

PROFILING TEENAGERS' INFORMATION ON EMOTIONAL EXPLOSION

KalthomHusain¹, Puziah Abd Wahab², Rorlinda Yusof³, Yuzainee Md Yusoff⁴, Mohd Salihin Hafizi Mohd⁵,
Che Wan Shamsul Bahri b. Che Wan Ahmad⁶, Rosfazila Abd Rahman⁷

^{1,2,5,6,7} Kolej Universiti Islam Selangor, Bandar Seri Putra, 43000 Kajang, Selangor, Malaysia

² Universiti Kebangsaan Malaysia, 43600 UKM Bangi, Selangor, Malaysia

³ Universiti Tenaga Malaysia, alan Ikram-Uniten, 43000 Kajang, Selangor, Malaysia

□ For correspondence; Tel. + (60) 0163054890, E-mail: kalthom@kuis.edu.my

ABSTRACT: Emotional explosion is an outpouring of emotions. Emotional burst or explode is described as an existing on a continuum of intensity. For instance, fear might range from mild concern to terror or shame might range from simple embarrassment to toxic shame. The aim of this paper is to profile key demographic information experienced by teenagers and categories of emotional explosion faced. Such profiles should help teenagers to reflect on their emotional explosion profile and should help counselors and psychologist in designing intervention programmes that are targeted to alleviate teenagers' emotional explosion needs. This study is a part of a bigger study. The survey is a self-report instrument and the data is analyzed using Statistical Package for Social Science version 22. The data were gathered from ten secondary schools in districts of Selangor, Malaysia. The questionnaire was administered to teenagers (n=150, response rate 75 percent, 150/200) at three schools in Selangor, Malaysia. The survey is a self-report instrument and the data is analyzed using Statistical Package for Social Science version 22. The sample size limits the extent of statistical analyses and possible generalizations. The research extends existing research evidence on the categories of emotional explosions. By using the data from this profiling research, it helps future researchers intelligently target the right surveys to the right people in the future.

Keywords: Profile, Emotions Not Met, Emotional Explosion, Teenagers, Intervention Programme

1. INTRODUCTION

Emotional explosion is an outpouring of emotions It bursts or explodes which may lead into a severe criminal act such as a son who kills his fifty years old father with a gunshot, also the example of a teenagers who burnt down a school, own son stabbing her mother with a knife and many of this news every day in the newspapers and forecasts, and we surprisingly wonder what happened that lead to this. It is often difficult to put a name on what emotion one is experiencing because it's likely that our brain is processing more than one reaction at a time. Not only do feelings overlap and blend, but there are hundreds of criminal offense in 2015 are 4,669 cases. Studies on disruptive emotions are understudied and on that note, this study aims to explore and engage the self-awareness of emotional explosion among teenagers. Emotion is a conscious mental reaction (such as anger or fear) subjectively experienced as strong feeling usually directed toward a specific object and typically accompanied by physiological and behavioral changes in the body of emotions, each with many gradations of intensity, that make emotional awareness a difficult skill to master A report from the Department of Social Welfare, Malaysia [1] reported the number of adolescent and children to involve in. This emotion sometimes underwent an explosion or sudden outburst which may bring about other disruptive actions. Emotional burst or explode is described as an existing on a continuum of intensity. For instance, fear might range from mild concern to terror or shame might range from simple embarrassment to toxic shame to toxic shame whilst adolescence is a dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal and cultural lenses. This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence [2]. The most commonly used chronology definition of adolescence includes the ages of 10-19.

2. RATIONALE OF THE RESEARCH

Profile research is a large-scale cohort research study, aimed at collecting as much information for every type of emotional explosion experienced by teenagers. This profile would help counselors and psychologist or researchers intelligently develop better ways to target the right surveys or intervention programme to the right people in the future. Apart from that, the more one adept at discerning the force that is shaping one's mood and directing the actions, the greater will be one's ability to manage their feelings, thoughts, and behaviors. This study contributes to addressing the dearth of knowledge in the literature on the profile of teenagers in experiencing emotions explosion in Selangor, Malaysia. It provides insights into the clusters and intensity of emotional explosion faced by teenagers. It opens up to future research to dwell into the intervention programs and coping strategies.

3. LITERATURE REVIEW

Theoretical Framework

A pioneer of the theory of psychosocial development [3] stated that the development of the human personality is the result of interactions between genes and the environment. Human life from birth to death through the first eight stages of development. He believes that in each individual stage of emotional development will face a crisis that will lead to positive and negative behavior. This behavior will lead to psychological adjustment problems. According to Erik Erikson, the way individuals cope with and resolve a crisis that will affect their personality and public opinion against him. How bad solution to a crisis in a stage of development will have a negative impact in the development of his life, though sometimes mistakes made can be fixed on the next steps [4]

In the first stage up to four (from birth to 12 years), people will learn to love and trust a certain person. He will also try to do something without help from others. New things will be

explored, received encouragement and praise will add confidence to do a job but if they desire in the block will make them feel less confident and humble. The fifth stage (12-18 years old) a person enters adolescence in which someone is trying to establish his identity. Practices, values, and attitudes they often conflict with adults and sometimes do not want to abide by the regulations set by the school authorities, teachers or parents. At this stage, parents and teachers need to understand the needs of adolescents in order for a character or healthy behavior will be formed. In the sixth stage, a person will enter adulthood. They will create a good relationship with a particular person to achieve intimacy and closeness and eventually married. Conversely, failure to do so will result in the isolation he experienced and felt lonely. In the seventh stage, a person is experiencing a mid-natural maturity. At this stage, a person will strive to contribute and services to the next generation. The eighth and final stage, an adult will make a personal reflection to recall the success or failure they experienced in the early stages. Someone who is successful will feel satisfied and accept him otherwise failure caused him to feel desperate.

Feelings and Emotions

Feelings and emotions are sometimes used interchangeably. However [5] made a distinction between feelings and emotions. A feeling is a sensation that has been checked against previous experiences and labeled. It is personal and biographical because every person has a distinct set of previous sensations from which to draw when interpreting and labeling their feelings. On the other hand, emotion is the projection/display of a feeling. Unlike feelings, the display of emotion can be either genuine or feigned.

Emotions are defined as an inner strong feeling, involving impulse or intuition, physiological and cognitive response, which translates to the external reaction in the form of real behavior [6]. This means that the emotional reaction associated with the body's internal activity or physiology. In understanding the nature of emotional behavior and feelings [7] and real intuition that accompanies it. It was suggested that attention should be directed to the components of subjective experiences (subjective experience), verbal description, accompanying physiological response, motivational influences, behavioral expression, and consequences. In other words, to understand the experience of emotions and feelings, individuals need to focus attention on the event, thought or stimulus, perception, and thought processes, and activate and motivate many aspects of human behavior. These components may harmonies with each other or conflict may exist between them. Thus, some experts in earlier research see emotions as a component of biology and physiology, while other researchers viewed emotions as psychological components, depending on their orientation [8]

Emotional Explosion

The sudden, loud, and violent release of energy that happens when something (such as a bomb) breaks apart in a way that sends parts flying outward: a sudden and very fast increase; a sudden expression of some strong emotions. The ten basic emotions identified by the differential emotions theorist are; excitement (due to interest), joy (enjoyment), surprise (startle), anguish (distress), anger (rage), revulsion (disgust), scorn (contempt), terror (fear), shyness (humiliation or

shame), remorse (guilt). The way an individual expresses emotions may be modified by family, social, and cultural influences. However, that theorist interested in the cortical circuitry of the emotional systems of the brain proposes that there are four basic emotions; anger, fear, sorrow, and joy [9]). Other affect's states are seen as representing complex interactions between these basic emotions.

Anger and frustrations are emotional states that vary in intensity from mild irritation to intense wrath and rage. Like all other emotions, it's accompanied by physiological and biological changes. Some people really are more impetuous than others. Teens are in a tough spot and it often makes them feel frustration and anger. A study [9] reported that reasons that cause teens became easily angry or annoyed are when they are being oppressed, feeling stuck, at their puberty state, when feeling awkward and when experiencing

Emotional Components

The experience of emotions is inevitable. Thus, one does not exercise his/her free will in choosing not to have them, rather one practice free will in deciding what to do with them when they arise. There are several key points with regards to emotional intelligence components that must be understood. Firstly, it's important to realize that if God has created us with emotions, such as anger, sadness, fear, etc., then they must serve a purpose that is ultimate to our benefit. In fact, research has shown that our well-being – how happy you are, how good you feel, etc. – is entirely a function of our emotional make-up. Keep in mind, much like everything else we were given, emotions were created to enhance healthy living but it also carries the potential of being abused. Secondly the emotional component is incapable of reason; instead, it requires our rational brain to reflect on the valuable emotional information it produces. For example, when you're scared, you try to use that information to rationalize what you're afraid of. It is the collaboration of emotion and reason that results in a whole that is greater than the sum of its parts. Thirdly we use emotions to give meaning to things. People reflect on their emotional feelings to make sense of their experiences. For example, someone may create meaning via the feeling of calmness that they experience when sitting in a religious institution, and they may thus appreciate the experience in a manner that attributes the calmness coming from God. The emotional component indeed plays a major role in our convictions and worldviews, which is quite often neglected in debates and arguments.

Finally, the emotional component consists of two processes: the facility of experiencing emotions and the capacity to regulate it. Indeed, the over and under-regulation of emotions is a significant cause of psychological distress. Let's take the core emotion of fear as an example, and briefly examine how the Prophet regulated it. Fear is a powerful, adaptive emotion that screams "danger!" It quickly generates a tremendous amount of energy (hence, your heart is racing, adrenaline, etc.) so you can immediately seek protection.

Adolescents

The adolescent years can be rough: growing up, changing hormones, grappling for more independence with parents, new privileges, and taking on new responsibilities. This can be overwhelming for an adolescent. . It is completely normal for an adolescent to be moody, and even angry during these

years. While it is normal for an adolescent to experience anger, lashing out (making verbal threats, becoming destructive, or physical violence) is often a cry for help. There are some situations where anger and emotional outbursts go beyond the scope of "growing pains" and typical adolescent angst [10]. Some adolescent is better equipped emotionally to deal with anger in a healthy way and some need a little more help. Other adolescent experience problematic anger due to an unresolved mental health issue, frustration/anxiety from uncontrollable life experience, or from crumbling under the added pressure that comes along with growing up. There are a number of issues that can trigger extreme emotional outbursts, anger, and defiance in adolescents namely: (a) low self-esteem (b) bullying from peers (c) unresolved family conflict (d) grief (e) developmental or neurological issue (f) depression (g) anxiety [11]

4. METHODOLOGY

The present study adopts the quantitative approach. Quantitative research is explaining phenomena by collecting numerical data that are analyzed statistically. [12]. Survey research is a quantitative method whereby the researchers posed the questionnaire to an entire sample. The survey was done online and it was a self-administered and self-reported questionnaire. The justifications for the selection was typically survey method are an excellent way to gather lots of information from many people. Secondly, allow researchers were able to collect data from very large samples for a relatively low cost and it also lends themselves to probability sampling techniques.

Sample

The random sampling method was adopted to determine the sample from the population. The respondents were recruited from nine secondary schools in one of the districts in Selangor. A total of 415 (n=415) respondents took part in the study.

Instrument

The items in the questionnaire encompass the inventory of feelings not met which may lead to an emotional explosion. The questionnaire comprises of two sections: Section A: Demography (Items 1-19) and Section B: Inventory of Emotions Explosion (Items 20 – 62). This Likert scale item was prepared for 4 points Likert scale and coded as strongly disagree, disagree, agree and strongly agree. 4-point Likert scale offers less variance, lower degree of measurement precision, providing less opportunity to detect changes & less power to explain a point of view comparing to higher e.g. 6-point Likert scale and above [13].

Data Analysis

The data gathered was analyzed using SPSS Version 22. The descriptive statistics are duly appropriate these findings which focused on profiling. Descriptive statistics helps to describe, show or summarize data in a meaningful way.

5. RESULTS AND DISCUSSION

The respondents were recruited from nine schools in one of the districts in Selangor. These schools are state-owned religious schools. The results are depicted in two sections namely respondents' demography and clusters of emotional explosion experienced by the respondents.

Respondents' Demography

The respondent's profile is depicted in the following tables (Table 1 – Table 6). The data revealed in each table provides a comprehensive overview of the demography of the respondents.

Table 1: Respondents' by Gender

Gender	Number	Percentage
Male	147	35.4
Female	268	64.5
Total	415	100.00

Table 2: Respondents' By Form

Form 1	83
Form 2	141
Form 3	15
Form 4	124
Form 5	52
TOTAL	415

Table 3: House Location

House Location	Number of Respondents
Villages	84
Rural Town	211
Town	105
Cities	15
Total	415

Table 4: Parents' Marital Status

Parents' Marital Status	Number of Respondents
Married	387
Divorced	24
Passed away	4
TOTAL	415

Table 5: Respondents' and Their Family Status

Living With	Number of Respondents
Father	4
Mother	19
Parents	391
Guardian	1
TOTAL	415

Table 6: Income Range of Respondents' Parents/Guardian

Range of income	Frequency	Percentage
< RM1500	162	39.0
> RM 10 000	17	4.0
RM 1501 - RM 3000	80	19.3
RM 3001 - RM 4000	66	15.9
RM 4000 - RM 8000	64	15.4
RM 8000 - RM 10 000	26	6.2
Total	415	100

Clusters of Emotional Explosion

The four main clusters of emotional explosion surveyed in this research are annoyed, angry, afraid and disconnected. For each cluster of the emotional explosion, there are another several sub emotional explosion associated with each cluster.

Table 7: Comparison of Mean Score for Emotional Explosion Cluster

EMOTIONS	N	Minimum	Maximum	Mean	Std. Deviation
ANNOYED	415	1.00	4.00	2.4687	.48657
ANGRY	415	1.00	3.90	2.2458	.58597
AFRAID	415	1.00	4.00	2.4848	.57454
DISCONNECTED	415	1.00	3.75	2.2245	.57893
Valid N (listwise)	415				

The results from the mean comparison across each emotional explosion clusters are high indicating that respondents in the study are easily affected and developed high emotional explosion.

6. CONCLUSIONS

This study concludes that teenagers experienced four clusters of emotional disruptions such as annoyed, angry, afraid, and disconnected. The four clusters of emotions disruptions depict a very high mean (above 0,45) and it indicates that teenagers are easily affected. Since this study focuses on profiling teenagers emotional disruptions, further studies that investigate the causes of emotional disruptions and the relationship between variables will provide more meaningful data for intervention programme purpose.

ACKNOWLEDGEMENTS

Authors would like to express their gratitude to Selangor State Government of Malaysia for funding this research (GPPSTI Bil 1/2017). Special thanks to the Research Management Centre of Kolej Universiti Islam Selangor for facilitating administrations events between researchers and funder. Without the fund and assistance, this research may not be able to execute. Our deepest thanks to the Sekolah Agama Menengah (SAM) in the state of Selangor, Malaysia who have been very cooperative if making the data collection possible. Thank you All. Thank you Allah SWT for the help making this possible.

REFERENCES

- [1] Kes Juvenil Meningkatkan Perluhan Perhatian Semua Pihak (2015) Retrieved from <http://www.utusan.com.my/berita/nasional/kes-juvenil-meningkat-perlu-perhatian-semua-pihak-1.64169>
- [2] Steinberg, Laurence (2014). Age of Opportunity: Lessons from the New Science of Adolescence Retrieved from [https://books.google.com.my/books?hl=en&lr=&id=3cubAwAAQBAJ&oi=fnd&pg=PP1&dq=%5BSteinberg,+2014\).+&ots=KxgTJP5j8O&sig=tacSjWWgdFCix8JdsZLt9Jr6dsY&redir_esc=y#v=onepage&q=%5BSteinberg%2C%202014\).&f=false](https://books.google.com.my/books?hl=en&lr=&id=3cubAwAAQBAJ&oi=fnd&pg=PP1&dq=%5BSteinberg,+2014).+&ots=KxgTJP5j8O&sig=tacSjWWgdFCix8JdsZLt9Jr6dsY&redir_esc=y#v=onepage&q=%5BSteinberg%2C%202014).&f=false)
- [3] Erik Erikson (1968), Erik H. Erikson. Identity, youth and crisis. New York: W. W. Norton Company, 1968
- [4] Woolflock, Anita (1993) Educational Psychology. Boston : Allyn and Bacon
- [5] Shouse, Eric (2005) Feeling, Emotion and Affect Journal of Media and Culture Volume 5 Issue 6
- [6] Izard, E,E (1977). Human Emotions Springer United States of America
- [7] Payne, Roy and Cooper, C.L. (2001) Emotions at work : theory, research, and applications in management. Chichester, West Sussex, England ; New York : Wiley
- [8] Panksepp, Jaak. "Affective consciousness: Core emotional feelings in animals and humans." Consciousness and cognition 14.1 (2005): 30-80.
- [9] Ortony, A., & Turner, T. J. (1990). What's basic about basic emotions?. Psychological review, 97(3), 315
- [10] Outback Treatment.Com Retrieved From <https://updates.easycounter.com/outbacktreatment.com>
- [11] Balnevs, M and Caputi Peter (2001) Introduction to Quantitative Research Methods An Investigative Approach Sage Publications Ltd
- [12] Wittink and Bayer (2003).The Measurement Imperative. Pearson