



Hunter, Simon C. and Boyle, James and Warden, David (2005) Appraisal, emotion and coping in victims of peer-aggression and victimization. In: 26th International Conference of the Stress and Anxiety Research Society, 21-23 July 2005, Halle (Saale), Germany.

<http://strathprints.strath.ac.uk/25736/>

Strathprints is designed to allow users to access the research output of the University of Strathclyde. Copyright © and Moral Rights for the papers on this site are retained by the individual authors and/or other copyright owners. You may not engage in further distribution of the material for any profitmaking activities or any commercial gain. You may freely distribute both the url (<http://strathprints.strath.ac.uk>) and the content of this paper for research or study, educational, or not-for-profit purposes without prior permission or charge. You may freely distribute the url (<http://strathprints.strath.ac.uk>) of the Strathprints website.

Any correspondence concerning this service should be sent to The Strathprints Administrator: eprints@cis.strath.ac.uk

Appraisal, emotion and coping in victims of peer-aggression and victimization

Simon C. Hunter, James M.E. Boyle & David Warden
University of Strathclyde

*26th International Conference of the
Stress and Anxiety Research Society,
21-23 July 2005, Halle, Germany*

Contact: simon.hunter@strath.ac.uk



Peer-aggression and victimization

Aggression:

- Within-species attacks or hostility

Peer-victimization:

- Repeated aggression

Prevalence (Hunter, Boyle & Warden, 2004):

- Peer-victimization: 12%-28%
- Peer-aggression: a further 16%-39%



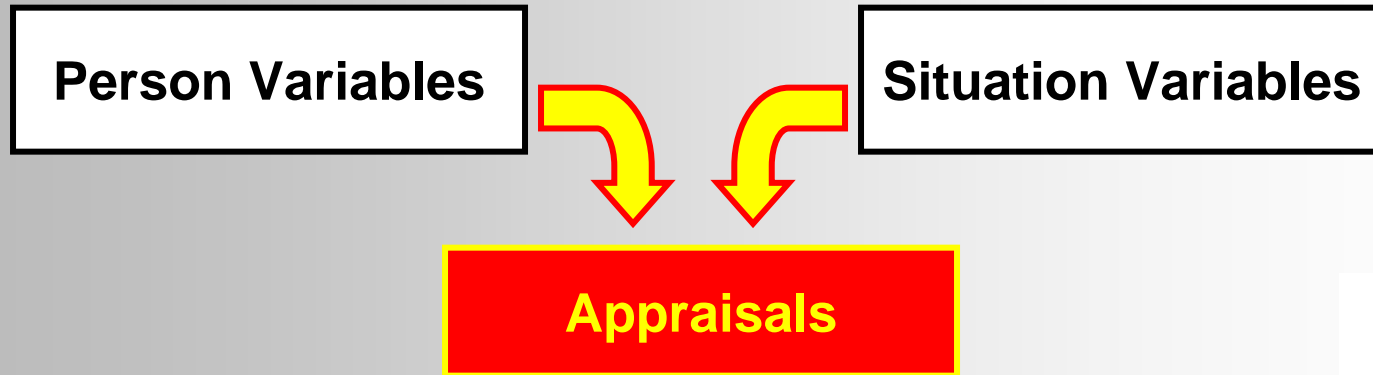
The coping process (Lazarus & Colleagues)

Person Variables

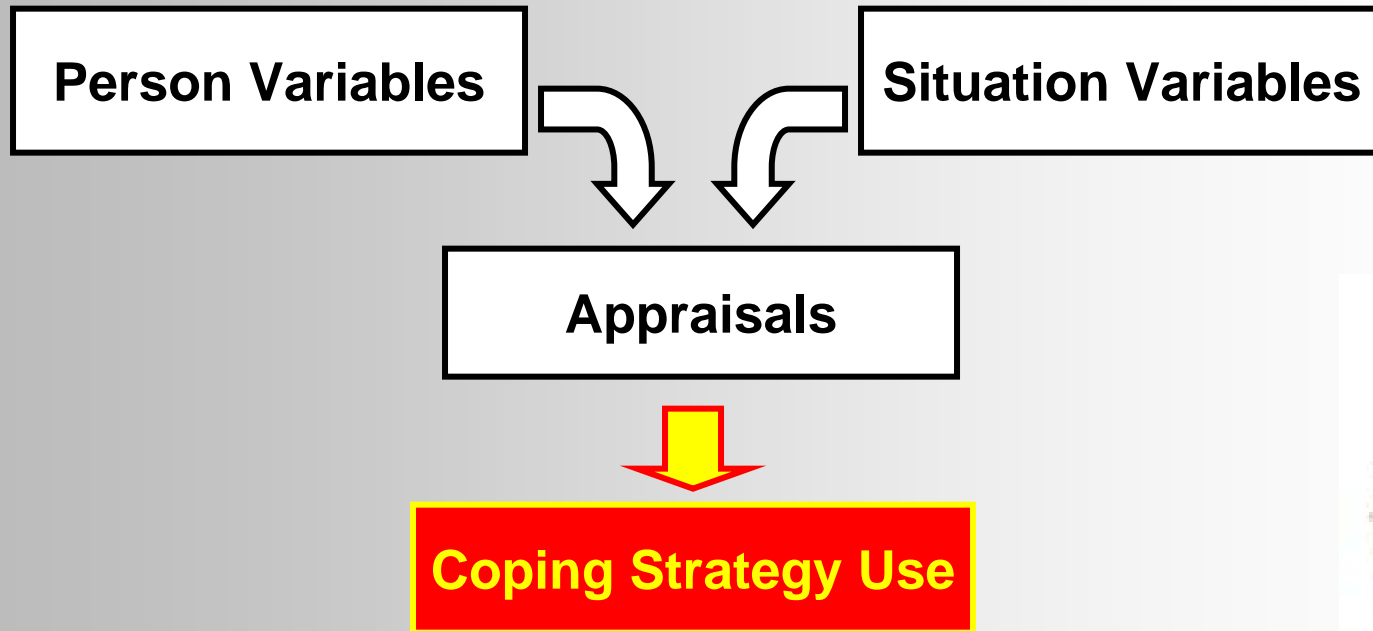
Situation Variables



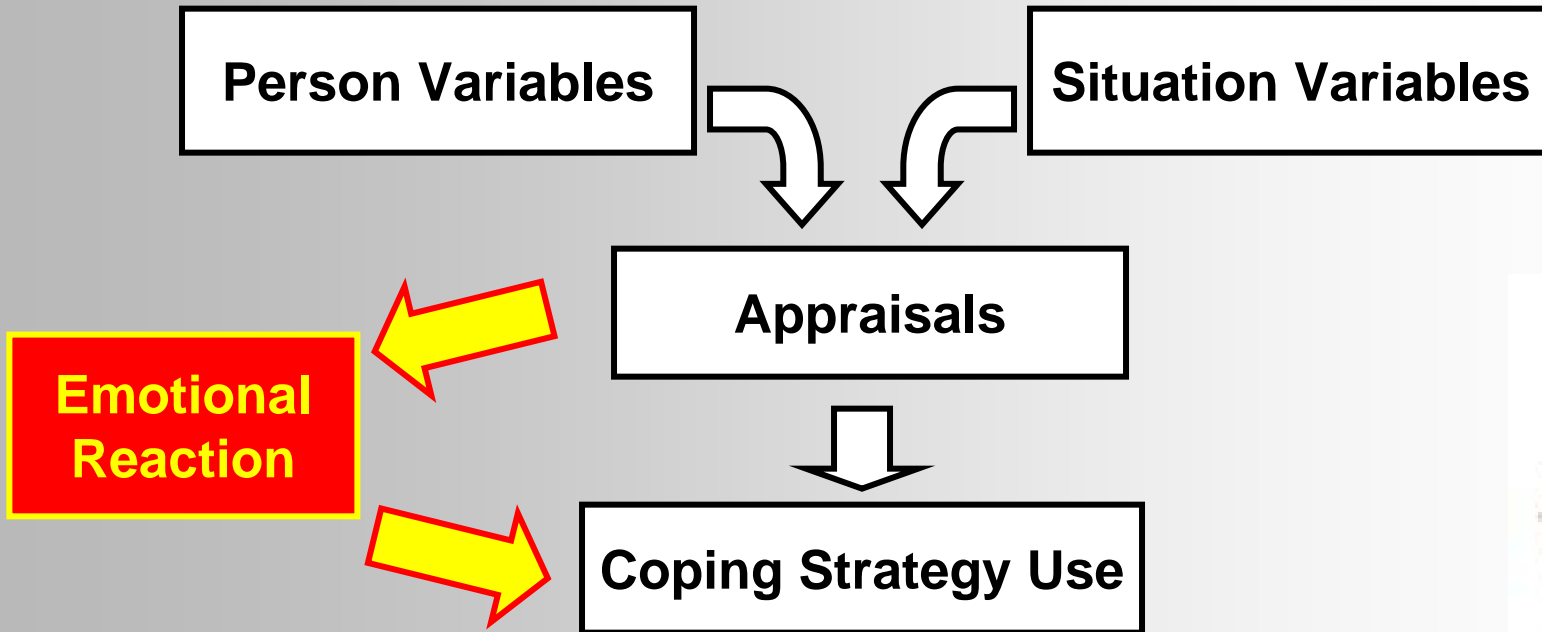
The coping process (Lazarus & Colleagues)



The coping process (Lazarus & Colleagues)



The coping process (Lazarus & Colleagues)



Aims

1. How well does the transactional model account for the coping processes of children experiencing peer-aggression and peer-victimization?
2. What are the effects of appraisals and emotions upon use of coping strategies?
3. Are developmental differences evident between late-childhood and early-adolescence?

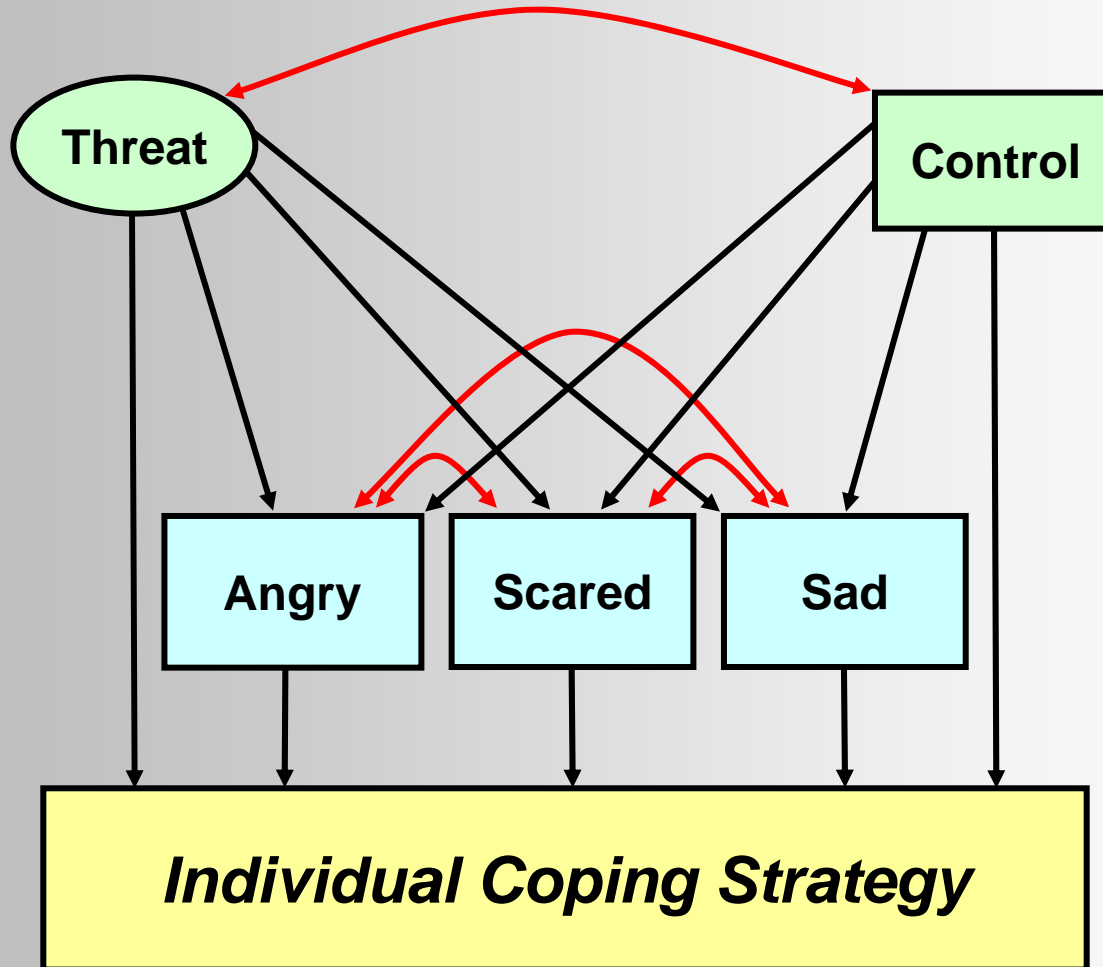


Methodology

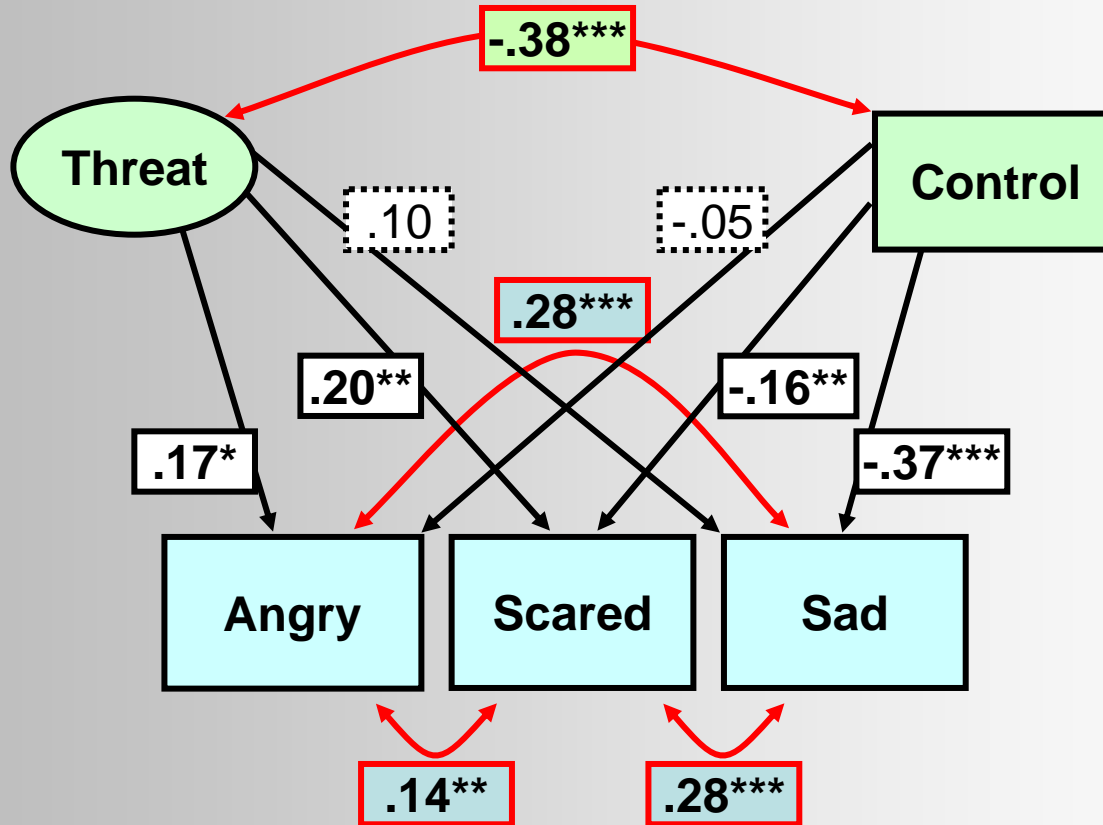
- N = 830 pupils in P6, S2, or S3 (9 to 14 years old).
- Self-report questionnaire, with items on:
 - peer-aggression/ victimisation (Hunter, Boyle & Warden, 2004)
 - coping strategy use (individual coping strategies)
 - control and threat appraisals
(Hunter & Boyle & Warden, 2004)
 - emotions (anger, sadness, fear: individual emotion items)



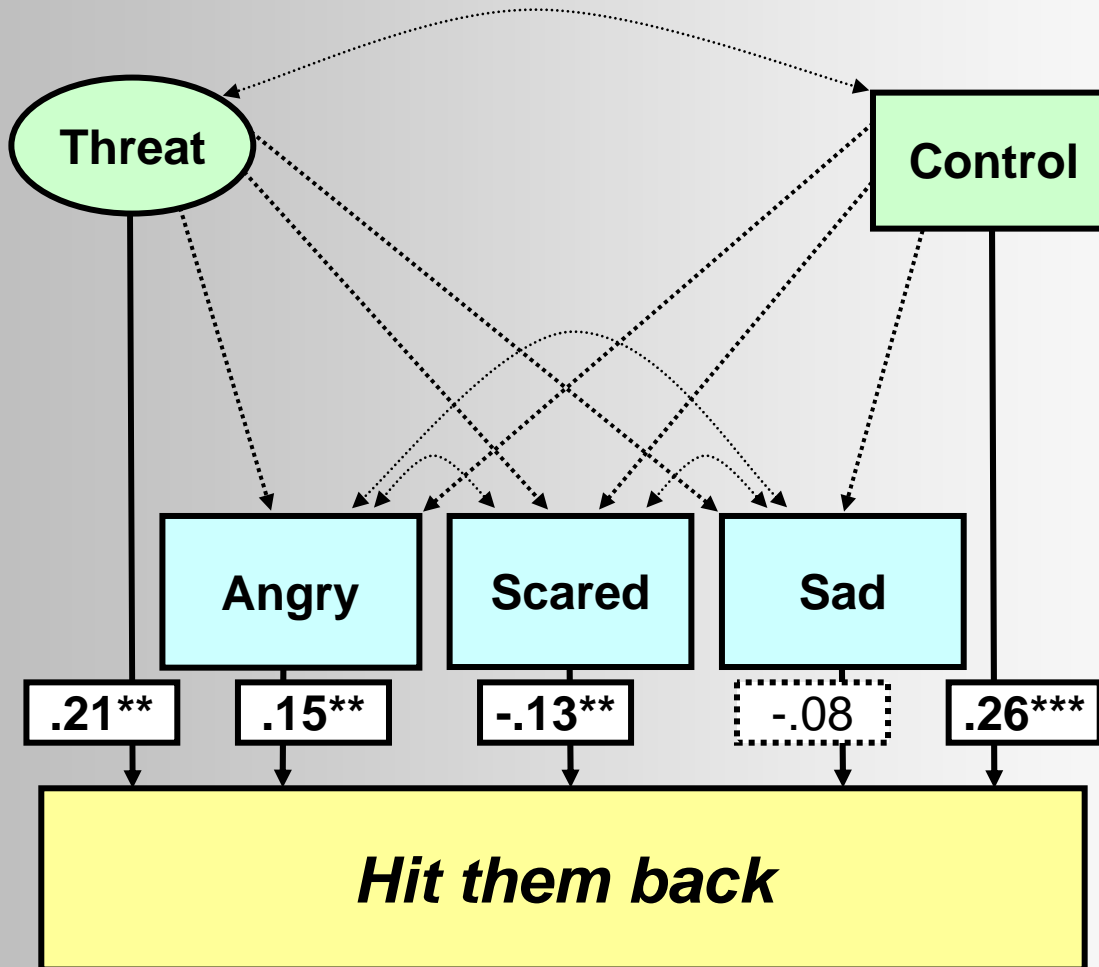
Analysis - Structural equation model for each coping strategy:



Common to each SEM was the core appraisal / emotion aspect of the process, and across the coping strategies the pattern of covariances was as follows:

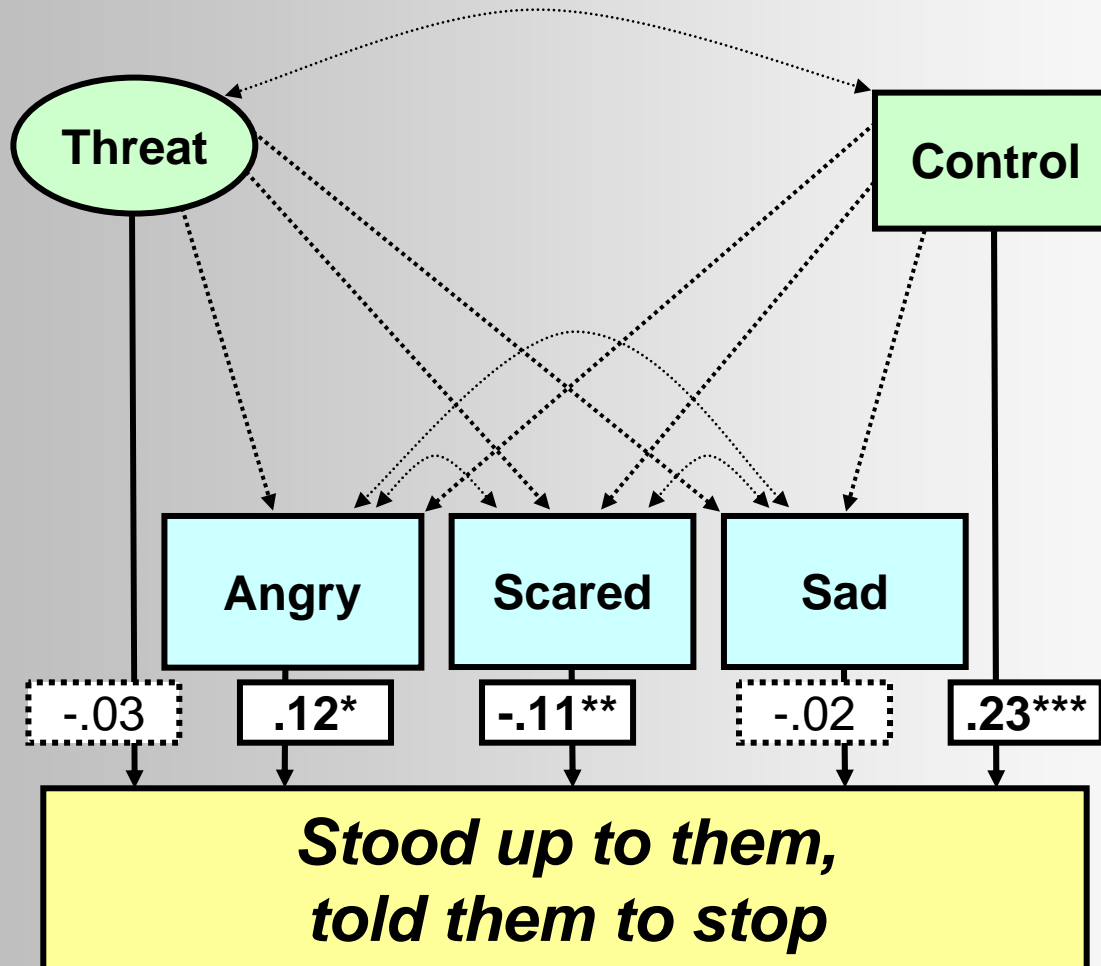


Direct standardised regression weights from appraisals and emotions to individual coping strategies were as follows:



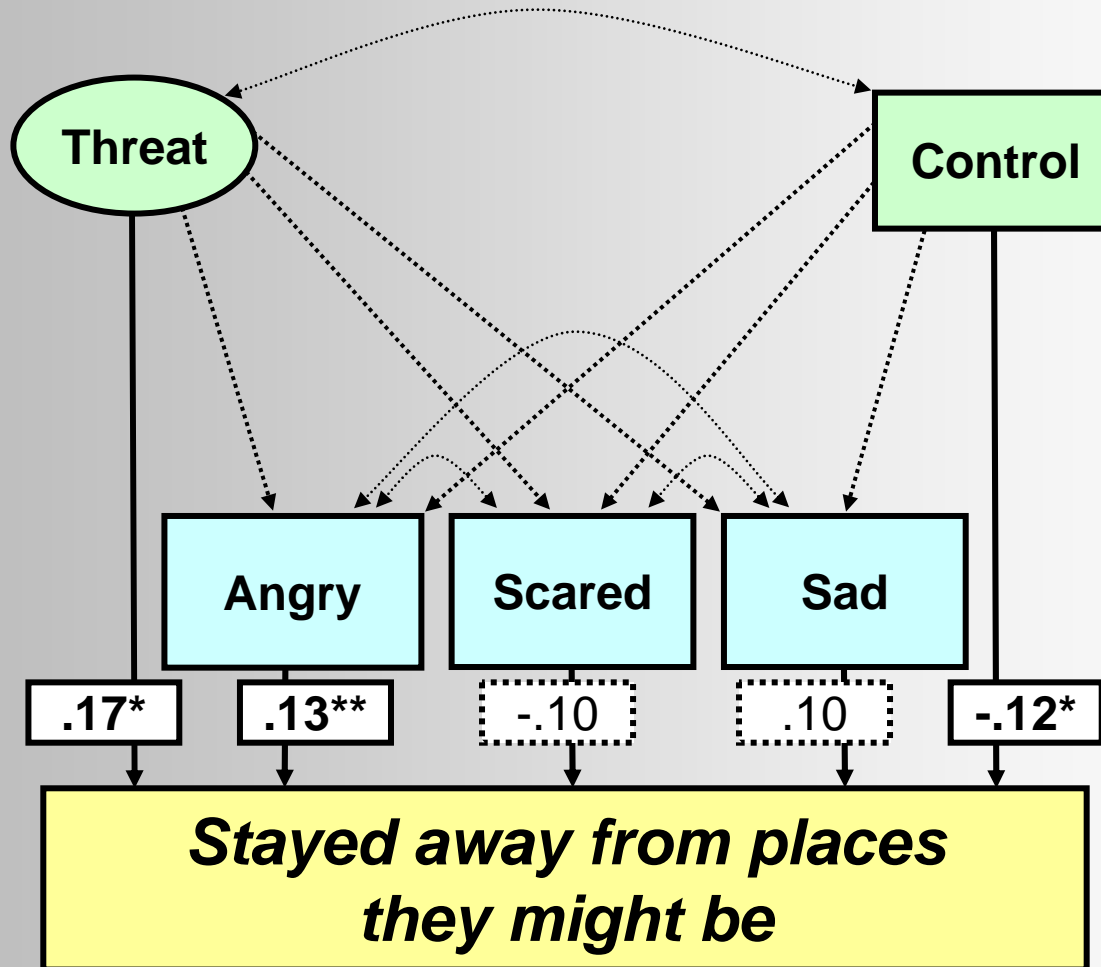
NB. correlations between appraisals and emotions not shown here for clarity of presentation

Direct standardised regression weights from appraisals and emotions to individual coping strategies were as follows:



NB. correlations between appraisals and emotions not shown here for clarity of presentation

Direct standardised regression weights from appraisals and emotions to individual coping strategies were as follows:



NB. correlations between appraisals and emotions not shown here for clarity of presentation

Summary

- Distinct relationships between appraisals and emotional reactions
- Also, certain patterns of appraisal and emotion are linked to use of certain strategies
- Potential for new/ improved interventions by focusing on appraisals and emotion regulation
- New ways of *influencing* strategy choice, but still unclear what the best strategies actually are
- No developmental differences evident
- Only one gender difference (*Threat* predicted *Crying* for girls but not boys)

