

ABSTRACT

Modelling Emotional Reactivity: the Case of School-based Aggression in An Educational Expansionary Context

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Assessing the short-term and long-term relationships/changes in the build-up of emotions is a hitherto unexplored topic in studies of interpersonal aggression. In this study the school is viewed as a population of emotionally charged individuals and the form of their ongoing relations is considered to be dependent on fluctuations in these 'charges' over time. Aggressive episodes are viewed as the outcomes of these build-ups. This issue is addressed by hypothesizing and testing a model of Emotional Reactivity on a sample of one hundred (100) male students in the 14-16 age group. Changes in emotionally-charged behaviours such as commitment, stressors, aggression - are obtained via students' self-reports. Employing a semi-longitudinal design, daily data ($T_1 \dots T_{15}$) are collected on each of the variables with respect to peer relations in the school setting only. Cross-correlations, t-plots and regression plots revealed frequent individual-level build ups within the interval. Interdisciplinary implications - theoretical, methodological, and empirical - are also discussed.

Keywords: aggression; emotional reactivity; stressors; commitment; build-ups