

Noret, Nathalie ORCID logoORCID:
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The relationship between peer-victimization, cognitive appraisals, and adjustment: A systematic review

Nathalie Noret^{1,2}, Simon C. Hunter^{2,3}, Susan Rasmussen²

¹York St John University, ²University of Strathclyde, ³University of Western Australia



INTRODUCTION

- ✧ Peer-victimisation is a frequent experience for many children and adolescents, and one which has both an immediate and long-term relationship with poor adjustment (Gini & Pozzoli, 2009; Reijntjes et al., 2011; Wolke & Lereya, 2015).
- ✧ The impact of peer-victimisation can be examined using the transactional model of stress (TMS) (Lazarus & Folkman, 1984).
- ✧ Outcomes to a stressful situation are said to occur following a process of primary and secondary cognitive appraisal (Lazarus & Folkman, 1984).
- ✧ In the context of their own personal goals and values, primary appraisals involve an evaluation of the importance of the experience to the individual.
- ✧ Primary appraisal can result in the situation being evaluated as potentially threatening, harmful or involving the risk of loss, or potentially challenging but with the possibility for personal growth (Lazarus & Folkman, 1984).
- ✧ Secondary appraisals involve an evaluation of the resources the individual has available, and to what extent these resources may be useful, in managing the situation.
- ✧ Drawing upon the socio-ecological framework of bullying (Espelage, 2014; Swearer & Hymel, 2015) these resources can be from an individual level (i.e. self-efficacy), or from the relationship level, (i.e. perceived social support from friends, parents and teachers).

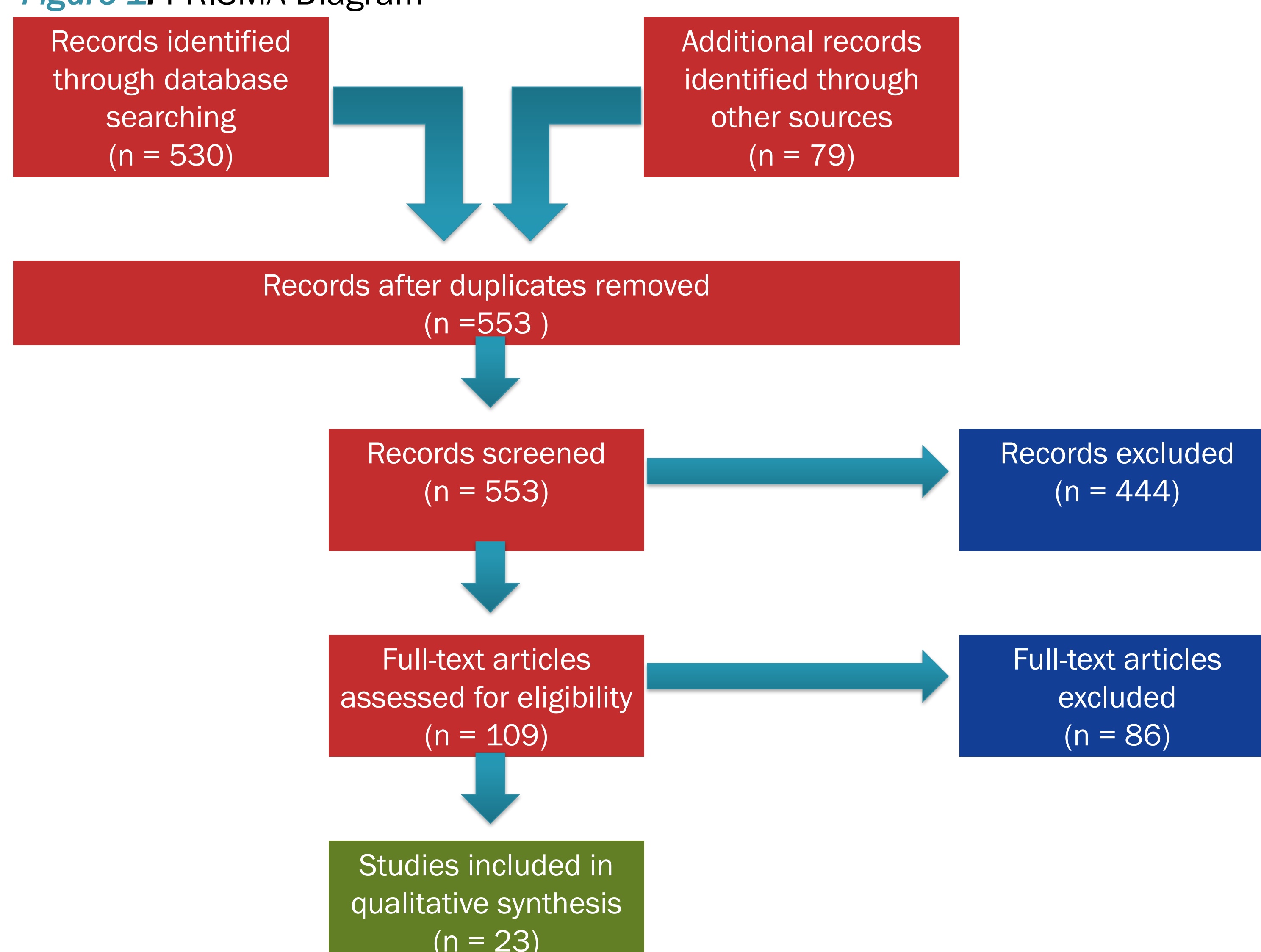
Aim of the current study

- ✧ Previous research has demonstrated that cognitive appraisals play a role in the relationship between peer-victimisation and adjustment (i.e. Flashpohler et al., 2009; Terranova, 2009).
- ✧ Therefore, the aim of this systematic review is to synthesize this literature and examine the extent to which primary appraisals mediate, and secondary appraisals moderate, the relationship between peer-victimization and adjustment.

METHOD

- ✧ A comprehensive search of databases (including PsychArticles, PsychInfo, and Web of Science) was undertaken.
- ✧ Search terms referred to peer-victimisation (e.g. bullying), appraisal (e.g. threat appraisal), and adjustment (e.g. depression).
- ✧ To be included in the review, papers needed to be written in English, be published in a peer-reviewed journal, include measures of all three variables of interest, and include a child/ adolescent sample (<18 years old).
- ✧ This review followed the PRISMA reporting guidelines for systematic reviews (PRISMA group, 2009), see Figure 1.

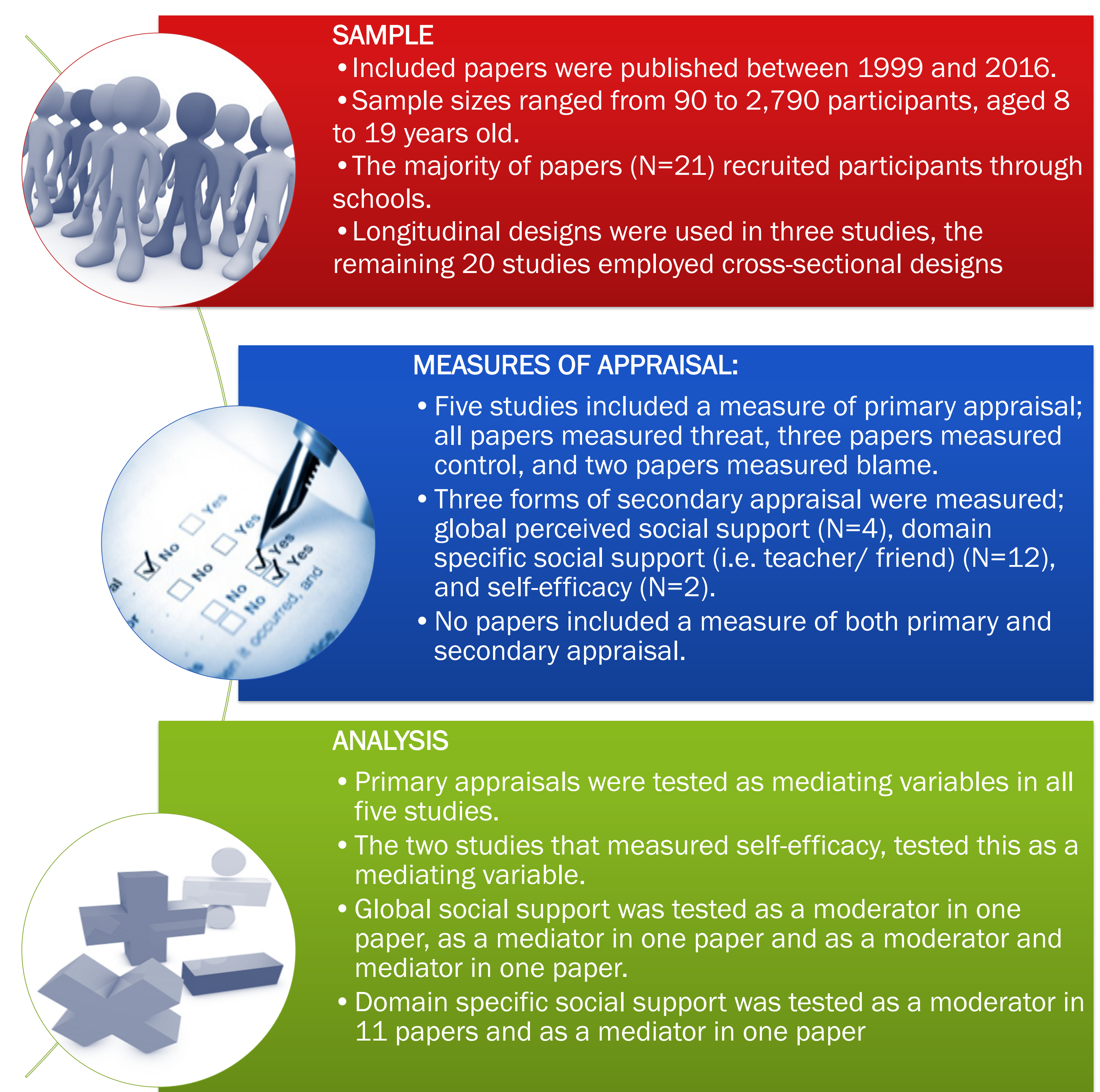
Figure 1: PRISMA Diagram



- ✧ The methodological quality of the included papers was evaluated using an adapted version of the Munn et al., (2014) checklist for prevalence studies.
- ✧ The criteria included eight questions assessing sampling procedures, method, and analysis in each study.
- ✧ The total quality appraisal scores on the included studies ranged from 5.5 to 8.
- ✧ All studies, irrespective of quality score were included in the analysis.
- ✧ The characteristics of the 23 included studies are outlined in figure 2.

RESULTS

Figure 2: Study Characteristics



SUMMARY OF KEY FINDINGS

- ✓ Threat and control appraisals were found to partially mediate the relationship between peer-victimisation and adjustment.
- ✗ Blame appraisals did not mediate this relationship.
- ✓ Aspects of self-efficacy and global perceived social support mediated the relationship.
- ✓ Perceived social support from particular individuals (i.e. teachers, friends) moderated the relationship between peer-victimisation and adjustment.
- ✗ The moderating role of perceived social support from friends was not consistently found to be protective.
- ✓ Findings suggest that the role of appraisals may be dependent on the gender of the victim, and the type of victimisation experienced.

DISCUSSION

- ✧ The TMS proposes that the outcome to a situation is dependent on appraisal processes. The consistent findings that threat and control appraisals, and global social support and aspects of self-efficacy, partially mediate the relationship between peer-victimisation and adjustment, supports this theoretical argument.
- ✧ The role of domain specific social support highlights the protective nature of perceived support from parents and teachers, supporting the importance of secondary appraisals posited by the TMS.
- ✧ Findings on the role of perceived support from friends were inconsistent and the role of such forms of support warrants further investigation.
- ✧ The findings of the review demonstrate the utility of the TMS in aiding our understanding of the relationship between peer-victimisation and adjustment. Integrating the transactional model of stress and the socio-ecological framework of bullying would facilitate a more multi-dimensional understanding of the process through which, and the context within which, peer-victimisation predicts adjustment.
- ✧ The majority of the studies included in this review, employed cross-sectional designs, impeding our ability to draw causal inferences. Future research should make greater use of longitudinal designs.
- ✧ Specifically, future research should examine how continued peer-victimisation affects the appraisal processes, and subsequently adjustment. In addition, gender differences and the role of different types of victimisation should be examined.
- ✧ Such research would facilitate a greater understanding of the complex relationship between peer-victimisation and adjustment.