Selected Cebuano leaders expression of anger and their collective action

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Abstract

This study endeavoured to understand the Cebuano leaders' expression of anger and how it led to collective action. Specifically, this study (1) examined key informants/stories and experiences of anger expression, (2) analyzed their expressed anger within the bounds of their immediate environment; (3) assessed the perceived outcomes of their anger, and (4) investigated the impact of their anger towards collective behavior. This study employed the qualitative approach with nine key informants using cognitive task analysis method. In anger expression; different factors such as professionalism, social media awareness and age gap, the rationale explained the story in more specific detail, a collective reaction and expression of anger, and advantages and disadvantages of anger expressions were dissected and analyzed. The Cebuano leaders' expression of anger to collective action mirrored a context of that expressions of anger brought by different factors resolved conflicts [either individual or group] affected the leaders' precursor towards collective action. As part of human nature, anger affected the social environment. Though, anger brought back the balance by its occurrence, its constructive side achieved its desired ends. However, the destructiveness of anger resulted in various forms of conflicts brought by chaos. It remained a puzzle of a two-sided notion of the "good" and the "bad" reality of anger.

Keywords: Anger expression, collective behavior, collective action, Cebuano leaders

1.0 Introduction

Anger is a strong emotion triggered by past experiences or unexpected events. Most people express anger because they do not meet their expectations. As a result, people may feel the need to express anger; to discipline, to establish authority or prompt feelings that they could not contain anymore. However, our way of expressing anger affects the environment that surrounds us.

Anger as part of human nature, can be expressed in different context such as student leaders confronts their colleagues because they did not do their tasks, or a teacher yells because of his or her stubborn students, a manager scolds his employers for the failed work, or a village leader who leaves a meeting because he or she is angry about the decision of the majority. When these things

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happen, they have their ways of responding to anger. This can come in the form of responding with the angry person or avoiding conflict or being indifferent from it.

With this premise in mind, anger and its varied forms of expression has its way of changing the behavior of people around them and the environment that operates under the pressures of anger. Anger uses threats to harm and withdraw cooperation to bargain for better treatment. This implies that anger has an imperative function and inherent benefits, not only as a form of emotion, but also as a way of designing an environment that the angry person desires.

The program design is to organize two interpersonal negotiating tactics which encourage putting premium on the goal of anger a lot of weight and the welfare towards the angry person (conditionally inflicting costs or conditionally withholding benefits). Individuals with disputes develop skills and are expected to be very susceptible to frustration which tend to prevail more conflicts of interests while considering themselves for better treatment.

Anger is responsible for the aggressiveness of a human's actions (Sell, 2011). Also, aggression varies on the condition or valuables (Moyer, as cited by Sell, 2011). Anger in the workplace and educational settings are not set to yield harm to individuals, but is set to send an important message to a collective (Sabucedo et al., 2010; Wlodarczyk et al., 2017). One method to combat indifference is via anger, which stems from a sense of the existing quo's illegitimacy and the disparity between the real and desired state of affairs (Wlodarczyk et al., 2017).

According to Tangney et al. (2007), outrage over injustice and moral indignation may also inspire those who are not as directly impacted by a crisis to organize in solidarity with their more severely impacted peers. Additionally, it has been generally recognized that anger may serve as a buffer between social awareness and active participation in a social movement.

In this regard, anger may form a collective action. Collective is a collection or group of people that are being disciplined by anger. Anger can motivate and increase the efficiency of the collective. Collective action according to Olson (2012) can be drawn by a single motivation, either coercive or voluntary. Every individual seeks for own desires and interests. The author explained that individuals must understand the concept of collective action than the group because the group as a whole is not rational, but it can only consist of rational individuals and that everyone can receive the benefits of public goods without contributing to the production. It also states that those people who received but did not have contributions are the 'free riders.'

It has been emphasized that any form of organized social or political action spearheaded by certain group of persons to voice out (Evangelio and Abocejo, 2015) and address their needs form art of collective action in society (Olson, 2012). Anger affects the body and mind of a person as well as the behavior of his or her environment. In most cases, the person who is angry is not aware of the impact of his or her actions. The purpose of this study is to give clearer possible effects of anger into collective action.

This study desires to develop the internal relationship of Cebuanos through its leaders that can mobilize action and use their emotions effectively. To utilize anger in constructing better relationship, build a community that is able to control anger and transform its nature into a positive outlook is one that is being explored in the study where a nation and its constituents are aware of the consequences of anger. By transforming anger into productive political, educational and social pursuits, a nation can produce optimistic minds and achieve its goals and objectives. This study also aims to acknowledge anger as an essential emotion to survive and to face the problem rather than running from it.

The result of this study may be used to explain the effects of Cebuano leaders' expression of anger to collective action. To exercise the ways of controlling anger and how to make it an

effective emotion to be able to manage the collectives. To help build a better relationship and a helping mind to create a better world to live with.

1.1 Study objectives
This study endeavoured to understand the Cebuano leaders' expression of anger and how it led to collective action. Specifically, this study (1) examined key informants/stories and experiences of anger expression, (2) analyzed their expressed anger within the bounds of their immediate environment; (3) assessed the perceived outcomes of their anger, and (4) investigated the impact of their anger towards collective behavior.

2.0 Literature Review

Anger evolves from mild to moderate, it happens when a person gets angry from several times a day to several times a week, and there is an increasing momentum of emotion (Averill, 1983). Anger is part of human nature, whenever a person can sense danger, they fight or flight, a certain emotion that urges someone to fight is anger, it affects the body and mind of an angry person causing them to respond to a certain situation that triggers the natural human emotion (Geddes et al., 2018). The increasing momentum of anger changes and affects the behavior of the environment (Şen et al., 2018). Anger is a strong feeling responding from pain, frustration or threatened.

Hendricks et al. (2013) explained that anger can take various forms from irritation to blinding rage or resentment which can worsen over prolonged period of time. Anger enforces the body and mind primed for action. It activates the nervous system and raises "heart rate, blood pressure, muscle blood flow, blood sugar levels, and sweating". It also sharpens the senses and enhances adrenaline output, a hormone released in times of stress. Anger seldom operates on its own, like other emotions.

There are a plethora of triggers that insight anger. Anger cannot be removed from human nature. Being in a world full of disappointments, failure, unexpected events, everybody gets angry, the teacher in the school, the village official in the office and even the student leaders in different areas of the society (Powlinson, 1995). When there is anger, there is pain hiding behind. The conflicts revolving the person might trigger anger, the pain they feel or the fear they encounter can also contribute to the momentum of anger (Campbell et al., 2005). Anger is an emotion triggered by ill-treatment, wrongdoing or unfairness. However, people are not essentially born with anger. When a person comes into the earth, anger is uninstalled in oneself, instead, one learns it.

Anger is obtainable. Children learn fast by imitating the things around them. For example, the moment the father scolds them every day can make them them use to it and as they grow up, it becomes normal for them to shout at everyone without a valid reason. They get angry even without direct reason. They become unaware that they have a problem with anger management. They tend to express their anger in a way that could hurt others. Everywhere the individual goes, they face different people with different personalities. Some of them may bring stress and could cause anger. Someone gets frustrated and depressed. They are in pain leading them to drugs and alcohol abuse and that pain would be the center of attention drive them to get angry.

Someone easily gets irritated and may not be able to contain or control anger having the tendency to burst out in some uncomfortable situation. One's response to anger is very crucial to the subject of anger. Past experiences may cause someone to get angry. If somebody has a bad day, regardless if they commit a mistake or not, there is a tendency of getting angry to the person (Hendricks et al., 2013). Experiencing anger is a normal occurrence. It is a human's basic defense.

Its effects can be positive or negative. It can be a tool for protection and motivation (Hendricks et al., 2013).

In whatever situation or environment the person may be in, anger is one of the emotions that they may be internally or externally confronted with. Especially in places such as schools and workplace, anger is a constant form of emotion that occurs within them. One may see this positively or negatively. For the purpose of this paper, anger is a socially defined emotion, which means that it is molded by social and structural standards rather than biological imperatives in many elements of its expression and experience. In the same sense, the consequences of anger are also socially defined (Roberts-Callister et al., 2017).

The perceptions of the person who expressed the anger, as well as the target(s) of that anger help every scholar determine whether or not the outcome of an anger episode is positive. Particularly, the degree to which they regard the anger as serving adaptive or beneficial purposes for the relationship, group, or organization matters to this end (Geddes et al., 2018). Hence, the ideal form of anger is one that leads to positive outcomes relative to the perceptions of the people involved while avoiding the possibility of extracting the equally imperative negative outcomes.

There have been several scholarly reports underlying different forms of anger and their relative outcomes. Wang et al. (2018) explored how targeting anger to different facets of work can produce different outcomes. It was found that when leaders show anger in response to followers' integrity violations, it increases observers' views of leader effectiveness, while when leaders express anger in response to followers' competence violations, it decreases observers' perceptions of leader effectiveness.

A consequent study found that anger directed against people who have violated their integrity generates positive inferential responses in those who saw anger (Wang et al., 2012), while anger directed at those who have violated their competence elicits negative emotional reactions. But most importantly, the consequences of angry feelings towards competence-and integrity-based breaches are amplified, whereas those of anger directed against an abusive leader are lessened (Wang et al., 2012). These findings were even consistent with the findings of Wang et al. (2012) that sought to examine the effects of anger the process of making negotiations.

When opponents show anger, focused negotiators will sometimes yield or retaliate. When opponents showed displeasure, equal-power negotiators made overt concessions, but secretly undermined their opponents as well. While opponents expressed fury, covert retaliation moderated focused negotiators' rage display. When angered, low-power negotiators made larger compromises, but reacted surreptitiously. Regardless of whether or whether their opponent showed anger, high-power negotiators were too demanding, whereas low-power negotiators retaliated (Wang et al., 2012).

With the possibility of seeing negative outcomes from anger, the study focuses on the positive abilities of anger to build collective action. Collective action is a group of people sharing the same ideas and interests (Marshall, 1998). It is formed when an individual desires to exert efforts to achieve a goal (Ostrom, 2000). A problem usually arises when one of the members of the group fails to cooperate to secure an outcome that would benefit the collective (Marquette and Peiffer, 2015).

There is a wide scope of effects of anger in the collective sense. Anger can destruct or construct the goal of the collective. Anger may discipline, motivate, ignite and strengthen the collective in fulfilling the collective's interest and desired goal. Anger may destroy or lead the collective into failure. Sometimes, a person feels angry when they are deprived and act upon it, form a group who possesses common with his concerns, then they organize petitions and march

on the streets, and may even occupy temporary territory during their collective action process (Walker and Mann, 1987).

In situations where group members assess themselves gaining little efficacy to bring the desired changes, their collective action may be restricted yet with strong feelings of anger (Mummendey et al., 1999). In more recent findings, it was noted that building collective action may be moderated by a person's social class, such as age, profession and economic standing (Li et al., 2019). In the upper socioeconomic class, especially among successful and elder adults, their wealth and power give them confidence in their capabilities, in effect, their attitudes, beliefs and dealings in society (Alamazan et al., 2018; Alvarez, Ong and Abocejo, 2017). In other words, those in the lower socioeconomic class are surrounded by less resources and possibilities where their views about their capability to realize their objectives are weaker (Inabangan, Garcia and Abocejo, 2019). Hence, distinct socioeconomic classes have different material circumstances and resources, which means their thinking about and interactions with the environment varies (Li et al., 2019).

In the case of Hong Kong where a relatively high levels of collective nostalgia lead to a certain degree of collective action, it was found that it was mediated by an outward-directed anger rooted from their political dissatisfaction. This indicates that anger is a means to an end. In this case, a political form of the collective action may only be as realistic and strong as it could be when anger was part of the equation (Cheung et al., 2017).

The same scenario was found and established by Shepherd (2013) where morality and illegitimacy of an act may lead to collective action as significantly mediated by anticipated anger. Their findings suggests that anger is an instrumental emotion that can be used to collectively identify sentiments and ideologies of one community (Shepherd et al., 2013). In this way, people can collectively act on their ideologies because they feel the same way and their emotions allow them to merge collectively. While these studies already assume the antecedents and consequences of anger in relation to collective action, this research explores on the middle gap between antecedents and consequences of action.

2.1 Theoretical and conceptual framework

The Recalibrational Theory of Anger as expounded by Sell (2017) "explains the natural selection designed anger to bargain for better treatment and how this can explain the major features of anger". It may may be a result of receiving insult, unwarranted costs, inattention, imposition, anger from another, insufficient praise, etc. Now, it can be expressed through various psychological reactions, facial expressions, vocal response, among others. With one person expressing such anger, it needs to have a specific end of interest. While anger exist in almost every single aspect of our lives; organizations, educational institutions and workplaces are almost, in every single day filled and bound by different emotional expressions. Here, anger is not an exception.
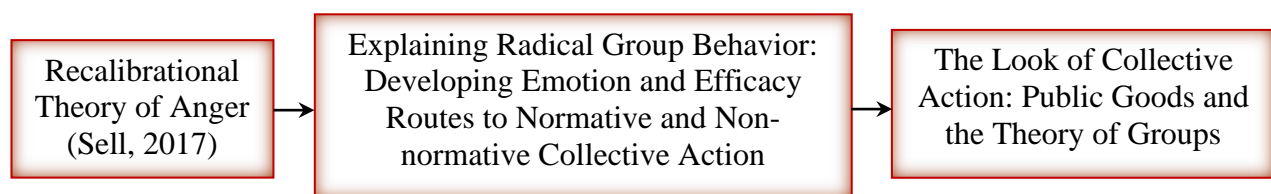

Figure 1. Theoretical and Conceptual Framework of the Study

According to the Center for Evolutionary Psychology, Recalibration Theory is the result of the "adaptation designed by natural selection to interpersonal conflicts of interest". Simply, the brain works in a neurocognitive program that creates techniques to be utilized to resolve conflicts (Sell, 2011). It speaks of an evolutionary model where anger is being maintained to recalibrate persons that place not enough weight on the welfare of the angry individual in making decisions. Selective deployment of negotiating tactics, major triggers of anger and content of anger-based arguments are said to be features of anger.

3.0 Research Methodology

3.1 Research design
This qualitative research used the cognitive task analysis method. This method focused on identifying the underlying psychological processes involved in a task. In this case, the study placed emphasis on the psychological underpinnings of anger, its processes, and outcomes. This method consulted experts (the leaders as key informants of the study) in order to identify to systematically define the decision requirements in accomplishing results, in this case, the collective action.

3.1 Research locale
The study was implemented in Cebu City, Philippines to key informants who are leaders and who work in schools and offices. They were the chosen Cebuano leaders who were interviewed to generate the needed information with respect to their expression of anger in a collective action. This study was limited to twelve Cebuano leaders whom three were student leaders, three teachers and three village/community officials.

3.2 Research key informants
The key informants of this study were those Cebuano leaders who expressed anger in their respective functions using the criterion sampling. Criterion sampling was used to review the cases that meet the predetermined criterion. Reviewing the result from the predetermined criterion was made sure so that the case was aligned from the previous pattern (Patton, 2001). The key informants were instrumental in the validation of the study.

3.3 Ethical considerations
Permission was asked before conducting the interview with the chosen Cebuano leaders in different areas in society. The reason for the interview was included and assured that the information received would be used to give ideas about how anger affected the collective action based on their experiences. Tokens were given as credits to the key informants for giving time to share information.

3.4 Research instruments
Questionnaires were developed as a guide for an interview to be conducted. This questionnaire was used in gathering stories and experiences upon their expression of anger in a collective setting. The researchers used an interview guide to gather information from the key informants. The interview guide was semi-structured because the researchers could probe and ask follow-up questions to the informants. The researchers asked validation from the adviser before conducting the interview. The key informants should qualify the following criteria; (1) They must be a teacher, a student leader, a manager or a village official, (2) They must have expressed anger, and (3) They performed leadership roles in the past.

3.5 Data gathering procedure

The researchers also determined if the key informants' information was anchored or was aligned with the theories being mentioned in this study. Furthermore, the researchers would then give their insights about how their stories anger expression affected the collective.

Personal interviews were conducted for the chosen Cebuano leaders in Cebu City that express anger in a collective setting. There were three (3) student leaders, three (3) teachers, and three (3) village officials for the interview. It consisted of Cebuano leaders located in different areas. This served as the basis on how a leader coped with their anger towards the collective action. The main method of data gathering in this inquiry was through the use of critical incidents or decision method. This method allowed the key informants to identify a critical incident of his leadership experience.

The study focused on anger expression as a critical incident. The key informants were then allowed to narrate the story of their expression of anger. Their answers served as the basis to discussion on the implication of anger in the collective action and reaction. The information was categorized and re-linked information gathered from the theories to the stories. The researchers' observation and available materials related were also included to support the scope involved in the study.

3.6 Data analysis

After the key informants interviews, the responses were analyzed to create a general framework of how anger was being expressed by the key informants and how it led to collective action.

The data of this study were analyzed using the narrative and textual analysis where the verbatim responses are taken into account to create a framework of anger and collective action. In critical incidents method, the researchers were then actively seeking for key decision points based on the timeline of narration by the key informants. It was through this that the study could create a framework based on the identified perceptual cues utilized by the key informants in expressing anger and accomplishing collective action.

4.0 Results and Discussion

Humans have unique characteristics that could influence the different rigors of perceptions and interpretations of their world. The consequence is different emotional states and reactions can arise from the situations they are in. This study finds that anger is a process, a compilation of triggering points leading a person to express anger. It also finds that there are increasing issues that could build up anger among people. As people go on with their daily lives, they encounter different problems: at work, school, streets and even in their houses.

The study finds that there may be different ways that can make a person angry. Also, expressing anger in different contexts can be done in many ways especially if someone is leading a collective action. As anger is expressed, there were various reactions that can be considered as consequences. The common process that the researchers have collected starts in identifying an issue where the key informants come with the possible reasons that make them angry, which is followed by anger expression and interpretation.

In anger expression, the key informants share the different factors why there is a limitation of expressing anger that includes professionalism, social media awareness and age gap and then there is an interpretation of the identified issue. Next is the rationale where the key informants are able to explain the story in more specific detail. After that, there is a collective reaction where the key informants stated the environment's behavior during and after the expression of anger. And

lastly, the key informants close the process by giving conclusions in such happenings. This is where they have thought about the advantages and disadvantages of expressing anger in the collective where they lead as shown in figure 2 below.
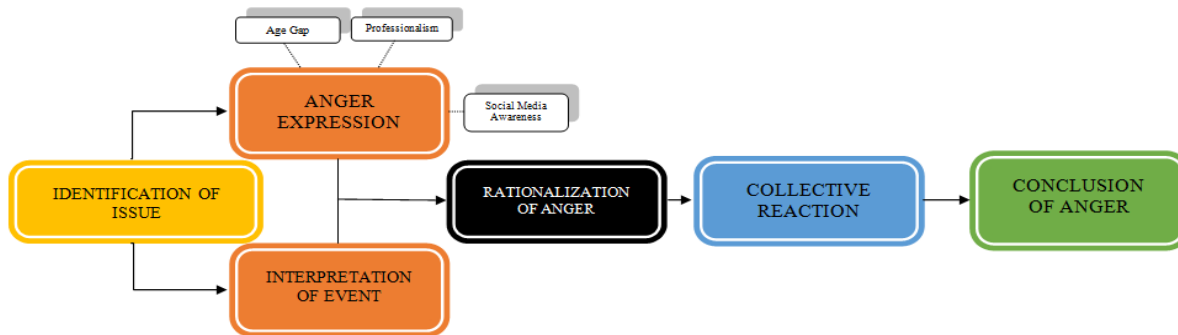

Figure 2. Anger expression framework of selected Cebuano leaders

4.1 Identifying the issue
In the process of anger, the key informants start with the identification of the issue. This means that there is a sense of awareness from the key informants of what causes them to be angry. This awareness encompasses the personal standards set by individual and the environmental circumstance that they are in. For example, a village official becomes angry because his colleagues were late during their meeting. As a process of personal awareness, he acknowledges his particularity with time. BO1 said:

>   *"I am very particular with time."*

           In the context of his response, this implies that the key informants is referring to his personal standards as a public official. "When asked about how his anger started, the key informants immediately referred to his system of beliefs regarding time and his concern of how people are appearing late at work." This is considered as an issue since it is an incompatibility of his personal standards and expectancies. As corroborated by other key informants, they start their discussion of anger by identifying what issue that causes them to express such.

4.2 Anger expression
After acknowledging that an issue exists, people then manifest the behavioral aspects of anger. Mostly, anger using verbal expression becomes their means of articulating their emotions. It can even be expressed at different levels according to the situation. As rejoins by BO1,

>   *"I will tell them, 'Ah grabe naman sad you're so late'."*

           This implies that anger is a means and not an end. It is a precursor to succeeding events. Its process has a function to fulfill. Not only it expresses emotions or a message, but it has emphasized the importance of a message to its receivers. The way someone expresses anger matters on the scale of how they interpret such things. Naturally, a person expresses anger if something does not meet their standards or expectations. It is because they are able to identify the self-awareness that makes them be able to understand the causes of their anger. Three (3) factors are identified that can affect the key informants' expression of anger. These are the age gap, social media awareness, and professionalism.

4.3 Age gap

The age gap can cause a difference in expressing anger in such a way that if someone is older, they are more responsible for their expressions. This shows that a person may inhibit his anger when they are concerned with the age of the other. Also, they may consider their age as a factor for expressing anger. For example, SL1 is older than her colleagues. She mentions,

> *"Dili man ako ang tawo na mupoint out, dili sad ako ang tawo na mamundak, tiguwang na man gud ko."* (I am not the person who points out, I am not also the person who drops things, I am already old)

There is a time when she gives a task to one of her members but it has just happened that this assigned member is not able to perform the task. SL1 delivers her anger recognizing the age gap between her and the assigned member. She does not show actions that can obviously make her angry. It gives her more reason not to express anger in a negative way where she can hurt others.

4.4. Professionalism

Another factor that can affect the expression of anger is one's sense of professionalism. As interpreted by the key informants, professionalism is one's capacity to handle their emotions well. When the researchers asked T1 about her way of expressing anger, she then mentioned how a professional should behave in a certain situation. She emphasizes what a professional considers in expressing anger when she says that,

> *"Kahibaw bya ka we are teachers, we always try to be decent and good."* (You know the fact that we are teachers, we always try to be decent and good.)

It is reported that being a professional affects one's way of expressing anger. It is found that the level of one's degree or profession may inhibit the expression of anger as it can dissolve his or her professionalism. If someone is professionally trained, he or she must be responsible for her expression towards his or her collective because he or she might be seen as a role model of such an environment.

4.5 Social media awareness

Awareness of social media is the last factor in expressing anger. Technology is vastly approaching in the lives of many Filipinos. Information can easily get from social media even without knowing if this information is real or not. This awareness affects their expression of anger. BO3 says,

> *"...but as kanang nagtrabaho ka sa government dapat pinahimutang gyud kay labi na karon grabe na ang fb (Facebook) unya piktyuran ka unya ipost."* (but like when you work in the government, everything must be in order, especially nowadays that Facebook is too harshly use, then you will be photographed and will be posted)

People nowadays trust social media easily without seeking more information that can damage someone's reputation. The awareness of people can affect their ways of expressing opinions and emotions. They are more responsible for their action to avoid being exposed to social media and be interpreted in a negative way.

4.6 Interpretation of the issue

Together with anger expression is the process of interpreting the event that they are in. It is found that key informants interpret the issue differently. Interpretation of the issue is where the key informants simplify their concepts about the event that made them angry. There are some issues that really matter to them and there are some issues that do not. It depends on its value and how it has become a violation of their personal standards and beliefs. Just like BO1's interpretation on

time, he believes that tardiness is another form of corruption and that is another way of stealing the time of the people that you are serving as stated by BO1,

> *"Masuko gyud ko ana kay that is kuan, a form of corruption."* (I will really get angry at the, since it is a form of corruption.)

Based on his response, the key informant interprets certain events as having implications and consequences. Hence, his anger may be a product of an appraisal to an event together with its outcomes and results. In this case, the key informant is evaluating the event as a negative form of behavior. After acknowledging that an issue exists, the study finds that an individual actively judges the situation that they are in.

4.7 Rationalization of anger

Some would react or respond before interpreting the issue, some would interpret the issue before expressing anger. The expression and interpretation of anger can be interchanged in order in the process of anger. The next in the process would be the rationale where the angry person gives reasons or explanations to a certain event. It is where the issue is being discussed and shows the side of the key informantss on such happening. BO1 talks about the importance of time during meetings or sessions and how does it become an issue for him. "When the researchers asked how it exactly happened he then narrated that on their oath taking, some officials did not give importance on the value of time in serving the people." He mentions,

> *"...as I've said during our session, our session will start at 9 o'clock... During the first oath-taking namo, during last November 2010, na we have to come at exactly 9 o'clock in the morning, others come in at 10 o'clock, so how about me? I came at 8:30... I will be angry with that."*

As anger expression is a means to an end, the anger must be rationalized to the recipients. The benefit of the doubt is necessary to clear out the nuances of anger expression and not label it as negative. There is an active attempt the person who expressed anger to explain the cause of anger and give acceptable reasoning as to the event in place.

4.8 Collective reaction

In expressing anger, there might be an impact on the collective especially if the one expressing is a leader. The reactions usually range from hatred to another episode of anger. Hence, the collective may react upon the situation either positive or negative. For example, "T1 who expressed her anger inside the classroom by ignoring students and then walked out to cool down to be able to control her anger but when she came back, one of her students expressed what she felt after being ignored." This is supported by this narrative,

> *"Nay students nga ni express, after na nuon sa class, ana siya nga kanang wala siya ganahi daw. Nahate daw siya ato ganina kay naglisod daw siya sa test. Mao to nakaingon sad ko na bitaw sa nanginahanglan sila dayon wala nako tabangi nya tungod lang kay napungot ko kay sige sila ug pangutana."* (There is a student who expressed, but only after the class, she said that she did not like it. She hated it earlier because she found that the examiniation was difficult. There I also realized that, yeah when they need assistance I was not able to help them only because I got irritated because they had so many questions)

In this case, the act of anger is taken negatively as it is generated from an unjustified reason. This implies that the consequences of anger may affect the collective. In effect, the anger of another person is interpreted in a way that it compromises other people's performance such as in school or work.

4.9 Concluding anger

After the collective's reaction, the last in the process would be the conclusion. Everyone that is involved in the process is having realizations to a certain issue on expressing anger. SL3 is an aggressive type of person, she is vocal and would really express her anger without hesitations. "When asked about what would be the right thing to do in expressing anger and then SL3 answered that she realized her mistakes before."

> "…you just have to master it kay para nako without anger you are less human, there are just a lot of ways to express it, you just have to avoid the more destructive ones."

Anger can cause different reactions in the collective. It either destructs the collective if anger ruins its goal or it constructs the collective if the goal is still firm. Handling a collective may encounter lots of problems that can lead to a leader to be angry. Either verbal or non-verbal, the collective has its reaction because a leader serves to be the head of the collective. It is found out that anger is a process; it is a strong emotion that can be triggered by a lot of factors; it can affect the performance of others; it is a personal realization of one's moral standards. This finding is hinged by Powlinson (1995) that anger is a part of human nature.

5. Conclusion and Recommendations

The Cebuano leaders' expression of anger to collective action mirrored a context of Recalibration Theory that expressions of anger brought by different factors resolved conflicts [either individual or group] affected the leaders' precursor towards collective action. As part of human nature, anger affected the social environment. Though, anger brought back the balance by its occurrence, its constructive side achieved its desired ends. However, the destructiveness of anger resulted in various forms of conflicts brought by chaos. It remained a puzzle of a two-sided notion of the "good" and the "bad" reality of anger.

Based on the findings of the study, research enthusiasts may look the Cebuano leaders' levels of anger; its positive and negative triggers; constructive and destructive results; and other factors that were not obviously seen in the study.

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