



## The moderating role of emotional stability in the relationship between exposure to violence and anxiety and depression

Man Yee Ho<sup>a,b,\*</sup>, Fanny M. Cheung<sup>a</sup>, Jin You<sup>c</sup>, Chester Kam<sup>d</sup>, Xin Zhang<sup>e</sup>, Wendy Kliewer<sup>f</sup>

<sup>a</sup> Chinese University of Hong Kong, Hong Kong

<sup>b</sup> Hong Kong Institute of Education, Hong Kong

<sup>c</sup> University of Houston, United States

<sup>d</sup> University of Macau, Macau

<sup>e</sup> Peking University, China

<sup>f</sup> Virginia Commonwealth University, United States

### ARTICLE INFO

#### Article history:

Received 2 April 2012

Received in revised form 4 May 2013

Accepted 7 May 2013

Available online 2 June 2013

#### Keywords:

Exposure to violence

Emotional stability

Anxiety and depression

### ABSTRACT

This study investigated the associations among exposure to violence, emotional stability, and psychological symptoms. The moderating role of emotional stability in the relationship between exposure to violence and anxiety and depression was examined in a sample of 482 high school students in Hong Kong. Results showed that both witnessing violence and low levels of emotional stability were positively associated with symptoms of anxiety and depression. Low levels of emotional stability exacerbated the relation between witnessing violence and symptoms of anxiety and depression; the opposite pattern was found among adolescents with high levels of emotional stability. This study sheds light on the role of emotional stability in ameliorating the detrimental effects of witnessing violence on symptoms of anxiety and depression among adolescents. Findings of this study also have implications for the development of emotionally healthy personalities.

© 2013 Elsevier Ltd. All rights reserved.

### 1. Introduction

Several decades of research have documented negative consequences of exposure to violence on the psychological adjustment of children and adolescents (Berton & Stabb, 1996; Lynch, 2003; Margolin & Gordis, 2000). Exposure to violence (e.g., victims of assaultive violence) is associated with psychological symptoms among school-aged children (Fowler, Tompsett, Braciszewski, Jacques-Tiura, & Baltes, 2009; Stein et al., 2001). In addition to exposure to violence, personality dispositions can markedly influence levels of emotional health. For example, in a sample of urban adolescents exposed to violence, self-esteem was negatively related to depressive symptoms (Fitzpatrick, Piko, Wright, & LaGory, 2005). These findings suggest the direct effects of both violence exposure and personality on mental health. However, little is known about whether personality moderates the relationship between violence exposure and anxiety and depression. To the best of our knowledge, the protective role of the personality factor emotional stability has not been examined empirically in resilience research with adolescents. Therefore, this study aimed to investigate the poten-

tial moderating role of emotional stability in associations among exposure to violence and anxiety and depression in an adolescent sample. This research adds to existing literature by examining contextual and emotional stability personality factors that contribute to anxiety and depression within a Chinese sample of adolescents.

#### 1.1. Exposure to violence and emotional health

Adolescents directly and indirectly exposed to interpersonal violence, such as physical assault or witnessed violence, show positive associations with anxiety and depression (Kilpatrick et al., 2003). Specific incidents of violence may be associated with a range of emotional reactions as these experiences are often threatening and overwhelming. Adolescents may perceive they have less control over these kinds of violent situations (e.g., violent crime) as compared to adults, and become extremely anxious about possible harm and danger.

Exposure to violence may disrupt typical developmental trajectories in childhood and adolescence. The extant literature has demonstrated that children and adolescents who are exposed to violence manifest posttraumatic stress disorder, depression, anxiety, helplessness and hopelessness, poor academic achievement, poor peer relationships, negative social cognition, suicidal ideation, aggression, disruptive behavior problems, substance abuse and juvenile delinquency (Christiansen & Evans, 2005; Finkelhor,

\* Corresponding author. Address: Department of Special Education and Counseling, The Hong Kong Institute of Education, 10 Lo Ping Road, Tai Po, N.T., Hong Kong. Tel.: +852 2948 8178.

E-mail address: [homy@ied.edu.hk](mailto:homy@ied.edu.hk) (M.Y. Ho).

Turner, Ormrod, Hamby, & Kracke, 2009; Flowers, Lanclos, & Kelley, 2002; Fowler et al., 2009). Anxiety and depression associated with violence exposure can interfere with adolescents' school adaptation and academic achievement (Medina, Margolin, & Gordis, 2008). Hence, in the present study we focus on the emotional consequences of exposure to violence, specifically symptoms of anxiety and depression.

### 1.2. Emotional stability and emotional health

Apart from environmental factors, dispositional factors are important predictors of emotional health (Diener, Oishi, & Lucas, 2003). For example, a large number of studies have examined neuroticism and its relation to well-being. Nevertheless, the idea that happiness is related as much to the absence of negative affect (neuroticism) is not easy to comprehend (Hill & Argyle, 2001). Researchers have suggested that the concept of neuroticism should be reversed and coined as "emotional stability", regarded as a positive aspect of personality (Hill & Argyle, 2001; Vittersø, 2001).

Emotional stability is a personality trait that encompasses the capacity to regulate emotions, control impulses, and cope with life's challenges (Costa & McCrae, 1992). Empirical research has shown that emotional stability is positively correlated with positive emotions (Rogosch & Cicchetti, 2004) and self-esteem (McCrae, 1990), and negatively correlated with negative affect and anxiety and depression (Bienvenu & Stein 2003; Costa & McCrae, 1992). In this study, we conceptualized emotional stability as the opposite pole of neuroticism. We used the Adolescent Version of the Cross-Cultural (Chinese) Personality Assessment Inventory (CPAI-A; Cheung, Leung, & Cheung, 2006) to measure emotional stability, because of its cultural relevance and validity. A joint factor analysis of the CPAI-2 (adult version) and the NEO-FFI revealed that the Neuroticism factor from the NEO-FFI positively loaded on the emotional stability factor from the CPAI-2 (Cheung et al., 2008).

### 1.3. The possible moderating role of emotional stability

Research on resilience has focused on understanding protective factors and processes that make it possible for individuals to thrive in the face of adversity. Although researchers have argued that emotional stability is a strong predictor of stress-tolerance and strongly related to the resilience factor 'personal strength' (Friborg, Barlaug, Martinussen, Rosenvinge, & Hjemdal, 2005), the protective function of emotional stability seldom has been tested empirically in the context of environmental adversity (e.g., exposure to violence).

This study extends existing research by examining the moderating role of emotional stability on the negative sequelae of exposure to violence. From a positive psychological perspective, positive characteristics appear to have protective functions that buffer against the harmful effect of stressful situations on emotional health (Campbell-Sills, Cohan, & Stein, 2006). Applying this theoretical assumption to the present study, we argue that emotional stability may alleviate the negative impact of exposure to violence among Chinese adolescents, because emotional stability could provide richer personal resources to regulate negative emotions and cope with negative life circumstances (Nelis, Quoidbach, Hansenne, & Mikolajczak, 2011).

Emotion regulation also plays a prominent role in stabilizing one's emotions. For instance, children's emotion regulation skills protect them from internalizing and externalizing adjustment problems after exposure to violence (Kliewer et al., 2004). These data suggest that children who have better emotion regulation skills or who are emotionally stable have better adjustment outcomes in spite of stressful situations.

### 1.4. The present study

To summarize, the present study aimed to examine the main and interaction effects of the environmental factor of exposure to violence and the personality factor of emotional stability on symptoms of anxiety and depression. We distinguished between two types of exposure to violence in real life: witnessing violence and victimization. Witnessing violence is defined as being within visual range of a violent event and seeing it take place (Edleson, 1999). Although adolescents may indirectly witness violence through the media (e.g., video games with violent content), we only focused on events adolescents directly witnessed in real life. Victimization was defined as involuntary, direct personal exposure to acts of violence that significantly heighten feelings of vulnerability and lower feelings of personal safety; events include verbal threats, being hit or assaulted, being robbed, and being attacked with an object (e.g., knife).

Based on the above conceptualizations, we hypothesized that:

**H1a.** Witnessing violence would be positively associated with symptoms of anxiety and depression.

**H1b.** Victimization would be positively associated with symptoms of anxiety and depression.

**H2.** Emotional stability would be negatively associated with symptoms of anxiety and depression.

**H3a.** Emotional stability would moderate the relationship between witnessing violence and symptoms of anxiety and depression, such that adolescents with high scores on emotional stability would report fewer symptoms of anxiety and depression in spite of high levels of witnessing violence.

**H3b.** Emotional stability would moderate the relationship between victimization and symptoms of anxiety and depression, such that adolescents with high scores on emotional stability would report fewer symptoms of anxiety and depression in spite of high levels of victimization.

## 2. Method

### 2.1. Participants

A total of 482 high school students (57.1% male) in grades 7–9 in Hong Kong participated in this study. Adolescents ranged in age from 12 to 18 years, with a mean age of 13.33 years ( $SD = 1.23$ ). To sample a sufficient number of students who were at risk of violence exposure, the data were collected from two high schools from environments that were associated with more social problems (e.g., in neighborhoods with high violent crime rates, low socio-economic status, and more new immigrants). The majority of the sample (77.1%) was born in Hong Kong; 21% was born in Mainland China. Approximately one-fifth (20.6%) of the sample received financial support from social security, and 12.6% lived in single-parent households. All students were invited to participate in the study on a voluntary basis and assured that their anonymity was well protected. The response rate was 100%.

### 2.2. Procedure

Ethical approval of this study was obtained from the Ethics Committee for Faculty of Social Sciences at the Chinese University

متن کامل مقاله

دریافت فوری ←

**ISI**Articles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات