

Investigation of the Relationship Between Anger Control and Self-Disclosure

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The aim of the study was to examine the relationship between anger control and self-disclosure. In addition, within the scope of the research, the demographic variables of the sample of adolescents' anger control, and self-disclosure variable; gender; class level. Anger Control Scale for Adolescents is a 26-item measurement tool that includes a four-point Likert response format (almost never, sometimes, often, and almost always). The sample of the study consists of 653 adolescents. 370 students are female and 253 students are male. Within the scope of the scale adaptation study, reliability was examined with item analysis corrected item-total score correlation and confirmatory factor analysis. In the confirmatory factor analysis for the scale, it was observed that the unidimensional model fitted well. The reliability coefficient of the scale was found to be .86. As a result of the research; the anger control level of adolescents did not differ according to gender. There was no significant difference between the digital commitment levels of female and male students. Also, the anger control level of adolescents did not differ according to the class variable. There is no significant difference between the anger control level of female and male students. In addition, the level of self-disclosure of adolescents did not differ according to the gender variable. There was no significant difference between the self-disclosure levels of female and male students. Also, the level of self-disclosure of adolescents did not differ according to the class variable. There was no significant difference between the self-disclosure levels of female and male students. Finally; there was a significant relationship between the levels of self-disclosure and anger control levels of adolescents.

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Keywords: Anger control, self-disclosure, correlation, adolescent

INTRODUCTION

Adolescence is a process which begins with the sexual and psychosocial maturation caused by physical and emotional changes in the teen years and ends with the acquisition of independence, a sense of identity and social productivity. Adolescence is characterized by biological, psychological, and social developmental changes. Rapid skeletal growth and sexual development are determinants of physical and biological development in adolescence. Psychological development in adolescence is determined by cognitive development and identity development features. Socially, adolescence is the period in which the individual prepares to become a young adult (Derman, 2008). Anger is defined as a disguised or undisguised emotion and when suppressed, it can occur in the form of passive aggression, such as pouting and embarrassment in adolescents. Anger is an extremely natural, universal, and human emotional response to unfulfilled wishes, undesirable outcomes, and unmet expectations. On the other hand, it can also be defined as the emotional experience which can be the most damaging. Uncontrolled anger has an incredible impact on both the angry individual, someone who is the focus of the anger and society in general. Anger is often manifested in cases of spousal and child abuse, and collective violence is related to criminal and violent behavior (Romas & Sharma, 2000).

Anger cannot be judged like any other emotion. Individuals decide for themselves whether to act according to their feelings. Despite all the negative consequences of anger, protective or activating functions indicate how important this emotional experience is for the continuation of life. For many living things to survive in nature, they must be warned against the threats that exist for them and show aggressive behaviors in order to protect themselves, survive and continue their life. Therefore, anger, on the one hand, warns the organism that there is a problem and on the other it plays an active role in the organism's awareness of its tendency to be harmful or aggressive (Smith, 1993).

Anger is one of the natural emotions which individuals have from birth and what matters is how the individual expresses it. Individuals can express their anger in three different ways, introjection, outward expression, and anger control. These are called internalized anger when an individual hides the anger which is experienced, externalized anger when the individual expresses anger as a verbal or behavioral response, and anger control is the individual's tendency or desire to control the feeling of anger (Özer, 1994).

Anger experienced during adolescence not only causes the individual to experience some problems during that sensitive stage of development but can also become permanent over time and can cause negative situations such as anti-social reactions, delinquency, aggressive behavior and suicidal tendencies in the future.

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Anger, which is a universal and natural emotion, has an important place in the social, emotional and physical harmony and development of the individual. For this reason, the feeling of anger affects the individual's quality of life both in adolescence and in later life (Karababa & Dilmaç, 2015).

Self-disclosure is the process of transferring what an individual knows about his/her feelings, thoughts and behaviors to another person (Gültekin, 2001a). Self-disclosure means sharing personal information with others (Buhrmester et al., 1988). Human beings exist in relationships and need to share their feelings and thoughts. In order to exist in any relationship, the individual must be able to communicate (Cüceloğlu, 1994). Self-disclosure is one of the communication skills and paves the way for healthy and fulfilling relationships. It has been observed that self-disclosure increases familiarity, love, and intimacy, which in turn strengthen and improve positive interpersonal relationships (Aron et al., 1997; Berger & Calabrese, 1975; Sprecher et al., 2012) because if an individual opens up to another person, uncertainty begins to disappear, and intimacy begins to increase (Sunnafrank, 1986). In this way, relationships can be established and maintained (Ataşalar, 1996). Self-disclosure behavior also contributes to the solution of problems in people's lives because an individual who shares his/her problem with another person can receive help in solving the problem (Gültekin, 2001b). It has been observed that individuals who are less self-explanatory feel lonelier and experience more depression (Derin, 2016). The aim of the study was to examine the relationship between anger control and self-disclosure.

METHOD

Research model

In the study, the descriptive survey model was applied from the quantitative research design. Descriptive survey model that aims to reflect the situation that continues to exist in the past or in the current period. The sample of the study consists of 653 adolescents. 370 students are female and 253 students are male. The average age of adolescents is 15.9 (std=1.4)

Data Collection Tools

Anger Control Scale For Adolescents

The scale developed by Ric G. Steele et al. (2009) examined the correlations between other subscales to evaluate the proposed structure of the Anger Expression Scale for Adolescents in healthy and adolescent samples. Anger Control Scale for Adolescents is a 26-item measurement tool that includes a four-point Likert response format (almost never, sometimes, often, and almost always). Anger Control Scale for Adolescents items ; It was created by researchers in collaboration with a group of pediatric psychologists and psychology experts. Based on a review of the available literature on adolescent anger, including available anger expression scales, a list of potential items for reflecting trait anger and anger.

Self Disclosure Scale

Kahn and Hessling (2001) developed the Self Disclosure Scale. Within the scope of the scale adaptation study, reliability was examined with item analysis corrected item-total score correlation and confirmatory factor analysis. In the confirmatory factor analysis for the scale, it was observed that the uni-dimensional model fitted well ($\chi^2=116.05$, $sd =50$, $p=0.00$, $RMSEA=.063$, $NFI=.97$, $NNFI=.97$, $CFI=.98$, $IFI=.98$, $RFI=.95$, $GFI=.94$, and $SRMR=.45$). The reliability coefficient of the scale was found to be .86. As a result of the analysis, it was concluded that the Turkish version of the Self Disclosure Scale was valid and reliable in the sample group applied (Arslan, 2017).

Results

The findings regarding whether the anger control levels of adolescents change according to gender are given in Table 1.

Table 1. Anger control level t-test results of adolescents by gender

Variable	Gender	N	\bar{X}	S.	t	df	p
anger control	Female	370	76.2	10.15	1.05	297	.19
	Male	253	75.3	11.54			

As stated in Table 1, the anger control level of adolescents did not differ according to gender. There was no significant difference between the anger control levels of female and male students ($p=.19$).

The findings regarding whether the **anger control** levels of adolescents change according to the grade level are given in Table 2.

Table 2. Anger control anova analysis of variance results by grade level

Grade level	N	\bar{X}	S.	F	p
9th grade	222	11.8	11.8		
10 th grade	110	10.6	10.6	0.22	.995
11 th grade	158	9.31	9.3		
12 th grade	133	10.6	10.6		
Total	623	75.8	10.7		

As stated in Table 2, the anger control level of adolescents did not differ according to the class variable. There is no significant difference between the anger control grade level of female and male students ($p=.995$).

The findings regarding whether the levels of self-disclosure of adolescents change according to gender are given in Table 3.

Table 3. Self disclosure level t-test results of adolescents by gender

Variable	Gender	N	\bar{X}	S.	t	df	p
self-disclosure	Female	370	34.4	10.8			
	Male	253	33.0	11.5	1.54	621	.12

The level of self-disclosure of adolescents did not differ according to the gender variable. There was no significant difference between the self-disclosure levels of female and male students ($p=.12$).

The findings regarding whether the students' self-disclosure levels change according to the grade level are given in Table 4.

Table 4. Self-disclosure anova analysis of variance results by grade level

Grade level	N	\bar{X}	S.	F	p
9th grade	222	34.4	10.9		
10 th grade	110	34.2	10.4	0.84	.470
11 th grade	158	32.7	11.4		
12 th grade	133	33.9	11.5		
Total	623	33.8	11.1		

As stated in Table 4, the level of self-disclosure of adolescents did not differ according to the grade variable. There was no significant difference between the self-disclosure levels of female and male students ($p=.470$).

The findings regarding the relationship between adolescents' self-disclosure and anger control levels are given in Table 5.

Table 5. Correlations between self-disclosure and anger control

		at	sdt
at	Pearson Correlation	1	,116**
	Sig. (2-tailed)		,004
	N	623	623
sdt	Pearson Correlation	,116**	1
	Sig. (2-tailed)	,004	
	N	623	623

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

There was a significant relationship between the levels of self-disclosure and anger control levels of adolescents ($r= .116^*$).

Conclusion, Discussion and Recommendations

The findings of the current study showed that there was a significant relationship the self-disclosure and anger control. In addition, no significant difference was found between the anger levels and self-disclosure levels of adolescents and the gender variable, and no significant difference was found between the adolescents' self-disclosure and anger levels for grade variable.

No significant difference was found between the anger control factor and gender, whereas Manap and Winter (2021) identified an insignificant overall effect size ($d= -0.02$) in favor of men. Elkin and Karadağlı (2016) compared the individual characteristics of the participating students and their mean scores on the State and Trait Anger Scale sub-dimensions and found a statistically significant relationship between gender, family structure, smoking, alcohol use, friend relations and mother identification. Kopper (1993) studied 400 female and 222 male students and found no significant relationship between gender and anger styles. It has also been observed that there is a significant relationship between anger expression styles and gender role; in other words, men were found to be more inclined to show their anger whereas women and individuals with undifferentiated sexual identities expressed less anger and were more controlled in expressing anger. In addition, Duran and Eldeleklioğlu (2005) applied the State and Trait Anger Scale to 148 students between the ages of 15 and 18 and randomly selected the 20 students with the highest anger scores and close to each other for experimental and control groups. The pre-test scores of the experimental and control groups were compared using a t-test and no significant difference was found. Gültekin and Acar (2020) examined the scores of the STAS sub-dimensions of the participating students according to the age variable and "a statistically significant difference was found between the mean scores of the trait anger sub-dimension" ($p<0.05$). It was found that the mean scores of the students who gave their age as 19 years and under (23.38 ± 6.538) were higher than those of the others. It was also found that there was no significant difference between the anger control factor and the grade variable. Gültekin and Acar (2020) found that first-graders were higher than the other grades in the total mean scores obtained from both scales in the comparison of the anger control and academic grade. No significant difference between the self-disclosure factor and gender was found: Gültekin (2001a) used a t-test to obtain a significant value. Also, female high-school students' total self-disclosure mean scores were significantly higher than those of male students. Izgar and Arslan (2007) reported that according to the students' self-disclosure scores in the 2nd grade in terms of gender, there was a significant difference in the total scores of self-disclosure to same-sex friends and counselors.

Suggestions arising from the findings are that psychology counselors working in schools could apply anger therapy to adolescents; weekly guidance meetings could be held with angry individuals, seminars could be organized for adolescents to open themselves up; home-parent visits could be made and a psycho-education program could be prepared for angry adolescents.

Declarations

Limitations

The nature of descriptive survey design does not allow for mentioning cause-effect relationships, creating a limitation in understanding the actual reasons for our findings. The causality can be mentioned with qualitative research on the impacts of learning styles in distance education.

Conflict of Interest

No potential conflicts of interest were disclosed by the authors with respect to the research, authorship, or publication of this article.

Ethics Approval

The formal ethics approval was granted by the Educational Sciences Ethics Committee of T.C. Necmettin Erbakan University. We conducted the study in accordance with the Helsinki Declaration in 1975.

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Research and Publication Ethics Statement

The study was approved by ethics committee of the T.C. Necmettin Erbakan University (Approval Number/ID: 2022/216 dated 10/06/2022). Hereby, we as the authors consciously assure that for the manuscript "Investigation of the Relationship Between Anger Control and Self-Disclosure" the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

Contribution Rates of Authors to the Article

The authors provided equal contributions to this work.

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