



RESEARCH ARTICLE

PERSONALITY AND ANGER AMONG STUDENTS

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ARTICLE DETAILS

ABSTRACT

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The things that make people angry, how they feel angry and what people do when they are angry are not the same for all people. There is growing interest in the relationship between emotions and personality, which has led to integration in emotion and personality research. Personality as a pattern that relatively stable, consisting of unique traits, dispositions or characteristics within an individual that show some consistent measures about his/her behavior. The aim of the study was to explore relationship between personality and anger among students. The HEXACO Personality Inventory and Clinical Anger Scale **were administered on 80** students' participants age ranging from 18 to 25 years in Bijnor, U.P. Pearson Correlation Coefficient was used for statistical analysis of data. Result revealed that the Emotionality, Extraversion, conscientiousness and agreeableness were found to be significantly correlated.

KEYWORDS

personality, anger, students

1. INTRODUCTION

Anger has recently been defined as a syndrome of relatively specific feelings, cognitions, and physiological reactions that are linked with an urge to injure some target. According to these theorists, anger tends to be aroused when an individual is prevented from attaining an important goal or interfered within the fulfillment of a need by an external agent's improper action [1]. Anger expresses discontent and is directed towards those who exert power on others. It appears to be a learned and universal response of people of all ages against someone who attempts to obstruct the satisfaction of their needs [2]. Expression of anger may take many forms, including violence, self-harm, and more commonly, physical and verbal aggression [3]. The things that make people angry, how they feel angry and what people do when they are angry are not the same for all people [4]. There is growing interest in the relationship between emotions and personality, which has led to integration in emotion and personality research [5].

Feist and Feist (2006) defined personality as a pattern that relatively stable, consisting of unique traits, dispositions or characteristics within an individual that show some consistent measures about his/her behavior. Eysenck (1991) has proposed three fundamental dimensions of personality: extroversion-introversion, neuroticism, and psychoticism [6]. Extroversion-introversion includes the trait of sociability, which can also be related to emotion (e.g., interest, as expressed toward people, versus shyness). Neuroticism includes emotionality defined, as in temperament theory, as nonspecific negative emotional responsiveness. In short, Gross (2007) presented unique relationship between personality factors and emotion regulation strategies [7]. In studies of personality related to emotional experiences or emotion expression, neuroticism usually is linked with negative emotional experience (Schimmack et al. in Matsumoto, 2006). Using Costa and McCrae's Five Factor Personality Model (as cited in Sanz, Garcia-Vera, and Magan, 2010), one study found that individuals who are more neurotic and less agreeable tend to score higher on anger and hostility [8,9]. This could be because individuals who are less agreeable tend to be more confrontational and distrusting of

others. In a study conducted, the Neuroticism factor was positively related to aggressive behavior, whereas the Conscientiousness dimension was negatively associated with aggression [10]. The Big Five personality traits are also often examined with regard to anger experience and expression, with anger experience being typically related to neuroticism and anger expression to agreeableness [11]. In a series of studies Bresin confirmed their hypothesis, that anger is best predicted by an interaction of low agreeableness and high response speed [12].

Although trait extraversion is associated with trait positive affect in many cultures and has been proposed to have the tendency to experience positive affect at its core, extraversion is more than positive affect, for it also represents differences in behavior, cognition, and desires [13-15]. The study shows that there is a positive correlation only between extraversion and physical aggression in traffic and other traffic subscales of aggression such as verbal aggression, adaptive and constructive behavior or traffic challenges, do not correlate significantly with extraversion [16]. Extraversion has rarely shown links to anger and aggression, found an inverse relationship between inwardly-expressed anger and extraversion, with the facet of excitement seeking having a significant relationship to reactive aggression ($r = .31$) [17].

The results showed that there is a significant relationship between personality traits and anger and personality traits is associated with anger depending on what triggers it [18]. There have been significant correlations between psychological signs and anger, a positive significant relationship exists between type A behavior pattern and trait anger and anger-out and a negative significant relationship with anger control [19,20]. Type-A women using the suppressed mode of anger coping showed the highest systolic blood pressure. The lowest level of systolic blood pressure was found in type-B women using the assertive mode of anger coping [21]. In other research showed positive correlations between anger and dissatisfaction with life, chronic complaining, rumination, and a belief that the world is unjust [22]. It has indeed been found that low self-esteem individuals react more emotionally to instances of failure compared to high self-esteem individuals [23]. Students trained in anger management have been found to decrease their disruptive and aggressive

behaviors both at home and in the classroom and display greater self-control [24].

2. CURRENT STUDY

It is evident from the above studies that the anger is widely spread problem among youth. The things that make people angry, how they feel angry and what people do when they are angry are not the same for all people. There is growing interest in the relationship between emotions and personality, which has led to integration in emotion and personality research. Although a large number of studies have been conducted on this aspect in the west but there is dearth of such studies on Indian setting. Therefore, present study aimed at examining the personality and anger among youth in Indian context.

2.1 Participants

The total sample consisted of 80 students' participants from the age group of 18-25. The sample was taken from colleges of Bijnor, Uttar Pradesh.

2.2 Tools

2.2.1 Socio-demographic data sheet

It was prepared by the investigator to collect information about demographic details.

2.2.2 HEXACO Personality Inventory

The participants also fulfilled the 60-item HEXACO Personality Inventory, which assesses individual differences in six personality dimensions—

conscientiousness, extraversion, agreeableness, openness to experience, emotionality, and honesty-humility [25]. Participants responded to self-reflective statements on this questionnaire via a 5- point Likert scale (where 1 = strongly disagree and 5 = strongly agree). Internal consistency reliabilities for the scales have been reported to range between .77 and .80 in a sample of college students and between .73 and .80 in a community sample [25].

2.2.3 The Clinical Anger Scale

Clinical Anger Questionnaire by Snell © (2002) contained 21 questions. Subjects were asked to read each of 21 group of statements (4 statement per group) and select the single statement that best described how they felt (items 1, A: stood for, I do not feel angry; stood for, I feel angry, C: stood for, I feel angry most of the time now, and D: stood for, I feel so angry all the time that I can't stand it). The four statements in each cluster varied in symptom intensity, with more intense clinical anger being associated with statement "D". Each cluster of statement was scored on a 4-point likert scale, with A=0, B=1, C=2, and D=3. Subject's responses on the CAS were summed so that higher score corresponded to higher to higher clinical anger (21 items ranged 0-63). The internal consistency of 21 items on the clinical anger scale analyzed and yielded reliability coefficient .95 (male only) and validity statistics was .61 while the test re-test reliability was .78 by the author.

2.2.4 Procedure

Patients informed consent was taken prior to the administration of tools. The demographic data sheet, HEXACO Personality Inventory and Clinical Anger Scale **were administered on 80** students' participants age ranging from 18 to 25 years. Confidentiality of data was ensured. Pearson Correlation Coefficient was used for statistical analysis of data.

Table 1: Summary of Demographic Profile of eighty students.

Education	Gender	Religion	Married	Rural/Urban
PG=26	Male=57	Hindu=47	Unmarried=62	Urban=56
B. Tech=42	Female=23	Muslim=21	Married=18	Rural=24
Graduation=12		Sikh=7		
		Christian=5		

Table 1 revealed that there were twenty-six post graduate students, forty two engineering students and twelve graduates. Fifty-seven were male students and twenty-three female students. Fourty seven participants were hindues, twenty-one muslim, seven sikh and five Christians. There

were sixty-two unmarried students and eighteen married students. Out of total sample fifty-six students belonged to urban area and twenty-four to rural area.

3. RESULT AND DISCUSSION

Table 2: Summary of correlations of personality and anger among students.

		H	E	Ex	Ag	C	O	Anger
Honesty humility	Pearson Correlation Single two tailed N	1 80						
Emotionality	Pearson Correlation Single two tailed N	.111 .329 80	1 80					
Extraversion	Pearson Correlation Single two tailed N	.137 .226 80	.973** .000 80	1 80				
Agreeableness	Pearson Correlation Single two tailed N	.086 .447 80	.920** .000 80	.894** .000 80	1 80			
Conscientiousness	Pearson Correlation Single two tailed N	.071 .532 80	.979** .000 80	.975** .000 80	.903** .000 80	1 80		
Openness	Pearson Correlation Single two tailed N	.054 .635 80	.247* .027 80	.243* .030 80	.153 .175 80	.242* .031 80	1 80	
Anger	Pearson Correlation Single two tailed N	.038 .738 80	.344* .029 80	.229* .041 80	.344** .022 80	.249* .026 80	.049 .666 80	1 80

**Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 2 result revealed that the Emotionality, Extraversion and consciousness were found to be significantly correlated at .05 level. The things that make people angry, how they feel angry and what people do when they are angry are not the same for all people [4]. The results showed that there is a significant relationship between personality traits and anger and personality traits is associated with anger depending on what triggers it [18]. The study shows that there is a positive correlation only between extraversion and physical aggression in traffic and other traffic subscales of aggression such as verbal aggression, adaptive and constructive behavior or traffic challenges, do not correlate significantly with extraversion [16]. Other researcher showed positive correlations between anger and dissatisfaction with life, chronic complaining, rumination, and a belief that the world is unjust [22].

Agreeableness was found to be significantly correlated at .01 level. The Big Five personality traits are also often examined with regard to anger experience and expression, with anger experience being typically related to neuroticism and anger expression to agreeableness [11]. In a series of studies Bresin confirmed their hypothesis, that anger is best predicted by an interaction of low agreeableness and high response speed [12,26]. However, honesty and humility and openness to experience were not found to be significantly correlated at .05 level.

4. CONCLUSION

In the present study, the Emotionality, Extraversion, consciousness and agreeableness were found to be significantly correlated. The findings may be used in teaching anger management skills to the students since the students trained in anger management have been found to decrease their disruptive and aggressive behaviors both at home and in the classroom and display greater self-control.

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CONFLICT OF INTERESTS

The author declared no conflict of interests.

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