Examining the Relationship between Emotion Perception and Bullying: A Proposal

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ABSTRACT

Bullying and aggressive behaviors have adverse effects on many children. Violent behavior among children occurs most in the school setting and may lead to negative emotional outcomes later in life (Kub & Feldman, 2015). According to a study conducted by Baroncelli et al. (2014), boys who have been found to be high in aggression have a difficult time perceiving relevant social cues such as fear and anger. However, boys were prone to frequently identify happiness and fear in faces when a different emotion was expressed. For girls, Baroncelli and colleagues did not find any significant retentiveness in emotion perception.

The purpose of this paper was to conceptually replicate the research of Baroncelli et al. (2014), which was originally done in Italy. For my study, I plan on using children in the United States to determine if the ability to perceive emotion predicts aggression.

METHOD

Participants will be recruited from Hyde Park Middle School in Las Vegas, Nevada. The sample will consist of approximately 1,100 students, from grades 6 and 7. They will be asked to complete a survey in the computer lab class. Students will be given permission to complete the survey during the school day.

Procedures

Students will be instructed to participate in a workshop on bullying for the remainder of class.

Participants will be recruited from Hyde Park Middle School in Las Vegas, Nevada. The sample will consist of approximately 1,100 male and female students. The Aggression Scale (Orpinas & Frankowski, 2001) and the Diagnostic Analysis of Nonverbal Accuracy (DANVA) will be completed online and will take approximately 30 minutes to complete. In order to determine if there is a relationship between aggression and emotion perception, I will calculate the correlation between the DANVA and the Aggression Scale.

INTRODUCTION

Aggression can be defined but is not limited to the following aspects, which may or may not occur together: aggressive behavior, subjective feelings like rage or hostility, biological and physiological reactivity, aggressive motives and desires, and environmental factors (Bolman, 1974). Aggression and aggressive behavior in children seem to vary in how they are defined. Aggressive behavior in children is often related to violent and delinquent behavior, which includes many intense overt hostile and aggressive feelings and anger (Simeon & Links, 1978). Violence can be defined as a multitude of aggressive behaviors that are intended to cause harm resulting in injury or death to individuals or destruction of things (Bolman, 1974).

Although the majority of children experience aggression, either physical or relational, it is essential for them to manage their emotions. Emotional intelligence is the ability to be aware of, manage, and clearly express one’s emotions (Salovey & Mayer, 1990). It is important for children to develop emotional intelligence early in development and continue to improve it throughout life in order to have successful social interactions with their peers. Children equipped with the ability to manage their emotions in others, understanding the causes and consequences of emotions, and labeling emotions accurately are able to improve their social information processing skills (Arsenio & Lemerise, 2001). With a solid understanding of emotions, children would have the ability to engage in healthy social interactions (Baroncelli, Ciucci, & Nowicki, 2014).

One of the key studies on bullying and emotion perception was conducted by Baroncelli et al. (2014). In that study, participants were recruited from a middle school in Tuscany, Central Italy. Participants ranged in age from 11 to 15 years old and attended grades 6, 7, and 8. This sample was primarily made up of Italian school children, with the remaining comprising of Eastern European, Balkan, African, South American, and Asian children. Data were collected during regular school hours by trained assistants. To start, students assistants administered a comprehensive discussion in the classroom to ensure all students fully understood bullying. Following the discussion, an 11-item self-report questionnaire was distributed to measure involvement in traditional bullying. The Diagnostic Analysis of Nonverbal Accuracy (DANVA) was administered to each student in a quiet room and took about 10 minutes to complete. Baroncelli et al. (2014) found that aggressive boys have a difficult time in perceiving relevant social cues, especially fear and anger. Specifically, boys with higher levels of traditional bullying did not show any deficit in their overall ability to identify emotions, but they were prone to identify happiness and fear in faces when a different emotion was expressed. Baroncelli and colleagues did not find any significant relationships for girls.

Given that Baroncelli et al. (2014) research was conducted in Italy, we do not know if their findings would generalize to the United States. Therefore, I will replicate the work of Baroncelli et al. (2014) using children in the United States by assessing the accuracy of the basic emotions: happiness, sadness, anger, and fear. The purpose of this study is to conduct a conceptual replication of Baroncelli et al. (2014) research to determine if emotion perception predicts aggression, using children in the United States.

REFERENCES


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