

Anger among adolescent in relation to Emotional Maturity and Resilience.

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Abstract

Adolescence is the time of full up and downs in every aspect of a teenager life because this is the phase of rapid change, some adolescents view these difficulties as challenge and become stronger than ever that enable them to handle these challenge and to turn into a more resilient and emotionally mature adult but some adolescents find themselves unable to overcome these challenges and develop aggression, anxiety etc. The present study is done to ascertain the effect of anger on emotional maturity and resilience in school students. The study was pursued on a sample of 600 school students (300 boys and 300 girls). State-Trait Anger Inventory (STAX-2) given by Spielberger (1999) Resilience scale by Sandra Prince-Embury and Emotional maturity scale (EMS) given by Dr.Yashvir Singh and Dr. Mahesh Bhargava (1999) were used as tools for the present study. For the analysis of data, correlation and descriptive statistics were used in this study. Results showed that there is significant correlation between anger, resilience and emotional maturity.

Key Words:- Anger, Emotional Maturity, Resilience

Introduction

Adolescents is an important stage in human development when many elementary changes occur and youngsters try to deal with these various kind of bio psycho-social change, so they have problems in managing their behaviour for the reason that they still don't have enough coping strategies. Anger is one of the most familiar emotions expressed by teenagers as well as by all ages. The way in which young people express their anger represent a key health problem for adolescents and society. It may create bodily, psychological and social problems if not expressed in proper manner. Anger can be defined as normal affecting response that helps us to protect while dealing with threats damage assault and failure.

Anger is described as “an unpleasant emotion accompanied by physiological arousal such as high blood pressure and



increased heart rates and usually lasting for a relatively short duration”(Suls et al.,2015)

Anger can abruptly arise in various situations and articulated immediately. Adolescents usually experience anger all of sudden but it differs in term of potency and continuity. Adolescent’s anger may be triggered by reaction of frustration which is often related to the normal maturation process, throughout which they experience a need for greater privacy and autonomy. Some youngsters express their anger covertly by moving back from social actions or not following through obligations, whereas others express it overtly by screaming, slamming doors or throwing objects.

According to Spielberger (1991) anger consists of two component state (condition) and trait(attribute) anger. Strength of state anger may vary as function of the assault an individual perceives in terms of intensity of the unfairness. On the other hand, trait anger is perceived in more situations as disturbing and annoying, and it is described as tendency to have rather recurrent state anger. A person’s capacity to manage his or her emotion is often linked to early experience. Bowlbys (1988) study explained that children who do not form a secure attachment to a caregiver are more probable to exhibit aggressive behaviour as they get older. Josephson Institute of Ethics, Los Angeles (2012) conducted a survey of 23,000 high school students across the United States concerning their attitudes

toward aggression and bullying. The survey found that 33% of boys and 17% of girls admitted that it is occasionally OK to beat or bully a person who has made them angry. 30% of boys and 32% of girls believed that physical aggression (fighting, hounding and threats) was a hugetrouble at their school. The problem of teenager anger, aggression and violent behaviour is not limited to the United States, but occurs worldwide.

Ugoani, (2015) concluded in his research that emotional intelligence has strong positive relationship with anger control.

Emotional maturity refers to a set of abilities that allow children to recognize and manage how they react when they faced with the condition that evoke emotional reactions. Emotional reaction is the brain system of keeping us secure from risk and socially connected. Emotional maturity helps to manage the demands of the social and learning environment. It enables children to form relationship with others, recover from unhappiness and express their anger in socially suitable way. Before child learns to control their own emotion, children need their emotions regulate by their primary caregiver, (e.g. parents smoothing a caring baby). Recognize their own emotions also help teenager to empathise with other. Teenagers who are emotionally grown-up can infer the feeling of others and respond in ways that reveal that they care for other people and value relationship. The emotionally undeveloped teenager is often

childish rather than child like. They are reactive and bad temper. They are terrified, deprived, angry, resentful, pushy, bullying and jealous. They can be pretty withdrawal, defensive and quarrelsome. The most noticeable feature of emotional maturity is the skill to be the present in the moment while being non reactive or non directive or non judgemental

Emotional maturity is development process in which the personality is constantly motivated for greatest sense of emotional health intra psychologically and intra personally. (Walter & Smith, 1974)

Emotional maturity consists of the ability that helps a person to deal attentively with reality. (Menninger, 1999)

Cole (1954) has explained that emotional maturity of an individual can be calculated in the way a person tolerate the pressure.

Singh (1999) revealed in his study that personality pattern of an individual can be determined with the help of emotional maturity, emotional maturity play a most important role in expression of emotion.

Emotional maturity is very useful determinant of the adolescent's character because it helps to keep healthy relationship with others and enhancing the feeling of self worth. The people who have caring relationships with their loved ones and have confidence can handle the adverse conditions very confidently and maintain their emotional or mental health. Emotional

maturity helps to build resilience, ability to adapt well in distressing life events such death of loved ones, loss of job or serious illness. Some people usually settle well over time to life change situation but it needs time and effort. Resiliency is very basic human skill that is acquired through experience and somewhat inbuilt. Resilience helps to maintain and endorse emotional health by building our inner potency and providing a life-time buffer against possible threat in our well being. Resilience is a process that leads to healthy life-style during stressful period, in which person develop special abilities through their experience that help them to handle the situation. Resilient person have outstanding sense of control in their life events, they focus on personal growth when they face any kind of health related issue, relationship problem or tragic life event. It's the ability to come back to the original situation after facing misfortune or disturbance. Every person has this ability to some degree. Some people believed that resilient person doesn't experience negative emotion or pain but they feel the emotion and move forward, they know how to handle the pain and sadness because they have appropriate coping strategies that help them to beat the negative environment. Masten & Costsworth (1998) declare that resilience is the "manifested competence in the context of significant challenges to adaptation or development".

Masten et. all (2015) & Zartra and Sturgeon 2016 state that resilience depends upon the speed and thoroughness of revival from

stress, the capability to maintain principle in under pressure and aptitude to learn and develop psychologically from traumatic experiences

Friedman and Robinson (2012) propose that resilience is the potential to survive or even flourish during adversity. Resiliency refers to the ability to survive in the face of danger (Carbonell et al 2002).

Change et al (2018) conducted a study on adolescent patients presently being care for cancer and concludes that sexual category and age affect anger control and self-concept play a mediate role between anger and resilience.

Gras M. et al (2015) found in his research that resilience directly linked with the adaptive/productive expression of driving anger after controlling the age, gender, licencepossession, fine and collideparticipation.

Terzi S. (2013) conducted a study on university students and concluded that low score in safeaffection increase the resilience score, when the secure attachment style score were high receiving/destructing did not influence the resilience score.

Sharma (2012) found that the first year U.G students were less emotionally grown-up, and had complexity in regulating emotionally and socially to the alteringburden of the surroundings, and faced more scholasticcomplexitywhenevaluate with final year students.

Connor M. (2003) revealed that the person who survivors of violent trauma exhibit better health and less anger, less accepting of spiritual belief and more resilient.

Dahuan Krishan, puniya Anusa &JeetParminder concluded in his research that emotional regression and personality disintegration was higher in males then female adolescents, negative correlation found between age and sex with emotional maturity.

Kumar Sunnil (2014) revealed that significant difference in emotional maturity...family relationship determine emotional maturity of adolescent's students.

Maudling et al. (2008) Concludes that both emotional intelligence and resilience are important predictors of leadership from the viewpoint of quantitative or qualitative study.

Objective of study

1. There shall be inverse relationship between emotional maturity and anger.
2. There shall be inverse relationship between resilience and anger.

Method

Participants

The total sample consists of 600 students (300 males and 300 females) with the age

group of 14-18 years. The sample was selected randomly from 10 different schools.

Measures

Anger scale (STAXI-2)

State, trait anger expression Inventory by Spielberger (1999). For the assessment of state and trait anger, anger expression-Out, anger expression-In, anger control-out, anger control-In and the anger expression Index. It is a 49-item scale. Reliability of this scale on alpha Cronbach values range from 0.89 to 0.71 for the Trait and State scales, correspondingly.

Resiliency scale

The Resiliency Scale by Sandra Prince-Embury for the assessment of resilience in adolescents, it measures three dimensions sense of mastery, Sense of relatedness,

Results and Discussion

Table 1

Descriptive

N	Mean	Std. Deviation
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Emotional reactivity in adolescents. It is a 40 item scale. Reliability of this scale is .95, and validity of this test is also good.

Emotional maturity scale (EMS)

This scale is by Dr.Yashvir Singh and Dr. Mahesh Bhargava (1999) for the assessment of Emotional instability, emotional regression, social maladjustment, personality disintegration, and lack of independence. It consists of 48 items with five point scale. Test retest reliability of this scale is .76 and validity is .64.

Statistical tools

To find the effect of emotional maturity and resilience on anger of college students, Pearson product moment method of correlation was used in the study. Descriptive statistics like Mean and SD were also used for the examination of data.



Emotional unsuitability	600	23.53	6.89
Emotional Regression	600	23.83	7.05
Social Maladjustment	600	23.65	6.72
Personality Disintegration	600	21.58	7.36
Lack of Independence	600	20.04	5.76
Sense of Mastery	600	49.70	9.53
Sense of Relatedness	600	58.58	12.50
Emotional Reactivity	600	29.38	11.63
State Anger	600	26.61	8.39
Trait Anger	600	20.17	5.43
Anger control out	600	21.60	4.59
Anger expression out	600	17.64	3.94
Anger control in	600	21.47	4.43
Anger expression in	600	17.96	4.06



Table 2

Correlation

	Emotional unsuitability	Emotional Regression	Social Maladjustment	Personality Disintegration	Lack of Independence	Sense of Mastery	Sense of Relatedness	Emotional Reactivity	State Anger	Trait Anger	Anger control out	Anger expression out	Anger control in	Anger expression in	Anger index
Emotional unsuitability	1	.716**	.556**	.601**	.450**	.041	.107**	.175**	.387**	.281**	-.133**	.219**	-.150**	.316**	.294**
Emotional Regression		1	.629**	.586**	.478**	.089*	.114**	.115**	.350**	.212**	-.113**	.247**	-.148**	.312**	.278**
Social Maladjustment			1	.623**	.469**	.090*	.154**	.152**	.280**	.175**	-.096*	.187**	-.133**	.282**	.228**
Personality Disintegration				1	.581**	.064	.141**	.190**	.394**	.260**	-.141**	.248**	-.182**	.355**	.309**
Lack of Independence					1	.011	.135**	.123**	.260**	.147**	-.052	.166**	-.104*	.232**	.189**
Sense of Mastery						1	.294**	-.018	-.030	.034	.099*	.073	.153**	.051	-.086*
Sense of Relatedness							1	.105*	.029	.050	.075	.107**	.079	.178**	-.004
Emotional Reactivity								1	.112**	.159**	.029	.110**	-.031	.200**	.103*



State Anger	1	.335**	-.040	.349**	-.099*	.270**	.338**
Trait Anger		1	-.037	.156**	-.076	.208**	.203**
Anger control out			1	-.175**	.571**	-.006	-.688**
Anger expression out				1	-.122**	.251**	.615**
Anger control in					1	-.081*	-.707**
Anger expression in						1	.335**
Anger index							1

Inter correlation matrix shows that emotional unsuitability is positively related to State anger (.387**) and trait anger (.281**) which shows that the person who have emotional problem such as irritability stubbornness and lack of problem solving abilities experience anger more than the person who is emotionally sound. Sethi et al. (2018) also concluded that emotional maturity of adolescents and their psychological hardiness have significant relationship. Emotional regression (.350**), social maladjustment (.280**) personality disintegration (.394**) and lack of independence (.260**) is positively related to State anger, emotional regression (.212**), social maladjustment (.175**), personality disintegration (.260**) and lack of independence (.147**) is also positively related to trait anger (.212**) which indicates that the person who feel inferior, restless, hostile and self centred experience more state and trait anger. This type of person also have problem in maintaining social relationship because they are liar and slacker, which leads to phobia formation and pessimism. They react to environment through aggressiveness. They also have lack of objective interest and mostly depends upon other person. There is significant positive correlation between emotional unsuitability, anger expression out (.219**) and anger expression in (.316**) which shows that this type of adolescents expresses their anger outwardly directed towards other person, object or environment, but sometime they express their anger inward or suppress

their angry feeling. Anger express in (.247**) and anger express out (.312**) is positively related to emotional regression which shows that adolescents who feel inferior express their emotion more frequently than others, some time they feel intense anger but suppress their feeling of hitting someone. Tugade (2004) study on adolescents shown that experience of positive emotion contributes, in part to participants abilities to attain efficient emotion regulation. Pessimistic attitude towards life also leads to anger, in some situations it expresses outwardly but sometime suppressed by individual due to some reason. Emotional unsuitability and anger control out (-.133**) anger control in (-.150**) is negatively correlated, which indicates that the adolescents who are not emotionally mature cannot control their anger or not calm down in emotion provoking situation. Emotional regression and anger control in (-.148**) and anger expression out (-.113**) are also negatively correlated that shows that the aggressive adolescents cannot calm down in anger provoking situation, personality disintegration, lack of independence also negatively correlated with anger control in and anger control out. Sense of mastery and state anger (-.030) is negatively correlated which shows that when adolescents experience optimism about their life and believe on their self efficacy experience less state anger, sense of mastery and anger control in (.153**) is significant positive correlation which indicates that when adolescents have positive attitude about their

life and for their self they easily calm down and expend their energy to manage their anger. Laura Campbell et.al. (2006) study indicates that resilience is negatively connected with neuroticism, and positively associated to extraversion and conscientiousness. Task oriented coping style was positively linked to resilience and emotional focused coping style is associated with low resilience. Sense of relatedness is positively related to anger expression out (.107**) which indicates that the person who perceive other person reliable and accepting shows their anger through criticism, sarcasm, and the extreme use of profanity. Sense of mastery also positively correlated with anger expression in (.178**) which explain that this type of adolescents experience acute angry feeling but they have a tendency to suppress these feeling rather than expressing them moreover physically or orally. Emotional reactivity is positively correlated with the state anger (.112**) and trait anger (.159**) which indicates that when a teenager is more sensitive about their environment then they experience more anger than others. Emotional reactivity also positively correlated with anger expression out (.110**), anger expression in (.200**) that shows that emotionally reactive teenager articulate their anger seemingly negative and badly controlled way or annoyance may be expressed verbally.

Conclusion

Adolescent period is an important phase in human life, because most of the change

occurs in this stage that disturbed their day to day life and teenager also faces challenge related to their studies, burden of board exams, career decisions, hope of parents and many more. So it becomes obvious to feel anger, but the person who is emotionally mature and resilient, manage their anger in very appropriate way. Anger is related to emotional maturity and resilience in our study which is supported by some other studies also. So, it becomes necessary to find out the early recognition of high levels of anger among adolescents. It is not enough to just identify, it should be sorted out by teachers and parents. Teachers and parents should not be strict and rigid enough so that students can share their problems and views with teachers with some hope that they will provide help and support. Teachers and parents should provide such environment to their children in which they can develop healthy coping strategies to deal with stressful situations. Students should be provided with some responsibilities according to their age and capability by achieving which self efficacy can be developed within them. They should teach to know their real emotions and to accept themselves what they are and who they are.

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