender differences and anger expression as the main focus. They investigated gender differences pertaining to several affective dimensions (e.g., State Anger, Trait Anger, Trait-Anger Reaction, Anger-In, Anger-Out, and Anger-Control). They found that men exhibited significantly higher scores on Trait-Anger and Anger-Out than women, however, Fischer, et al., argued that this difference is related to the fact that the men reported feeling angry significantly more often. These results suggest that men and women may not differ significantly in the experiencing and expressing of their anger, but rather in the frequency of how often anger is felt. Therefore, the gender differences which have been found regarding anger expression are more a matter of frequency rather than intensity level.

Despite the common belief that gender differences exist, the research does not fully support this contention. Kopper

(1993) conducted a study which addressed the variables of gender, sex role, and TABP as they pertained to anger expression. In one analysis, a 2(gender) x 4(sex role identity) x 2(TABP/TBBP) MANOVA resulted in significant multivariate effects for sex role and behavior pattern type. The results indicated that sex role identity (i.e., feminine, masculine, androgynous, and undifferentiated) and behavior pattern type (i.e., TABP or TBBP) yielded meaningful overall differences regarding participants' responses to the anger variables (i.e., trait anger, anger-in, anger-out, and anger control), however no significant effects were found regarding the anger variables for gender. An ANOVA (analysis of variance) conducted with the three independent variables of gender, sex role identity and TABP/TBBP x Trait Anger disclosed significant effects for sex role identity and behavior pattern type. These results indicated that TABP individuals exhibited a higher level of Trait Anger than those classified as TBBP individuals. Finally, an ANOVA on sex role identity and behavior pattern type for anger-in produced a significant effect indicating that TABP individuals showed a greater tendency to suppress or hold in their anger.

A limited number of studies actually narrowed their focus to TABP women, however a multitude of factors were examined along with them. Greenglass (1987) concentrated on

TABP women and several variables associated with one's occupation, however she obtained both TABP and TBBP samples by rank ordering TABP scorers and dividing them into thirds, designating the top third as TABP, the bottom third as TBBP, and the middle third participants were labeled as moderates. She conducted a study which investigated the link between TABP women, who held positions of management, and state anger (defined as anger relating to their jobs), trait anger, state anxiety and other job related variables (e.g., depression, job satisfaction, absenteeism, and intention to turnover-to seek alternative employment due to job dissatisfaction). These various factors were considered as they related to the job issues of unequal monetary compensation, not utilizing a person's skills, lack of support from a superior, and discernable sex discrimination. The results of this study produced several correlations.

First, for both TABP and TBBP as occupational demands became confusing (i.e., role ambiguity), workers encountered conflict with their jobs, or workers' skills were not completely utilized, participants' state anger increased. Conversely, as social support from one's boss or one's co-workers increased, state anger decreased. Additionally, as sex discrimination increased so did state anger, but in TABP women only. Results concerning anger, sex discrimination and social support from one's boss, indicated that the more

support shown by one's boss the less anger felt by TABP even when discrimination was high. The results of this study suggest that TABP encounter a larger amount of state anger relative to occupational demands than TBBP and tend to place themselves under more strenuous working standards. Further, when TABP women were faced with job related stress they voiced their intention to seek alternative employment as a coping strategy that implies action, in keeping with the active make-up of a TABP individual.

Finally, differences in anger expression between younger/older, TABP/TBBP, men vs. women were examined by Malatesta-Magai, et al., (1992). They found that TABP women vary from TBBP individuals in anger expression. Their findings suggested that younger TABP women, overall, scored higher on anger scales than all other groups including both men and women TBBP, but were more apt to act as if nothing had occurred. However, this was not true of all TABP women. Some of the women of this study, older women in particular, reported that they tended to take their anger out on others when provoked, indicating that some TABP women are less inhibited in their expressions of anger.

In summary, anger is an emotion that is considered to be one of the basic elements comprising an individual's personality (trait anger) or symbolizing the intensity level of that anger (state anger). Through repeated research,

trait anger was found to consist of two kinds of expression, anger-in and anger-out. The research that has been conducted in this area has usually been concerned with the fundamental differences between genders. Although other variables have been examined concurrently with gender and anger expression, most have only served to confuse the issue. The two main findings which concern this study are: (1) the differences in anger expression do not appear to be between genders, but rather between behavior pattern types, and (2) all TABP women may not express their anger in the same manner. Due to the incongruities in the literature, the present study will further investigate the direction in which TABP women express their anger.

Instrumentation for the Expression of Anger.

Measurement of anger has often limited expression of anger to either a verbal or physical form (Shope, et al., 1975). However, the present study is concerned with the mode of trait anger exhibited by the participants.

Trait anger has been measured using a variety of subscales, (e.g., State-Trait Anger Scale (STAS), Spielberger, 1980; Trait Anger Scale, Spielberger, 1980; Anger Expression (AX) Scale, Spielberger, 1986) to determine the different modes of expressing anger. The STAXI (Spielberger, 1997) will be used in this study because it addresses the types of anger expressions which stem

from trait anger, namely "Anger-In" and "Anger-Out." The expression of anger toward other people or objects in the environment has been identified as Anger-Out. Conversely, Anger-In has been identified as, "the holding in or suppressing of angry feelings."

In this study, mode of anger was determined by the State-Trait Anger Expression Inventory (STAXI) (Spielberger, 1997). The STAXI is a relatively new instrument consisting of 44-items and eight scales, (e.g., Anger-Control Scale, Anger-Out Scale, Anger-In Scale, State-Anger Scale, Temperament Scale), designed to evaluate the feelings of anger. Fuqua et al., (1991) offered additional support for the Anger-In subscale through their confirmatory factor analysis.

Because "Anger-In" was the dimension of anger that was examined in this study, the Anger-In subscale was utilized to measure this dimension of anger. The Anger-In subscale consists of eight, four-point Likert scale items. Summing the scores for the eight items on the scale will yield the dependent variable of anger expression (i.e., Anger-In; Spielberger, 1997).

It is possible that the relationship between TABP/TBBP and anger expression has been masked by the construct of anger. Historically, women have been perceived to have had a harder time conveying their expressions of anger, and even

though there is a limited amount of research in this area (Anderson & Meininger, 1993; Catipovic, et al., 1995; Doster Guynes, 1993; Fishcer, et al., 1993; Greenglass, 1987; Kopper, 1993; Malatesta-Magai, et al., 1992; Martin, et al., 1989) this does not appear to be the case. What we do not know regarding this area of research is enormous. However, while there is some evidence that TABP women can experience and express their anger, the difference between how they express their anger and TBBP individuals is not definitively clear. In fact, instead of clarifying the relationship between anger expression and personality type in women, the research has produced results that are sometimes confusing.

Most of the research which has investigated the relationship between TABP/TBBP and anger has focused on the state/trait model, however this study will examine the relationship from the "anger-in"/"anger-out" perspective. This study may be important because it intends to help to clarify how women classified with TABP and TBBP express their anger. Suppression of anger can be unhealthy, (Biaggio, 1989; Funkenstein, et al., 1954; Thomas & Williams, 1991) therefore, a closer examination of anger expression and TABP/TBBP is warranted.

In conclusion, the relationship between personality type and anger expression in women will be examined. The specific hypothesis of the present study will be as follows: It is hypothesized that TABP women will be more likely to express their anger as Anger-In than TBBP women.

Chapter III

Methods

Participants

Women volunteers (n=100) were recruited from several different Austin Peay State University classes (i.e., (Psychology, Education, Sociology, and Health & Human Performance). Four protocols were eliminated because they were incomplete, resulting in a sample size of 96 participants. Age for Analysis I ranged from 18-52 years old (M=26.04, SD=8.80) with a median of 23. Age for Analysis II (i.e., the top one-third and the bottom one-third) ranged from 18-49 years old (M=25.64, SD=8.59) with a median of 22 years old. Composition of the sample included: 74% White (n=74), 12% African-American (n=12), 4% Hispanic (n=4), 3% Asian (n=3), 1% Native American (n=1), and 2% Other (n=2).

Instrumentation

Materials included: (1) an informed consent form, (see Appendix A), (2) a demographic sheet collecting data on age and ethnicity, (see Appendix B), (3) a debriefing statement, (see Appendix C), (4) Survey of Work Styles (SWS) questionnaire, (see Appendix D), (5) State-Trait Anger Expression Inventory (STAXI), (see Appendix E).

Survey of Work Styles (SWS) questionnaire. A 96-item multidimensional self-report measure of the Type A behavior pattern. The questionnaire is divided into six subscales (e.g., Impatience, Anger, Work Involvement, Time Urgency, Job

Dissatisfaction, and Competitiveness) each consisting of 16 items. The SWS exhibits high internal consistency reliability with coefficient alpha reported as 0.90, while subscale internal consistency values range from 0.71-0.84. The questionnaire is comprised of work-related statements to which participants are asked to rate their degree of agreement to each statement by using a 5-point Likert scale, with strongly disagree at one extreme and strongly agree at the other extreme (Jackson & Mavrogiannis-Gray, 1993).

Scores on the SWS were used to categorize women on the basis of personality type (i.e., TABP and TBBP). Responses to items which pertained to Scale A were summed. The scores were split at the 50th percentile which yielded a TABP classification for those scores which fell above the 50th percentile, and a TBBP classification for those scores which fell below the 50th percentile. TABP and TBBP constituted the two levels of the independent variable.

State-Trait Anger Expression Inventory (STAXI). A 44-item scale which measures the intensity of anger as a emotional state (State Anger) and the predisposition to experience angry feelings as a personality trait (Trait Anger). Coefficient alphas for the State and Trait Anger scales range from 0.84-0.93, suggesting that the scale provides high internal consistency (Spielberger, 1997). Mode of anger expression is assessed by two subscales: Anger-

In and Anger-Out (STAXI Manual, Spielberger, 1997). The STAXI is designed to be administered as a complete instrument which can be examined by separate subscales. Although the entire STAXI was administered, mode of anger expression was assessed by two subscales: Anger-In and Anger-Out (STAXI Manual, Spielberger, 1997). The subscales were comprised of eight Likert scale items ranging from one to four points as anchors. Scores for the eight items were summed for each scale and used as the measure of the dependent variable (i.e., Anger-In).

Procedures

Questionnaires were administered in groups ranging from 2 participants to 12 participants at a time. Participants were required to read, sign, and date an informed consent form. Upon completion of the informed consent, participants were asked to complete the Survey of Work Styles (SWS) questionnaire, and the State-Trait Anger Expression Inventory, (STAXI). Participants received a debriefing statement upon leaving (Appendix C).

Data Analysis

Data analysis was conducted using two t-tests for independent groups. First, women were classified as TABP or TBBP using the SWS. Second, the scores on the Anger-In and Anger-Out subscales of the STAXI were calculated for each of the women. Lastly, the two t-tests were conducted.

Chapter IV

Results

Data Analysis I

Participants were categorized as TABP or TBBP through the Survey of Work Styles (SWS) questionnaire. Participants were classified as TABP personality types if they scored in the top 50th percentile on the basis of their score on Scale A from the SWS. Women who scored in the lower 50th percentile were classified as TBBP. The dependent variable measures were obtained by administering the State-Trait Anger Expression Inventory (STAXI) and then summing the eight items for the Anger-In subscale.

The hypothesis for the present study was: Women classified with TABP would score significantly higher on "Anger-In" scores than would TBBP women. An independent samples t-test indicated that women with TABP ($\bar{M}=18.17$, $SD=5.30$) scored significantly higher on Anger-In scores than did TBBP women ($\bar{M}=15.50$, $SD=4.31$), $t(94)=2.70$, $p=.01$ (Table 1) supporting the hypothesis.

Table 1

Anger-In Scores Grouped by Type

Group	<u>M</u>	<u>SD</u>	<u>n</u>	<u>t*</u>
Type A	18.17	5.30	48	2.70
Type B	15.50	4.31	48	

*p < .01.

Data Analysis II

Due to the lack of a natural break in the classification scores, a second analysis was conducted, similar to the Greenglass study (1987), by splitting the group of 96 participants into thirds and then comparing the top one-third (n=32) (i.e., those participants who fell at the 66.67 percentile and up) and the bottom one-third (n=32) (i.e., those participants that fell at the 33.33 percentile and below) on Anger-In scores.

An independent samples t-test indicated that women with TABP (M=18.34, SD=5.63) scored significantly higher on Anger-In scores than did TBBP women (M=15.09, SD=4.88), $t(62)=2.46$, $p=.01$ (Table 2) supporting the proposed hypothesis.

Table 2

Anger-In Scores Grouped by Type

Group	<u>M</u>	<u>SD</u>	<u>n</u>	<u>t*</u>
Type A	18.44	5.63	32	2.46
Type B	15.09	4.88	32	

*p < .01

Chapter V

Discussion

The purpose of this study was to determine the mode of expression of anger (i.e., Anger-In or Anger-Out) exhibited by women classified with TABP or TBBP. More specifically it was predicted that women classified with TABP would score significantly higher on Anger-In scores than TBBP women. Data analysis indicated significant findings to support the research hypothesis.

The results of the first analysis indicated that TABP women do indeed tend to suppress their angry feelings rather than vent them outwardly. This finding is consistent with the literature (Fischer, et al., 1993; Greenglass, 1987; Kopper, 1993; Malatesta-Magai, et al., 1992) and shows that TABP women, although highly competitive, tend to internalize their emotion of anger.

A second data analysis was conducted using the top one-third of the SWS scores (i.e., extreme TABP) and the lower one-third of the scores (i.e., extreme TBBP). Data analysis between these two groups indicated significant findings to support the research hypothesis that TABP women would score significantly higher on Anger-In scores than TBBP women. The result was consistent with the first analysis which utilized a 50th percentile split and was also consistent with the findings of the Greenglass study (1987).

Limitations

The present study has two aspects which are limiting factors. First, participants attended the same university, thus limiting generalizability. Second, volunteer participants were solicited from selected classes representing only four different disciplines (i.e., Psychology, Education, Sociology, and Health & Human Performance), also reducing generalizability.

In conclusion, the present study's findings suggest that overall, TABP women do indeed suppress their anger more than do TBBP women. Therefore, because TABP women suppress their anger more often than not, this finding could imply a possible impact on the mental, as well as the physical health of TABP women. Due to these findings concerning the issues of anger expression between TABP and TBBP women, and the fact that this study's scope was so narrowly focused, there is an indication that further research is still needed.

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APPENDIXES

APPENDIX A

Participant Number _____

INFORMED CONSENT FORM

you are being asked to participate in the following research study. Please read the following carefully. It explains the purpose of the investigation, the procedures to be used, risk, side effects, and benefits of your participation in the program, and what will happen to the information collected from the research project in which you are participating.

1. The purpose of this research project is to investigate the relationship of personality and expression of emotion.

2. The procedures to be used (what you will be asked to do). You will be asked to complete two pencil and paper questionnaires regarding personality and emotions. You will also be asked to provide some demographic information about yourself, specifically your age and ethnicity.

3. Regarding Risk and Benefits. You are being asked to respond honestly and to the best of your ability to the statements on the surveys. Every precaution will be taken to ensure that this information will be kept confidential. Your identification number will be kept with your data in the event that you wish to be dropped from the study. There is no deception being used in this research project. The information on the surveys are not likely to cause psychological distress, however if you wish to terminate participation at any time, you may do so with no questions asked.

4. What will happen to the information collected. The information collected from you will be used for the purposes of scientific presentation and publication. In any such use of this information, your identity will be carefully protected. Your identity as a participant will never be revealed in any published or oral presentation of the results of this study. Information will be made public only in the form of summaries which make it impossible to identify individual participants. If you wish, you can receive a copy of the results and/or discuss the study with researchers on completion of the project. If you are interested in receiving such information, be sure to let the experimenters know this as soon as possible.

please read the statements below. They describe your rights and responsibilities as a participant in this research project.

1. I agree to participate in the present study conducted by Cheryl Deming and supervised by Dr. Maureen McCarthy, a faculty member in the Psychology Department at Austin Peay State University. I agree to complete the Survey of Work Styles questionnaire, and the State-Trait Anger Expression Inventory, and to answer several demographic questions.

2. I have been informed orally and in writing of the procedures to be followed and about any discomfort which may be involved. I have also been told of any benefits that may result from participation. Dr. McCarthy has offered to answer any further questions that I may have regarding the research and she can be contacted Monday through Friday by phone at 648-7233.

3. I understand that I may withdraw from participation at any time following my participation without penalty or prejudice, and to have all data obtained from me withdrawn from the study and destroyed.

4. I realize that by signing this form, I willingly consent to participate in this study. I also acknowledge that I have been given a copy of this form to keep.

Signature

Witness

Date

APPENDIX B

Demographics Sheet

Participant Number _____

Age: _____

Ethnicity:

_____ White

_____ African American

_____ Hispanic

_____ Native American

_____ Asian

_____ Other

APPENDIX C

Participant Number _____

Debriefing Statement

Thank you for participating in this study. We want to take this time to let you know specifically what we were examining.

This study was designed to examine the relationship between Type A behavior patterns and expression of anger. We expect to find that Type A behavior patterned women will score significantly higher on "Anger-In" scores than Type B behavior patterned women.

One variable that could effect the direction of anger expression is the socialization of women. Many women have been raised not to express their anger.

No deception was used in this study and all results obtained were by self report procedures. That is, the participants in this study told us how they rated their attitudes toward work, which determined a Type A or Type B classification, and the ways in which they experience and express their anger.

If you have any questions about the study feel free to ask your experimenter or contact Dr. McCarthy at 648-7233 Monday through Friday.

Again, we thank you for your participation.

Appendix D

ERASE ALL
STRAY MARKS.

SURVEY OF WORK STYLES

DOUGLAS N. JACKSON, Ph.D. and ANNA MAVROGIANNIS, M.A.

IDENTIFICATION
NUMBER

AGE

GRID DIRECTIONS

Use a medium black lead pencil only. The circles should be blackened carefully and completely. Before completing the Name Grid, study the example below. Print your last name and your initials in the boxes at the top of the Name Grid. Then blacken the same letter in the column below the box. Blacken a blank circle for each unused box. In the same way fill in your identification number (if you have been instructed to do so), age and sex. Please also write in your name and your company's or institution's name and address in the blank spaces to the right.

SEX MALE FEMALE
○ ○

NAME GRID

LAST NAME

INIT

EXAMPLE NAME GRID

LAST NAME INIT

SMITH SA

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

START HERE...

NAME:

COMPANY/INSTITUTION:

ADDRESS:

DIRECTIONS FOR COMPLETING THE SURVEY OF WORK STYLES

This survey contains a number of statements describing work-related activities. You are asked to rate yourself by filling in the number best describing how characteristic or uncharacteristic each activity is of your work-related behavior. Look at these examples

Extremely characteristic
Moderately characteristic
Neutral
Moderately Uncharacteristic
Extremely Uncharacteristic

A. At work I enjoy talking to coworkers during breaks.

B. I am frequently late for work.

The person in the example filled in number 5 for statement A, indicating that enjoying talking to coworkers during breaks was extremely characteristic. For statement B, the person blackened 2, indicating that being frequently late for work was moderately uncharacteristic. You might have filled in different numbers in these examples.

In a similar manner fill in the number that best indicates how characteristic or uncharacteristic each statement is of your work-related behavior. Try to use all the categories from 1 to 5 in rating yourself. Answer every statement, even if you are not completely sure of your answer. If you are not currently employed, then imagine yourself in a work setting and answer accordingly.

EXTREMELY CHARACTERISTIC
MODERATELY CHARACTERISTIC
NEUTRAL
MODERATELY UNCHARACTERISTIC
EXTREMELY UNCHARACTERISTIC

Erase all
stray marks.Erase
clearly any
answer you
wish to
change.

1. I often have to hurry to finish a project because there are so many other things to do.
2. I believe that organizations work best when employees do not compete with each other.
3. Often, I work under so much pressure that I find it very difficult to stop during the day.
4. When I have a project to complete, I become impatient with the slightest interruption.
5. I frequently find myself wishing that other workers would complete their work more quickly.
6. I rarely engage in two or more activities at the same time, like eating and reading.
7. I would rather have my work evaluated as a team member rather than as an individual.
8. I usually leave sufficient time to complete a job so that I don't have to rush through it.
9. Part of the satisfaction of doing a good job is showing that I am better than other employees.
10. I do not become annoyed if a driver reacts too slowly when a stoplight changes to green.
11. I get as much satisfaction from seeing a friend succeed as I would from succeeding myself.
12. I would find it frustrating to have to explain the same thing over again to a new employee.
13. If I could, I would prefer to retire now, rather than to continue working at my present job.
14. It does not usually aggravate me to have to wait for information needed to do my job.
15. If I were to become angry at work, I would remain "keyed up" for the rest of the day.
16. It does not bother me to have to repeat myself several times in order to be understood.

DO NOT STOP...CONTINUE ON OTHER SIDE

1987 DOUGLAS N. JACKSON AND ANNA MAVROGIANNIS

CONTINUE HERE...

EXTREMELY CHARACTERISTIC
MODERATELY CHARACTERISTIC
NEUTRAL
MODERATELY UNCHARACTERISTIC
EXTREMELY UNCHARACTERISTIC

17. Coworkers and friends would agree that I "live, eat, and breathe" my job.	1 2 3 4 5
18. Even when work accumulates, I still take time for a lunch break.	1 2 3 4 5
19. There are many things in my life more important to me than my job.	1 2 3 4 5
20. It would not bother me if other workers had experienced more success than I.	1 2 3 4 5
21. I find it difficult to relax on weekends because I am thinking about work.	1 2 3 4 5
22. Supervisors impose unrealistic standards on my performance.	1 2 3 4 5
23. I would help a slow coworker, even if it delayed progress on my own work.	1 2 3 4 5
24. I would leave a project or assignment unfinished if my work shift was over.	1 2 3 4 5
25. There are many sources of personal satisfaction in my work.	1 2 3 4 5
26. My conversations are usually centred around work-related activities.	1 2 3 4 5
27. I am dissatisfied with the way my supervisor treats subordinates.	1 2 3 4 5
28. I have no problem with people who talk a lot and have little to say.	1 2 3 4 5
29. When things go wrong at work, I sometimes lose my temper.	1 2 3 4 5
30. Because of deadlines, I have little time to take breaks at work.	1 2 3 4 5
31. I feel that the quality of my work is recognized by my supervisors.	1 2 3 4 5
32. At work, I find it irritating when people cannot come to a decision quickly.	1 2 3 4 5
33. I would remain calm, even if people at work were making fun of me.	1 2 3 4 5
34. I rarely take so much work that I have too little time to finish it.	1 2 3 4 5
35. My work schedule allows me a good deal of time for recreation.	1 2 3 4 5
36. I hate to lose in a competition, even when the stakes are not high.	1 2 3 4 5
37. I find it quite annoying when coworkers are not on time for a meeting.	1 2 3 4 5
38. All of my thoughts during a work day are related to my job.	1 2 3 4 5
39. I rarely find myself working on a number of urgent tasks at the same time.	1 2 3 4 5
40. I would like to have more freedom to decide how to do my work.	1 2 3 4 5
41. I have no interest in comparing my salary or position to those of my peers.	1 2 3 4 5
42. I am patient with other employees who do not complete a job on time.	1 2 3 4 5
43. I would rarely cancel a social engagement in order to work.	1 2 3 4 5
44. I often must rush at the end of the day to finish accumulated work.	1 2 3 4 5
45. I become very annoyed when I cannot do a job better than someone else.	1 2 3 4 5
46. Coworkers would describe me as an even-tempered person.	1 2 3 4 5
47. I sometimes rush through meals so that I can return to work.	1 2 3 4 5
48. Sometimes I get into such heated arguments that I find myself shouting.	1 2 3 4 5
49. I work in an environment where people cooperate rather than compete.	1 2 3 4 5
50. I frequently find myself rushing, even when there is plenty of time.	1 2 3 4 5
51. If asked, I am sure people would describe me as competitive.	1 2 3 4 5
52. At work, I avoid heated discussions and disagreements with coworkers.	1 2 3 4 5
53. I rarely feel the urge to go back to work on a weekend or holiday.	1 2 3 4 5
54. Even when I have an urgent task to complete, I still take "breaks" from work.	1 2 3 4 5
55. I prefer to play a game for fun rather than competitively.	1 2 3 4 5
56. At work, annoying people sometimes "make my blood boil."	1 2 3 4 5
57. In sports, as in life, the only thing that matters to me is winning.	1 2 3 4 5
58. I become quite irritated when I have to wait in a line.	1 2 3 4 5

EXTREMELY CHARACTERISTIC
MODERATELY CHARACTERISTIC
NEUTRAL
MODERATELY UNCHARACTERISTIC
EXTREMELY UNCHARACTERISTIC

60. I rarely get praise for a well-done job.	1 2 3 4 5
61. I do not get upset if I am interrupted while working.	1 2 3 4 5
62. I tend to lose my temper easily at work.	1 2 3 4 5
63. I enjoy my job and like most of my coworkers.	1 2 3 4 5
64. I would never let someone win a game.	1 2 3 4 5
65. At work, I often feel grouchy.	1 2 3 4 5
66. Slow moving film plots bore me.	1 2 3 4 5
67. My coworkers would agree that I get angry frequently.	1 2 3 4 5
68. I try to seize every opportunity for advancement at work.	1 2 3 4 5
69. I seldom take my work home with me.	1 2 3 4 5
70. I seldom raise my voice when arguing.	1 2 3 4 5
71. I often become extremely involved in my work.	1 2 3 4 5
72. I often feel concerned that my job has very little future.	1 2 3 4 5
73. Competition rarely brings out the best in me.	1 2 3 4 5
74. I am patient with less competent coworkers.	1 2 3 4 5
75. I would react strongly if I were unfairly criticized at work.	1 2 3 4 5
76. I often must work faster than most people.	1 2 3 4 5
77. I am tolerant of coworkers who try to annoy me.	1 2 3 4 5
78. I find it easy to talk with my supervisor on the job.	1 2 3 4 5
79. I would not retaliate if someone insulted me.	1 2 3 4 5
80. I seldom feel that my actions are misunderstood at work.	1 2 3 4 5
81. Dull-witted, slow employees make me very impatient.	1 2 3 4 5
82. I usually show up to work early to prepare things.	1 2 3 4 5
83. I often wish I had a different supervisor.	1 2 3 4 5
84. I rarely work more than eight hours a day.	1 2 3 4 5
85. I seldom feel frustrated at work.	1 2 3 4 5
86. I often compare my work to that of coworkers.	1 2 3 4 5
87. I would never hit anyone, even if I was hit first.	1 2 3 4 5
88. I rarely find time for hobbies or other recreational activities.	1 2 3 4 5
89. I can usually finish my work on time without rushing.	1 2 3 4 5
90. Work is a major part of my life.	1 2 3 4 5
91. I am quite satisfied with my working conditions.	1 2 3 4 5
92. My work schedule leaves me no time to relax.	1 2 3 4 5
93. I often wish for a totally different job.	1 2 3 4 5
94. During my leisure time, I rarely think about my job.	1 2 3 4 5
95. I rarely have a time deadline to complete a work task.	1 2 3 4 5
96. I feel that my job is quite satisfying.	1 2 3 4 5

Make sure you have completed all 96 statements.

FOR SCORING SEND TO:

IN U.S.A.:

Research Psychologists Press, Inc.
1110 Military St.
P.O. Box 610984

IN CANADA:

Research Psychologists Press, Inc.
P.O. Box 2007, Station A

APPENDIX E

Part 1 Directions

A number of statements that people use to describe themselves are given below. Read each statement and then fill in the circle with the number which indicates how you feel *right now*. Remember that there are no right or wrong answers. Do not spend too much time on any one statement, but give the answer which seems to *best* describe your *present feelings*.

Fill in ① for *Not at all*
Fill in ② for *Somewhat*

Fill in ③ for *Moderately so*
Fill in ④ for *Very much so*

How I Feel Right Now

1. I am furious.
2. I feel irritated.
3. I feel angry.
4. I feel like yelling at somebody.
5. I feel like breaking things.
6. I am mad.
7. I feel like banging on the table.
8. I feel like hitting someone.
9. I am burned up.
10. I feel like swearing.

Part 2 Directions

A number of statements that people use to describe themselves are given below. Read each statement and then fill in the circle with the number which indicates how you *generally* feel. Remember that there are no right or wrong answers. Do not spend too much time on any one statement, but give the answer which seems to *best* describe how you *generally* feel.

Fill in ① for *Almost never*
Fill in ② for *Sometimes*

Fill in ③ for *Often*
Fill in ④ for *Almost always*

How I Generally Feel

11. I am quick tempered.
12. I have a fiery temper.
13. I am a hotheaded person.
14. I get angry when I'm slowed down by others' mistakes.
15. I feel annoyed when I am not given recognition for doing good work.
16. I fly off the handle.
17. When I get mad, I say nasty things.
18. It makes me furious when I am criticized in front of others.
19. When I get frustrated, I feel like hitting someone.
20. I feel infuriated when I do a good job and get a poor evaluation.

Part 3 Directions

Everyone feels angry or furious from time to time, but people differ in the ways that they react when they are angry. A number of statements are listed below which people use to describe their reactions when they feel *angry* or *furious*. Read each statement and then fill in the circle with the number which indicates how *often* you *generally* react or behave in the manner described when you are feeling angry or furious. Remember that there are no right or wrong answers. Do not spend too much time on any one statement.

Fill in ① for *Almost never*
Fill in ② for *Sometimes*

Fill in ③ for *Often*
Fill in ④ for *Almost always*

When Angry or Furious...

21. I control my temper.
22. I express my anger.
23. I keep things in.
24. I am patient with others.
25. I pout or sulk.
26. I withdraw from people.
27. I make sarcastic remarks to others.
28. I keep my cool.
29. I do things like slam doors.
30. I boil inside, but I don't show it.
31. I control my behavior.
32. I argue with others.
33. I tend to harbor grudges that I don't tell anyone about.
34. I strike out at whatever infuriates me.
35. I can stop myself from losing my temper.
36. I am secretly quite critical of others.
37. I am angrier than I am willing to admit.
38. I calm down faster than most other people.
39. I say nasty things.
40. I try to be tolerant and understanding.
41. I'm irritated a great deal more than people are aware of.
42. I lose my temper.
43. If someone annoys me, I'm apt to tell him or her how I feel.
44. I control my angry feelings.