



## Children Friendship: The Role of Hope in Attributions, Emotions and Expectations

PDF (Size: 209KB) PP. 875-888 DOI: 10.4236/psych.2011.28133

### Author(s)

Georgia Stephanou

### ABSTRACT

This research aimed to examine a) children's attributions and emotions for their subjectively perceived friendships with their best friends as positive or negative, b) the role of children's hope (pathways thinking, agency thinking) in the generation of their perception of their friendships as positive or negative, in the formulation of the subsequent attributions and emotions, and in the impact of attributions on emotions, and c) the effects of hope in the interactive impact of attributions and emotions on friendship expectations. The participants were 322 children, both gender, 5th and 6th grades, representing various parental socioeconomic levels. The results showed that the perceived satisfactory friendships were mainly attributed to internal, and self-friend interactive internal and controllable factors, while the estimated as non satisfactory friendships were predominately attributed to stable, friend's controllable and internal, and self-friend interactive internal factors. The children experienced intense positive and negative emotions for their perceived satisfactory and non satisfactory friendships, respectively. Hope (mostly, agency thinking) positively influenced the generation of the perceived quality of the friendship, the subsequent attributions (particularly, stability) and emotions, and the impact of attributions on emotions, mainly in the negative friendships group. Also, in the positive friendship group, high-pathway thinking children had higher expectations of positive friendship, whereas, in the non satisfactory friendship group, low-agency thinking children had low expectations of positive friendship. Finally, hope proved formulator of the interactive effect of attributions (mainly, locus of causality) and emotions on friendship expectations. The findings from this study suggest the significant role of good friendship in children's life, and indicate the importance of examining children friendship along the role of hope in evaluating, attributing causes, experiencing emotions and forming expectations.

### KEYWORDS

Attributions, Emotions, Expectations, Hope, Perceived friendship

### Cite this paper

Stephanou, G. (2011). Children Friendship: The Role of Hope in Attributions, Emotions and Expectations. *Psychology*, 2, 875-888. doi: 10.4236/psych.2011.28133.

### References

- [1] Argyle, M. (2001). Social relationships. In M. Hewstone, W. Stroebe, J. P. Codol, & G. M. Stepheson (Eds.), *Introduction to social psychology*. Oxford: Blackwell.
- [2] Aspinwall, L. G. & Staudinger, U. M. (2003). A Psychology of Human Strengths: Some Central Issues of an Emerging Field. In L. G. Aspinwall & U. M. Staudinger (Eds.), *A Psychology of Human Strengths: Fundamental Questions and Future Directions for a Positive Psychology* (pp. 9-22). San Francisco, CA: Berrett-Koehler Publishers Inc.
- [3] Bandura, A. (1997). *Self-efficacy*. New York: Freeman.
- [4] Barnum, D. D., Snyder, C. R., Rapof, M. A., Mani, M. M., & Thompson, R. (1998). Hope and social support in the psychological adjustment of pediatric born survivors and matched controls. *Children's Health Care*, 27, 15-30.
- [5] Baucom, D. H., Epstein, N. B., & Stanton, S. (2006). The treatment of relationship distress: Theoretical

• Open Special Issues

• Published Special Issues

• Special Issues Guideline

PSYCH Subscription

Most popular papers in PSYCH

About PSYCH News

Frequently Asked Questions

Recommend to Peers

Recommend to Library

Contact Us

Downloads: 247,339

Visits: 543,262

Sponsors >>

perspectives and empirical findings. In A. L. Vangelistic, & D. Perlman (Eds.), *The Cambridge Handbook of Personal Relationships* (pp. 750-773). N.Y: Cambridge University Press.

- [6] Berndsen, M., & Manstead, A. S. R. (2007). On the relationship between responsibility and guilt: Antecedent appraisal or elaborated appraisal? *European Journal of Social Psychology*, 37, 774-792.
- [7] Berscheid, E. (1983). Emotion. In H. H. Kelley, E. Berscheid, A. Christensen, J. H. Harvey, T. L. Huston, G. Levinger, E. McLintock, I. A. Reptan, & D. R. Peterson (Eds.), *Close relationships* (pp. 110- 168). New York: Freemen.
- [8] Berscheid, E., & Ammazzalorso, H. (2003). Emotional experience in close relationships. In G. J. O. Fletcher & M. S. Clark (Eds.), *Handbook of Social Psychology: Interpersonal processes* (pp. 308- 330). Oxford: Blackwell.
- [9] Blascovich, J., & Mandes, W. B. (2000). Challenge and threat appraisals: The role of affective cues. In J. P. Forgas (Ed.), *Feeling and Thinking: The role of affect in social cognition* (pp. 131 – 152). New York: Cambridge University Press.
- [10] Bless, H. (2003). The consequences of mood on the processing of social information. In A. Tesser, & N. Schwarz (Eds.), *Handbook of Social Psychology: Intraindividual processes* (pp. 391- 412). Oxford: Blackwell.
- [11] Bowker, J. C., Rubin, K. H., Burgess, K. B., Booth-LaForce, C., & Rose-Krasnor, L. (2006). Behavioral characteristics associated with stable and fluid best friendship patterns in middle childhood. *Merrill-Palmer Quarterly*, 52 (4), 671-693.
- [12] Bradbury, T. N., & Fincham, F. D. (1987). Affect and cognition in close relationships: Towards an integrative model. *Cognition and Emotion*, 1, 59-87.
- [13] Berndt, T. J. (2004). Children' s friendships: Shifts over a half century in perspectives on their development and effects. *Merrill Palmer Quarterly*, 50(3), 206-223.
- [14] Bigelow, B. J. (1997). Children' s friendship expectations: A cognitive developmental study. *Child Development*, 48, 246 - 253.
- [15] Blas, L. D. (2007). A circumplex model of interpersonal attributes in middle childhood. *Journal of Personality*, 75(4), 863-897.
- [16] Bukowski, W. (2001). Friendship and the worlds of childhood. In D. W. Nagle, & C. A. Erdley (Eds.), *The role of friendship in psychological adjustment: New directions for child and adolescent development* (Vol. 91, pp. 93-106). San Francisco: Jossey-Bass.
- [17] Buss, D. (2000). The evolution of happiness. *American Psychologist*, 55, 15-23.
- [18] Buss, D. 2005. *The Handbook of Evolutionary Psychology*. NJ: Wiley.
- [19] Carr, A. (2005). *Positive psychology*. London: Routledge.
- [20] Carver, C. S., & Scheier, M. F. (2000). Scaling back goals and readibration of the affect system are processes in normal adaptive self- regulation: understanding ' response shift' phenomena. *Social Science and Medicine*, 50, 1715-1722.
- [21] Carver, C. S., & Scheier, M. F. (2005). Optimism. In C. R. Snyder, & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 231-256). Oxford: University Press.
- [22] Clark, M. S., Fitness, J., & Brissette, I. (2003). Understanding people' s perceptions of relationships is crucial to understanding their emotional lives. In G. J. O. Fletcher & M. S. Clark (Eds.), *Handbook of social psychology: Interpersonal processes* (pp. 253-278). Oxford: Blackwell.
- [23] Clark, M. S., Pataki, S., & Carver, V. (1996). Some thoughts and feelings on self-presentation of emotions in relationships. In G. J. O. Fletcher & J. Fitness (Eds.), *Knowledge structures in close relationships: A social psychological approach* (pp. 247- 274). New Jersey: Lawrence Erlbaum.
- [24] Clore, G. L., & Ortony, A. (2010). Appraisal theories: How cognition shapes affects into emotion. In M. Lewins, J. M. Haviland-Jones, & L. F. Barret (Eds.), *Handbook of emotions* (pp. 628-644). Yew York: Guilford.
- [25] Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112, 155- 159.
- [26] Collins, N. L., Ford, M. B., Guichard, A. C., & Allard, L. M. (2006). Working models of attachment and

- [27] Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 96, 542-575.
- [28] Diener, E. (2000). Subjective well-being. The science of happiness and a proposal for national index. *American Psychologist*, 55(1), 34-43.
- [29] Diener, E., Lucas, R. E., & Oishi, S. (2005). Subjective well-being: The science of happiness and life satisfaction. In C. R. Snyder, & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 63-73). Oxford: University Press.
- [30] Diener, E., & Seligman, M. (2002). Very happy people. *Psychological Science*, 13, 81-84.
- [31] Dryfoos, J. G. (1998). Safe passages: Making it through adolescence in a risky society. Oxford: University Press.
- [32] Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values and goals. *Annual Review of Psychology*, 53, 109-132.
- [33] Efklides, A. (2001). Metacognitive experiences in problem solving: Metacognition, cognition and self regulation. In A. Efklides, J. Kuhl, & R. M. Sorrentino (Eds.), *Trends and prospects in motivation research* (pp. 297-323). Dordrecht, The Netherlands: Kluwer.
- [34] Erber, R., & Gilmour, R (1995). Theoretical frameworks for personal relationships. Hillsdale, N.J.: Lawrence Erlbaum.
- [35] Fiedler, K., Semin, G. R., Finkenauer, D., & Berkel, I. (1995). Actor– observer bias in close relationships. *Personality and Social Psychology Bulletin*, 21, 525-538.
- [36] Fincham, F. D. (2003). Attributions in close relationships: From Balkanization to Integration. In G. J. O. Fletcher & M. S. Clark (Eds.), *Handbook of social psychology: Interpersonal processes* (pp. 3-31). Oxford: Blackwell.
- [37] Fincham, F. D., Beach, S. R., Arias, I., & Brody, G. (1998). Children' s attributions in the family: The Children' s Relationship Attribution Measure. *Journal of Family Psychology*, 12, 481-493.
- [38] Fitness, J., & Fletcher, G. J. O. (1993). Love, hate, anger and jealousy in close relationships: A cognitive appraisal and prototype analysis. *Journal of Personality and Social Psychology*, 65, 942-958.
- [39] Fitness, J., Fletcher, G. J. O., & Overall, N. (2005). Interpersonal attraction and intimate relationships. In M. A. Hogg & J. Cooper (Eds.), *Handbook of social psychology* (pp. 258-278). London: Sage.
- [40] Fletcher, G. J. O. (2002). The new science of intimate relationships. Oxford: Basil Blackwell.
- [41] Fletcher, G. J. O., & Clark, M. S. (2003). Introduction. In G. J. O., Fletcher & M. S. Clark (Eds.), *Handbook of social psychology: Interpersonal processes*. Oxford: Blackwell.
- [42] Fletcher, G. J. O., Fitness, J., & Blampied, N. M. (1990). The link between attributions and happiness in close relationships: The role of depression and explanatory style. *Journal of Social and Clinical Psychology*, 9, 243-255.
- [43] Fletcher, G. J. O., & Thomas, G. (1996). Close relationship lay theories: Their structure and function. In G. J. O. Fletcher & J. Fitness (Eds.), *Knowledge structures in close relationships: A social psychological approach*. New Jersey: Lawrence Erlbaum.
- [44] Fletcher, G. J. O., & Thomas, G. (2000). Behavior and on-line cognition in marital interaction. *Personal Relationships*, 7, 111-130.
- [45]Forgas, J. P. (1994). Sad and guilty? Affective influences on the explanation of conflict episodes. *Journal of Personality and Social Psychology*, 66, 56-68.
- [46]Forgas, J. P. (1995). Mood and judgement: the affect infusion model (AIM). *Psychological Bulletin*, 117 (1), 39-66.
- [47]Forgas, J. P. (2002). Feeling and doing: Affective influences on interpersonal behaviour. *Psychological Inquiry*, 13, 1-28.
- [48]Forgas, J. P., & Smith, C. A. (2005). Affect and Emotion. In M. A. Hogg and J. Cooper (Eds.), *Handbook of social psychology* (pp. 161- 189). London: Sage.

- [49] Frijda, N.H. (Ed.). (1993). Appraisal and beyond: Special Issue of Cognition and Emotion. Hillsdale, N.J.: Erlbaum.
- [50] Frijda, N.H. (2007). The laws of emotion. Mahwah: Erlbaum.
- [51] Frijda, N.H. (2009). Emotions, individual differences, and time course: Reflections. *Cognition and Emotion*, 23, 1444-1461.
- [52] Gifford-Smith, M. E., & Brownell, C. A. (2003). Childhood peer relationship: social acceptance, friendships, and peer networks. *Journal of School Psychology*, 41, 235-284.
- [53] Gilbert, D. T. & Malone, P. S. (1995). The correspondence bias: The what, when, how and why of unwarranted dispositional inference. *Psychological Bulletin*, 111, 21-38.
- [54] Gilham, J. (2000). The science of optimism and hope. Philadelphia, PA: Templeton Foundation Press.
- [55] Graham, S., & Hoehn, S. (1995). Children' s understanding of aggression and withdrawal as social stigmas: An attributional analysis. *Child Development*, 66, 1143-1161.
- [56] Greitemeyer, T., & Weiner, B. (2003). Asymmetrical attributions for approach versus avoidance behavior. *Personality and Social Psychology Bulletin*, 29, 1371-1382.
- [57] Harvey, J. H. (1987). Attributions in close relationships: Research and theoretical development. *Journal of Social and Clinical Psychology*, 5, 8-20.
- [58] Harvey, J.H., & Omarzu, J. (1999). Minding the close relationship. *Personality and Social Psychology Review*, 1, 223-239.
- [59] Harvey, J., Pauwels, B., & Zickmund, S. (2005). Relationship connections: The role of minding in the enhancement of closeness. In C. R. Snyder & S. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 423-434). Oxford: University Press.
- [60] Hewstone, M., & Antaki, M. (2001). Attribution theory and social explanations. In M. Hewstone, W. Stroebe, J. P. Codol, & G. M. Stepheson (Eds.), *Introduction to social psychology* (pp.111-141). Oxford: Basil Blackwell
- [61] Hoglund, W. L. G., Lalonde, C. E., & Leadbeater, B. J. (2008). Social- cognitive competence, peer rejection and neglect, and behavioral and emotional problems in middle childhood. *Social Development*, 17(3), 528-553.
- [62] Holder, M. D., & Coleman, B. (2009). The contribution of social relationships to children' s happiness. *Journal of Happiness Studies*, 10, 329-349.
- [63] Jaycox, L. I., Reivich, K. J., Gilhan, J., & Seligman, M. E. P. (1994). Prevention of depressive symptoms in school children. *Behavior Research and Therapy*, 32, 801- 816.
- [64] Jenkins, J. M., & Ball, S. (2000). Distinguishing between negative emotions: children' s understanding of the social-regulatory aspects of emotions. *Cognition & Emotion*, 14(2), 261-282.
- [65] Karney, B. R., McNulty, J. K., & Bradbury, T. N. (2003). Cognition and the development of close relationships. In G. J. O. Fletcher & M. S. Clark (Eds.), *Handbook of Social Psychology: Interpersonal processes* (pp. 32-59). Oxford: Blackwell.
- [66] Keltner, D., Ellsworth, P. C., & Edwards, K. (1993). Beyond simple pessimism: Effects of sadness and anger on social judgement. *Journal of Personality and Social Psychology*, 64, 740-752.
- [67] Leary, M. R. (2000). Affect, cognition and the social emotions. In J. P. Forgas (Ed.), *Feeling and Thinking: The role of affect in social cognition* (pp. 331-356). Cambridge: University Press.
- [68] Lewis, H. A., & Kliewer, W. (1996). Hope, coping, and adjustment among children with sickle cell disease. Tests of mediator and moderator models. *Journal of Pediatric Psychology*, 21, 25-41.
- [69] McAuley, E., Duncan, T. E., & Russell, D. W. (1992). Measuring causal attributions: The revised Causal Dimension Scale (CDSII). *Personality and Social Psychology Bulletin*, 18, 566-573.
- [70] McDermott, D., & Hastings, S. (2000). Children: Raising future hopes. In C. R. Snyder (Ed.), *Handbook of hope: Theory, measures, and applications* (pp. 185 -199). San Diego, CA: Academic Press.
- [71] Myers, D. (2000). The funds, friends and faith of happy people. *American Psychologist*, 55, 56-67.

- [72] Nolen-Hoeksema, S., & Davis, C. G. (2005). Positive responses to loss: Perceiving benefits and growth. In C. R. Snyder, & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 598-607). Oxford: University Press.
- [73] Oatley, K. & Jenkins, J. (1998). *Understanding emotions*. Cambridge: Blackwell.
- [74] Ortony, A., Clore, G. L., & Collins, A. (1988). *The cognitive structure of emotions*. Cambridge: University Press.
- [75] Overwalle, F., Heylighen, F., Casaer, S., & Daniels, M. (1992). Preattributional and attributional determinants of emotions and expectations. *European Journal of Social Psychology*, 22, 313-329.
- [76] Parrott, W. G. (2003). The nature of emotions. In A. Tesser, & N. Schwarz (Eds.), *Handbook of Social Psychology: Intraindividual processes* (pp. 375-390). Oxford: Blackwell.
- [77] Peterson, C. (2000). The future of optimism. *American Psychologist*, 55, 44-55.
- [78] Peterson C., & Steen, T. A. (2005). Optimistic explanatory style. In C. R. Snyder, & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 244 -256). Oxford: University Press
- [79] Planalp, S., & Fitness, J. (1999). Thinking/feeling about personal and social relationships. *Journal of Social and Personal Relationships*, 16, 731-750.
- [80] Planalp, S., & Rivers, M. (1996). Changes in knowledge of personal relationships. In G. J. O. Fletcher & J. Fitness (Eds.), *Knowledge structures in close relationships: A social psychological approach*. NJ: Lawrence Erlbaum.
- [81] Prager, K. J. (1995). *The psychology of intimacy*. New York: Guilford.
- [82] Reis, H. T., & Patrick, B. C. (1996). Attachement and intimacy: Component processes. In E. T. Higgins & A. Kruklanski (Eds.), *Social Psychology: Handbook of basic principles* (pp. 523 -563). New York: Guilford.
- [83] Roberts, M. C., Brown, K. J., Johnson, R. J., & Reinke, J. (2005). Positive psychology for children: Development, prevention, and promotion. In In C. R. Snyder, & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 663-686). Oxford: University Press.
- [84] Rockhill, C. M., Fan, M-Y., Katon, W. J., McCauley E., Crick, N. R., & Pleck, J. H. (2007). Friendship interactions in children with and without depressive symptoms: observation of emotion during game-playing interactions and post-game evaluations. *Journal of Abnormal Child Psychology*, 35, 429-441.
- [85] Rose, A. J. (2007). Structure, content, and socioemotional correlates of girls' and boys' friendships. *Merrill-Palmer Quarterly*, 53 (3), 489- 506.
- [86] Ruehlman, L. S., & Wolchik, S. A. (1988). Personal goals and interpersonal support and hindrance as factors in psychological distress and well-being. *Journal of Personality and Social Psychology*, 55, 293-301.
- [87] Rusbult, C. E., Arriaga, X. B., & Agnew, C. R. (2003). Interdependence in close relationships. In G. J. O. Fletcher & M. S. Clark (Eds.), *Handbook of Social Psychology: Interpersonal processes* (pp. 359-387). Oxford: Blackwell.
- [88] Scheier, M., Carver, C., & Bridges, M. (2000). Optimism, pessimism and psychological well-being. In E. Chang (Ed.), *Optimism and Pessimism: Theory, Research and Practice*. Washington, DC: American Psychological Association.
- [89] Seligman, M. E. P. (1991). *Learned optimism*. New York: Knopf.
- [90] Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realise your potential for lasting fulfilment*. New York: Free Press.
- [91] Seligman, M. E. P. (2005). Positive psychology, Positive prevention, and Positive therapy. In In C. R. Snyder, & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 3- 9). Oxford: University Press.
- [92] Siegel, L. J. (1992). Overview. In A. M. La Greca, L. J. Siegel, J. L. Wallander, & C. E. Walker (Eds.), *Stress and coping in child health* (pp. 3-6). New York: Guilford.
- [93] Siemer, M., Mauss I., & Gross, J. (2007). Same situation-Different emotions: How appraisals shape our emotions. *Emotion*, 7, 592-600.
- [94] Smith, C. A., & Ellsworth, P. C. (1987). Patterns of appraisal and emotion related to taking an exam.

- [95] Smith, C. A., & Lazarus, R. S. (1990). Emotions and adaptation. In L. A. Pervin (Ed.), *Handbook of personality: Theory and research* (pp. 609-637). New York: Guilford
- [96] Smith, C. A., & Kirby, L. D. (2000). Consequences require antecedents: Toward a process model of emotion elicitation. In J. Forgas (Ed.), *Feeling and Thinking: The role of affect in social cognition* (pp. 83- 106). New York: Cambridge University Press.
- [97] Snyder, (1994). Hope and optimism. In V. S. Ramachandren (Ed.), *Encyclopedia of human behaviour* (Vol. 2, pp. 535-542). San Diego, CA: Academic Press.
- [98] Snyder, C. R. (2000). *Handbook of hope*. Orlando FL: Academic press.
- [99] Snyder, C. R., Cheavens, J., & Michael, S. T. (1999). Hoping. In C. R. Snyder (Ed.), *Coping: The psychology of what works* (pp 205-231). New York: Oxford University Press.
- [100] Snyder, C. R., Cheavens, J., & Sympson, S. C. (1997). Hope: An individual motive for social commerce. *Group Dynamics: Theory, Research and Practice*, 1, 107-118.
- [101] Snyder, C. R., Feldman, D. B., Taylor, J. D., Schroeder, L. L., & Adams, V. (2000). The roles of hopeful thinking in preventing problems and enhancing strengths. *Applied and Preventive Psychology*, 15, 262-295.
- [102] Snyder, C. R., Hoza, B., Pelham, W. E., Rapoff, M., Ware, L., Danovsky, M., Highberger, L., Rubinstein, H., & Stahl, K. J. (1997). The development and validation of the Children' s Hope Scale. *Journal of Pediatric Psychology*, 22, 399-421.
- [103] Snyder, C. R., Irving, L., & Anderson, J. R. (1991). Hope and health: Measuring the will and the ways. In C. R. Snyder & D. R. Forsyth (Eds.), *Handbook of Social and clinical psychology: The health perspective* (pp. 285-305). Elmsford, NY: Pergamon.
- [104] Snyder, C. R., McDermott, D., Cook, W., & Rapoff, M. (1997). *Hope for the journey: Helping children through the good time and the bad*. San Francisco: HarperCollins.
- [105] Snyder, C. R., Rand, K. L. R, & Sigmon, D. R. (2005). Hope theory. In C. R. Snyder, & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 257-276). Oxford: University Press.
- [106] Stephanou, G. (2004). School learning and achievement as social activities: The role of the interpersonal relationships and the subsequent emotions in academic achievement. In N. P. Terzis (Ed.), *Proceedings of the 5th International Congress of Balkan Society for Pedagogy and Education: Quality in Education in the Balkans* (pp. 195- 203). Thessaloniki: Kyriakidis Brothers s.a.
- [107] Stephanou, G. (2005). Academic performance and interpersonal relationships [in Greek]. In F.