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Gender Differences In The Perception Of Expressive And Instrumental Partner Aggression

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GENDER DIFFERENCES IN THE PERCEPTION OF EXPRESSIVE AND
INSTRUMENTAL PARTNER AGGRESSION

by

Virginia E. Klophaus
Master of Arts, University of North Dakota, 2012
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A Dissertation

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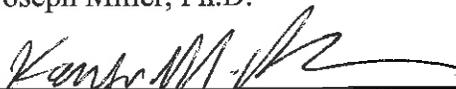
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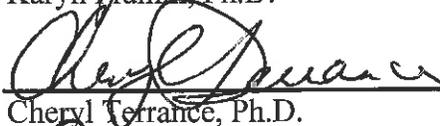
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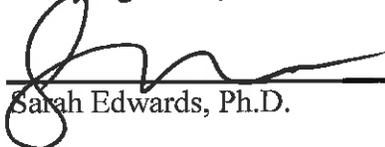
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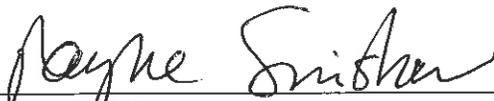


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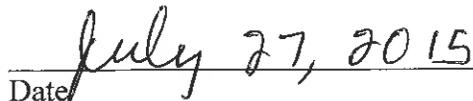


Sarah Edwards, Ph.D.

This dissertation is being submitted by the appointed advisory committee as having met all of the requirements of the School of Graduate Studies at the University of North Dakota and is hereby approved.



Wayne Swisher
Dean of the School of Graduate Studies



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Title Gender Differences in the Perception of Expressive and Instrumental
Partner Aggression

Department Psychology

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For mom and dad.

ABSTRACT

Men and women (N = 238) in the present study viewed vignettes illustrating either expressive or instrumental forms of aggression between two heterosexual partners that varied by perpetrator gender. Analyses of covariance were conducted using a 2 (respondent gender) by 2 (perpetrator gender) by 2 (expressive versus instrumental vignette) between groups design. Ratings of expressive and instrumental aggression were provided using a revised version of the Expagg questionnaire. No main or interactive effects were found for expressive Expagg ratings. A number of significant findings emerged from analyses of instrumental Expagg ratings. A significant main effect was found for aggressor gender, with male behavior characterized as more instrumental in nature regardless of participant gender or type of aggression. A significant two-way interaction between type of aggression and participant gender indicated that male respondents tended to view the acts depicted in the instrumental vignette more “accurately” than their female counterparts. Additionally, an interaction was found between respondent and aggressor gender with females providing significantly higher instrumental ratings for male perpetrators. Results were consistent with prior research demonstrating gender differences in how men and women perceive aggressive acts by opposite-sex perpetrators, and underscore the utility of aggressive typologies in understanding intimate partner violence (IPV). Areas of further study are discussed in the context of developing broad and specific interventions for aggressive behavior including IPV.

CHAPTER I

INTRODUCTION

Buss (1961) defined aggression as the delivery of an unpleasant or painful stimulus arising typically from strong negative emotion and/or a calculated effort to assert control over another. The distinction between different attributions or characterizations of the underlying motives for aggressive acts remains prominent in the literature today. The present study will examine the extent to which observer and perpetrator gender influence attributions of largely expressive or instrumental acts of IPV as they were depicted in carefully crafted experimental vignettes. Perpetrators of aggression often exhibit both forms of aggression over time, even simultaneously, depending on situational and individual factors. It is possible that observers form attributions regarding aggressive intent and control that vary by perpetrator characteristics or act. Some observers may form fixed beliefs or “representations” about the probable sources of aggression based on any number of factors, including gender. The following literature review illustrates the complexity of these definitional issues, including a debate as to whether or not these two forms of aggression are best conceptualized as being qualitatively distinct versus opposite ends of a single continuum.

Expressive and Instrumental Aggression

A qualitative study conducted by Campbell and Muncer (1987) sought to assess how aggression was discussed among non-psychology professionals, with the goal of identifying how lay people describe and interpret aggressive behavior. Campbell and

Muncer (1987) evaluated the social talk of two groups of friends/acquaintances and identified 70 anger episodes discussed. Anger episodes were then evaluated by mode of aggression (direct, indirect, no action), form (verbal, physical, no action), setting (work, home, public), sex of antagonist, relationship with antagonist, and reason for the anger episode. The researchers also looked for common themes in reported anger episodes, such as degree of experienced anger, self-control, crying, behavioral restraint, self and other perceptions of aggression, experienced frustration, and behavioral management of aggression. Campbell and Muncer (1987) used the data gathered from this study to offer a broad explanation of human aggression, involving overt behavior but also taking into consideration a variety of contextual factors.

Campbell and Muncer (1987) identified two distinct patterns of aggression from the 70 anger episodes. The first, termed instrumental aggression, was strongly characterized by greater self behavioral management, particularly in response to frustration with the perceived incompetence of others or threats to the individual's integrity or pride. More specifically, individuals regulated their aggressive behavior depending upon the specific context and target of frustration. Individuals identifying with this instrumental form of aggression discussed the appropriateness of engaging in aggressive behavior with different opponents (e.g., based on age, gender) in different settings. In addition to discussing aggression in terms of provocation and response, instrumental aggression lacked justifications or excuses. Rather, regret was only expressed when aggressive action was taken against a target deemed to be inappropriate, such as a parent, spouse, or younger sibling.

The second pattern identified by this team was referred to as expressive

aggression (Campbell & Muncer, 1987). Expressive aggression was seen as resulting from a loss of self-control due to anger, integrity threats, jealousy, or other negative emotions. While instrumental and expressive aggression often arise from similar situational triggers, perpetrators can be more clearly differentiated on the basis of their emotional reactions after aggressive acts. Instrumental aggression, often triggered by perceived integrity threats, tends to leave the perpetrator feeling satisfied following the behavior. Conversely, expressive acts of aggression frequently conclude with perpetrator guilt and condemnation.

Aggression Representations and Beliefs

Researchers have recognized that individuals may construe the motivations of their own aggressive acts differently than they view those of others. Campbell and Muncer (1987) referenced the concept of social representations, or stable, characteristic belief systems that account for individuals' personal actions. Instrumental and expressive aggression have been conceptualized largely in the literature as social representations of what individual factors contribute to acts of physical aggression (e.g., Campbell & Muncer, 1994; Campbell, Muncer, & Coyle, 1992; Campbell, Muncer, & Gorman, 1993; Campbell, Muncer, Guy, & Banim, 1996; Campbell, Muncer, McManus, & Woodhouse, 1999; Campbell, Sapochnik, & Muncer, 1997). At the same time, these forms of aggression have also been examined in terms of the extent to which an individual holds more instrumental or expressive beliefs, as they relate to aggressive behavior (e.g., Alexander et. al, 2004; Archer, 2004b; Archer & Graham-Kevan, 2003; Archer & Haigh, 1999; Archer & Latham, 2004). For present purposes, the terms of instrumental and expressive "representations" and "beliefs" are used synonymously to reflect observer

perceived attributions regarding the motives for aggression in self and/or others.

States Versus Traits

Early research on instrumental and expressive aggression considered the sources of these associated acts as generally stable traits for any given individual (e.g., Campbell & Muncer, 1994; Campbell, Muncer, & Coyle, 1992; Campbell, Muncer, & Gorman, 1993). More recently, researchers have shifted attention to situational (state) and person factors that may interact with and shift perceptions as a function of perpetrator and/or situational context (e.g., Campbell, Muncer, Guy, & Banim, 1996). Consideration has been given as well to the role of self-attributions in biasing the way people perceive similar acts perpetrated by others.

Continuous Versus Multidimensional Conceptualizations

The One-Scale Approach

A deliberation remains in both the theoretical as well as empirical literature as to whether the concepts of instrumental and expressive aggression anchor opposite poles of a single continuum. The theoretical question is whether their definitions pivot around a single, mutually exclusive criterion (e.g., motive for act, perceived control, etc.). The original self-report instrument used to quantify respondent attributions regarding instrumental-expressive acts relied on a 20-item “one-scale” forced-choice approach (Expagg; Campbell, Muncer, & Coyle, 1992) in which higher scores indicated an increasingly expressive view of aggression, and lower scores denoted a more instrumental representation (see Appendix A). The Expagg was found to have an acceptable degree of internal consistency, and a factor analysis indicated that items loaded significantly onto a first factor of instrumental-expressive aggression, as well as

factors of preference for private rather than public aggression, and guilt associated with the use of aggression. Subsequent studies have obtained similar results confirming the internal consistency and factor structure of the Expagg (e.g., Campbell & Muncer, 1994; Campbell, Muncer, & Gorman, 1993; Campbell, Muncer, Guy, & Banim, 1996).

The Two-Scale Approach

Subsequent researchers proposed that the distinctions between instrumental and expressive aggression extend beyond a single, unitary criterion and are best conceptualized as separate dimensions (e.g., Archer & Haigh, 1997; Archer & Haigh, 1999; Eatough, Gregson, & Shevlin, 1997). Research has usually demonstrated an inverse relationship between measurements using two scales that are significant but fail to account for more than moderate levels of the variance of each. Respondent ratings on two-scale measures will still sometimes generate extreme valuations of either instrumental (i.e., high instrumental with low expressive) or expressive (i.e., high expressive low instrumental) acts; however, a two-scale approach allows for investigation of each dimension as a unitary construct not necessarily related to the other.

Archer and Haigh (1997) developed a revised Expagg consisting of 40 items (see Appendix B) loading onto two separate 20-item scales, where items were rated using a five-point Likert scale. They found a moderate correlation between instrumental and expressive beliefs, with the use of two separate scales for instrumental and expressive aggression showing a clearer factor structure than the combination of all 40 items. Campbell, Muncer, McManus, and Woodhouse (1999) confirmed the utility of the 40-item Expagg, particularly the two-scale approach to examining instrumental and expressive aggression, which allows individuals to endorse items of both types of

aggression independently.

Additional modified versions of the Expagg have been constructed. Campbell, Muncer, McManus, and Woodhouse (1999) developed a 16-item revised measure that included items with the highest loadings onto separate factors (see Appendix C). Muncer and Campbell (2000) demonstrated statistical support for the use of a one-scale measure, as well as for a two-factor approach. They obtained further support for the use of the 16-item revised Expagg with items loading onto two separate and fairly independent scales. In terms of brief measures of instrumental and expressive aggression, there is empirical support for the use of two five-item scales (Appendix D; e.g., Campbell & Muncer, 2008; Muncer & Campbell, 2004). However, a 22-item modified Expagg was developed that obtained lower internal consistency (Appendix E; Archer & Graham-Kevan, 2003), which was in part attributed to the lower number of items. Archer and Haigh (1999) provided another iteration of an instrumental-expressive attribution scale, in which separate versions of the measure were developed to take into consideration the context of aggressive behavior (e.g., gender of opponent, physical versus verbal aggression). This approach allowed for experimental control over the situational factors participants had in mind when providing item responses.

Gender Differences in Aggression Research

While men have typically been found to exhibit higher rates of aggression than women (Archer, 2004a; Maccoby & Jacklin, 1974), other research has shown that these gender differences can be sharply attenuated under conditions of provocation (e.g., Bettencourt & Miller, 1996) and perhaps other situational factors. Individual differences in the extent to which men and women rely on instrumental or expressive attributions to

account for the behavior of self or others have been examined. Campbell and Muncer (1987) hypothesized that gender differences in aggressiveness might translate into representations of aggression as reflected during social conversations.

The theoretical underpinnings of expressive aggression were developed from the social talk of women who discussed the relationship between anger and self-control as the source of their own reactions to provocation. Women discussed how their attempts at self-control and restraint of frustration actually increased these feelings, leading to greater anger and difficulty maintaining control of their behavior. A loss of self-control and expression of anger frequently led to crying; feeling perceived as weak, childish, or manipulative; feelings of guilt; rejection; or stigmatization as a “bitch.” Whether or not women engaged in aggressive behavior, they described frustration with how they might be perceived and the absence of an “appropriate” outlet for expressing anger.

Men’s social talk was used to develop the theoretical model of instrumental aggression (Campbell & Muncer, 1987). Men tended to describe far fewer negative consequences associated with exhibiting aggression. For the men, frustration was greater when no target for their aggression was available. Men discussed the use of aggression as a way of exerting control over others, and dependent upon the context of the problem and the potential opponent(s). They described scenarios in which either the choice of acting in an aggressive manner (e.g., physical fight) or refraining from doing so would both result in favorable perceptions by others.

Gender Differences Using the Expagg

Examining and explaining differences between men and women on measures of instrumental and expressive aggression has been a key focus of research in this area.

Studies have consistently found men to endorse more instrumental representations of aggression, with women endorsing expressive aggression to a greater extent, in a variety of countries/cultures (e.g., Alexander et al., 2004; Archer, 2004b; Archer & Haigh, 1997; Archer & Haigh, 1999; Archer & Latham, 2004; Astin, Redston, & Campbell, 2003; Campbell & Muncer, 2008; Campbell, Muncer, & Coyle, 1992; Campbell, Muncer, & Gorman, 1993; Campbell, Muncer, Guy, & Banim, 1996; Campbell, Sapochnik, & Muncer, 1997; Graña Gómez, Andreu, Rodgers, & Arango Lasprilla, 2003; Muncer & Campbell, 2004; Muncer, Campbell, Jervis, & Lewis, 2001; Ramirez, Andreu, & Fujihara, 2001; Smith & Waterman, 2006). This effect appears to be less consistent in samples of children, with some research supporting a gender difference in 7 to 11-year-olds (e.g., Tapper & Boulton, 2000), and other data showing weaker to non-significant effects (in a sample of 8 to 11-year-olds; Archer & Parker, 1994).

The Role of Inhibitory Control

Alexander et al. (2004) have proposed that instrumental and expressive views of aggression are experienced phenomenologically as a function of differences in impulsivity/inhibitory control. They found that instrumentality of aggression was positively associated with impulsive risk. This would account for the greater number of men who endorse an instrumental representation of aggression, as men tended to score higher on measures of impulsive risk. Alexander et al. (2004) proposed that because men tend to act more impulsively than women, they will be more likely to act quickly in response to frustration before their feelings of frustration and anger increase substantially. Consequently, the aggressive act will be perceived as an exertion of control over the situation, rather than a loss of control. Women, on the other hand, exhibited higher levels

of controlled anger than men. Therefore, Alexander et al. (2004) suggest that the point at which women are likely to engage in aggression is at a higher level of emotionality, and the aggressive act is subsequently perceived as a loss of self-control. Driscoll, Zinkivskay, Evans, and Campbell (2006) found similar results supporting the concept that inhibitory control is a key factor to how one experiences his own aggression. Moreover, they argue that feelings of anger, fear, and inhibition are experienced within the broader context of how one views her control over herself and others.

Gender Differences in Aggression within the Context of Heterosexual Relationships Controversies in Understanding Gender Differences

Another expansive area of aggression research concerns the study of intimate partner violence (IPV) between heterosexual couples. This body of literature has been a source of controversy for many aggression researchers, and conflicting evidence has been relatively unhelpful in resolving differences in perspective. Feminist researchers tend to cite male patriarchy as a principal source of IPV with a focus on male perpetrators of aggression, although other explanations are also acknowledged (Johnson, 2011). Others argue that feminist approaches are too one-sided and overly emphasize “wife battering,” rather than focusing on the more common, two-sided pattern of aggression in couples (Dutton, 2012). Suggestions have been made to examine the concept of gender symmetry in intimate physical aggression that would move away from “feminist” biases (Straus, 2006).

In an attempt to address the incongruences of these two perspectives, Archer (2000a) conducted a meta-analysis of research on physical aggression between heterosexual partners. He suggested that differences in research methodologies might

account for opposing viewpoints between feminist researchers (who stress male patriarchy) and family conflict researchers (who focus more on factors common to aggression in both men and women). Archer (2000a) noted that family conflict researchers tend to measure aggressive acts, independent of contextual factors or consequences such as injury to the victim, and more frequently use samples representative of the general population. In contrast, he argued that feminist researchers frequently employ samples with higher rates of partner violence than is typically found in the normative population. Archer (2000a) found that females demonstrated significantly more aggressive acts toward a partner than men, and that aggression tended to be higher in females who were younger, in dating (as opposed to married/cohabitating) relationships, and students. Conversely, males scored higher on measures of aggression based on consequences such as causing physical injury to a partner.

In samples where a higher degree of domestic violence is noted (such as in women's refuges) men demonstrated significantly higher levels of aggression, although Archer (2000a) has indicated that this number may be inflated. It is suggested that females may be more likely to initiate acts of physical aggression toward a partner in relationships where they are less likely to experience aggression from a male partner and are in a better position to potentially leave the relationship. This coincides with cross-cultural evidence indicating that greater value for gender equality and individualism in a given culture predicts less female victimization and greater male victimization (Archer, 2006). Concern has been expressed that there is an overall tendency in the academic community to minimize female physical aggression (Archer, 2000a). While these results

have received criticism from feminist researchers (e.g., White, Smith, Koss, & Figueredo, 2000), these concerns do not appear to accurately address the findings (Archer, 2000b).

In a subsequent meta-analysis of physically aggressive acts between heterosexual partners, Archer (2002) examined the extent to which men and women differed in their use of specific acts of physical aggression. He found that women were more likely than men to slap, kick, bite, punch, throw an object, or hit with an object. Men, in contrast, were more likely than women to “beat up” their partner and to choke or strangle their partners. These findings support the feminist argument that male aggression in intimate relationships has significantly more devastating consequences than female aggression, and may explain the higher frequency of serious injury to females from IPV.

Typologies of Violence

An alternative, though not incongruent, approach to viewing differences between feminist views of IPV and the argument for gender symmetry is the use of typologies of violence that occur in romantic/intimate relationships. Johnston and Campbell (1993) identified four main typologies of violence occurring in couples referred by family courts for counseling and mediation: Ongoing or Episodic Male Battering, Female-initiated Violence, Male-Controlled Interactive Violence, and Separation and Postdivorce Violence. Each of these categories was noted to potentially occur with or without separation trauma (i.e., precipitated by “acutely traumatic and unexpected stressful events, including certain separation and divorce experiences”). Johnston and Campbell (1993) argued that the multiple, and often competing, theories of domestic violence might be at least somewhat reconciled by focusing on the frequency and intensity of aggressive acts as they relate to broader, differing patterns of aggression. Their typologies were

based on the theoretical argument that violence originates from the internal experiences of an individual (e.g., frustration or jealousy), normative interactions between the individuals in the relationship (e.g., “the socialized belief that by virtue of their advantage of status [men] have the right to use coercive power...to exert physical control over women”), and situational stressors (e.g., in response to provocation).

Kelly and Johnson (2008) provided revised typologies of IPV. Coercive Controlling Violence describes “a pattern of emotionally abusive intimidation, coercion, and control coupled with physical violence against partners,” and is consistent with the common model used by women’s advocates to describe “batterers.” Notably, the Coercive Controlling Violence typology does not preclude the primary aggressor from being female. Violent Resistance is described as a reactive aggressive response to a coercively controlling partner. Situational Couple Violence is used to describe violence within an intimate partner relationship that is not rooted within the framework of the power and control model (e.g., aggression stemming from an argument between partners). Lastly, Separation-Instigated Violence indicates violence that initially occurs at a separation in the relationship. Kelly and Johnson (2008) discussed how the Coercive Controlling Violence typology may largely described the intimate partner violence often encountered at places such as women’s shelters. Additionally, the authors noted similarities between the pattern of Situational Couple Violence and the argument for gender symmetry in aggression between intimate partners.

Despite a considerable amount of research on IPV, there is little empirical data assessing how lay people interpret the motivations, attributions, and perceptions of male and female partners in cases of IPV. Such information is critical in assessing individuals’

emotional responses to cases of domestic violence between partners. Public views of IPV can strongly influence legal and social policies; therefore, obtaining a clearer picture of the general public's interpretations of these aggressive acts may inform researchers of topics for future research, and needing increased psychoeducation and more effective dissemination of current data.

Expressive and Instrumental Aggression and Type of Opponent

Initial research on gender differences in instrumental and expressive beliefs of aggression did not require participants to indicate what type of opponent was being considered when responding to items on the Expagg. Muncer and Campbell (2000) suggested that the tendency with which one chooses to discuss aggression (i.e., the type of opponent one has in mind) is an important aspect of how that individual represents aggression. Archer and Haigh (1997) noted that when completing measures of instrumental-expressive aggression, women were equally likely to think of a same-sex or opposite sex opponent. However, men nearly always thought of a same-sex opponent when completing such measures. They determined that females' endorsement of instrumental and expressive beliefs were not affected by the gender of the opponent they had in mind; this led to the question of whether men's instrumental and expressive beliefs were impacted by the consideration of a same-sex opponent.

Archer and Haigh (1999) evaluated male and female responses on four measures of instrumental and expressive aggression that varied by the type of aggression (physical or verbal) as well as the relationship of the opponent (opposite-sex partner or same sex non-partner). In terms of expressive aggression, they found that women endorsed higher expressive beliefs than men overall, there were higher expressive responses toward a

partner than a same sex opponent, and that expressive responses were higher for physical than verbal aggression. Instrumental responses were higher for a same sex opponent than a partner, and higher for verbal than physical aggression. Furthermore, there was a three-way interaction such that males exhibited higher instrumental scores for physical aggression against a same-sex opponent. Archer and Haigh (1999) argue that their findings reflect the context-dependent nature of instrumental aggression in particular, such that the relationship to the opponent and the type of aggression have a significant impact on the extent to which instrumental aggression is employed.

Subsequent research suggests that women may consider their physical aggression as more “morally acceptable” than men, and that women’s generally lower endorsement of instrumental aggression is not the result of a view that aggression is morally wrong (Astin, Redston, & Campbell, 2003). Additionally, both men and women in this study rated aggression toward a woman as less acceptable than toward a man; however, this did not impact endorsement of aggressive representations. Archer and Latham (2004) found further support that gender differences in instrumental and expressive aggression varied by the relationship of the opponent. Their results indicated that men endorsed higher instrumental and lower expressive beliefs of aggression for close family, friends, and strangers. In contrast, women endorsed higher expressive and lower instrumental beliefs of aggression for close family and friends.

Opposite-Sex Perceptions of Aggressive Representations

When compared with the growing body of research on sex differences in instrumental and expressive views of aggression from a self-report perspective, there is little research identifying individuals’ perceptions of aggressive instrumentality and

expressivity from the opposite gender's viewpoint. Campbell, Muncer, Guy, and Banim (1996) questioned whether men and women might be "locked" into one representation of aggression, or whether they would be able to identify both representations. More specifically, they were interested in examining the extent to which men and women perceive members of the opposite sex as adhering to the representation of aggression empirically supported for that gender. The 20-item dichotomous scale version of the Expagg was used. Consistent with previous findings, females endorsed significantly higher expressivity than males. When asked to respond as if female, males responded in a manner that was not significantly different from actual female responses. On the other hand, when asked to respond as if male, females endorsed a significantly more instrumental pattern of responses than true males did. In other words, women offered an exaggerated instrumental response compared to males' own aggressive representations. The authors suggested that this difference may be due to females' reliance on media to inform perceptions of male aggression, as relatively few females (fortunately) experience male instrumental aggression directly. Results were described as supporting the permeability of men and women's conceptualizations of aggression (Campbell, Muncer, Guy, & Banim, 1996). Overall, however, there is a dearth of research on individuals' perceptions of aggression outside of one's own experience, with respect to instrumental and expressive beliefs.

Expressive and Instrumental Aggression in Different Samples

Archer and Graham-Kevan (2003) examined instrumental and expressive beliefs of aggression, as well as measures of fear and injuries, in three separate samples (students, women from a domestic violence shelter, and male prisoners) of individuals

who had all committed at least one act of physical aggression toward a partner. They found that instrumental beliefs were significantly correlated with overall partner physical aggression ($r = .32$). Interestingly, the strongest relationship with instrumental beliefs occurred in the student sample ($r = .54$). Expressive beliefs and partner aggression were not correlated in the student sample. Women staying at a domestic violence shelter demonstrated the lowest correlation between instrumental beliefs and physical aggression; however, a stronger correlation was found in women (particularly of this sample) between instrumental beliefs and controlling behavior ($r = .50$). A high correlation was found between expressive beliefs and partner aggression for men ($r = .40$) but not women. The results of this study further support the context-dependent nature of instrumental and expressive beliefs of aggression, and indicate variability in the relationships between such beliefs and partner aggression in different samples.

CHAPTER II

THE PRESENT STUDY

The present study aimed to evaluate adults' perceptions of intimate partner aggression in heterosexual couples within the context of appraising instrumental and expressive aggression. A 2 (gender of participant: male vs. female) x 2 (gender of aggressor: male vs. female) x 2 (scenario of instrumental or expressive aggression) between subjects design was used in which participants were presented with one of four vignettes depicting a dispute between a male and female partner. One vignette involved physical and verbal aggression depicted from an instrumental view of aggression, and a second vignette illustrated physical and verbal aggression from an expressive view of aggression. Both vignettes portrayed one partner as the primary aggressor. Aggressor gender was manipulated, resulting in four different scenarios: instrumental aggression with the male partner as the aggressor, instrumental aggression with the female partner as the aggressor, expressive aggression with the male partner as the aggressor, and expressive aggression with the female partner as the aggressor. As only heterosexual couples were depicted, the gender of the partner who was not the primary aggressor in the scenario (or victim) varied as a function of the aggressor's gender. Participants were asked to rate the extent to which the primary aggressor of the scenario exemplified an instrumental and/or expressive view of aggression using a revised version of the Expagg (adapted to refer to the characters of the vignettes). Data from the Expagg was then used to generate two primary dependent variables: an Expagg instrumental scale and an

Expagg expressive scale. Data was also collected on participants' self ratings on the Expagg, as well as the Aggression Questionnaire (Buss & Perry, 1992).

Previous research using the Expagg has focused on personal ratings of aggressive views/experiences. However, there are differences in male and female perceptions of the use of aggression in same and opposite-sex peers (e.g., Vandello, Ransom, Hettinger, & Askew, 2009; Weaver, Vandello, Bosson, & Burnaford, 2010). Men and women have demonstrated the capacity to recognize that different representations of aggression may be present when the aggressor is of the opposite sex (Campbell, Muncer, Guy, & Banim, 1996). The current study sought to determine how individuals rate a hypothetical character's use of aggression, and whether perceptions of greater instrumental or expressive aggression may be influenced by participant's own gender or the gender of the character.

Hypotheses and Clinical Implications

A main effect of gender of the aggressor was hypothesized, such that Expagg scores for vignettes with a male aggressor would show higher instrumental and lower expressive aggression, and Expagg scores for vignettes with a female aggressor would show higher expressive and lower instrumental aggression. A main effect of scenario was anticipated, such that Expagg scores would reflect higher instrumental and lower expressive aggression when the scenario portrayed an example of instrumental aggression, and the scenarios of expressive aggression would elicit Expagg scores higher on expressive and lower on instrumental aggression. It was further hypothesized that a three-way interaction between type of aggression (instrumental vs. expressive), aggressor gender, and participant gender would occur, in which female participants were predicted

to rate the male aggressor's behavior as more instrumental regardless of the type of aggression portrayed. In contrast, male participants were predicted to rate instrumental and expressive aggression more consistently with the type of aggression depicted, and to be less influenced by the gender of the aggressor.

The area of instrumental-expressive aggression research began with the intent of examining two distinct patterns of aggression from the perspective of non-psychology researchers (lay people). This study aimed to build upon this perspective and determine if individuals in the general population perceive a scenario involving intimate partner violence from similar or different perspectives. Understanding this will aid in evaluating emotional responses of the general public to cases of aggression in the context of IPV, which may better inform future areas of study and research dissemination.

CHAPTER III

METHODS

Participants

A sample of 240 (30 per cell) males and females, at least 18 years of age, were recruited to participate in the present study online, through Qualtrics Panels. A sample of 240 was predicted to provide adequate power to detect a moderate effect size, based on preliminary power analyses. Participants were offered monetary compensation for their time spent through an agreed upon rate with Qualtrics Panels. Participants were each assigned a unique identifier by Qualtrics Panels, which ensured no duplicate entries were completed. Quotas were embedded within the study to achieve a normally distributed sample across age and income level, as well as to randomly but evenly distribute participants by gender.

Measures

Demographics form

A brief demographics form was administered to obtain basic information including participants' gender, age, level of education, marital status, income level, and race/ethnicity.

Vignettes

Two vignettes, one illustrating an example of instrumental aggression and the other an example of expressive aggression, were used. Each vignette featured an argument between two partners of a heterosexual couple. There were two versions of

each vignette, one in which the primary aggressor was male and one in which the primary aggressor was female, resulting in a total of four vignettes (see Appendix G).

First pilot. A pilot study was conducted to refine the details of the vignettes to be used. Undergraduate psychology students, at least 18 years of age, were recruited online to participate in the pilot study. Participants received course credit for their participation. Participants who voluntarily completed a consent form were provided with definitions of instrumental and expressive aggression, and asked to read each of the two vignettes (expressive and instrumental; see Appendix F) with the gender of the characters removed. The order in which the vignettes were presented was randomized. Participants were asked to identify the type of aggression depicted in each vignette, followed by the option to provide an explanation for their choice. Fifty participants completed the pilot study. Results indicated that students were unable to distinguish consistently between the two vignettes. Approximately half of the participants rated the expressive scenario as depicting expressive aggression, with the remaining participants identifying it as instrumental aggression. Similarly, responses were equally split for the instrumental scenario. Qualitative responses from participants who explained their rationale for their responses were often unclear, and were inconsistent across participants. It was concluded that the vignettes were not sufficiently distinct, and the language was changed.

Second pilot. A second pilot study was conducted to test individuals' ability to distinguish between the revised vignettes (see Appendix G). Undergraduate psychology students, at least 18 years of age, were again recruited online to participate in the pilot study, and offered course credit for their participation. The same procedure from the first pilot study was used, with the exception of using the revised vignettes. Twenty-nine

participants completed the second pilot. The majority (n = 15) of participants identified the expressive and instrumental vignettes as intended (i.e., “correctly”). Four participants identified the vignette written to illustrate expressive aggression as instrumental, and vice versa (i.e., “incorrectly”). The remaining 10 participants identified both vignettes as representing the same type of aggression (e.g., either rating both as expressive or both as instrumental).

In following up with these results, eight licensed psychologists working in the area of forensic psychology were consulted using the definitions of instrumental and expressive aggression and the vignettes from Appendix G. Six of the eight psychologists “correctly” identified both vignettes, one identified both vignettes as instrumental, and one identified both as expressive. The vignettes were intended to represent fairly distinct examples of expressive and instrumental aggression while maintaining minimal variability between the two. Therefore, it was concluded, with the results of the second pilot study, that the vignettes were sufficiently distinct to continue with the main study.

Revised Expagg

The revised Expagg is a 16-item measure consisting of two scales. Eight items load onto a scale assessing an instrumental view of aggression, while the other eight items load onto a scale assessing an expressive view of aggression. Two versions of the EXPAGG were created to refer to the characters in the vignettes (Appendix H; one version referring to the male aggressor’s behavior, and one version referring to the female aggressor’s behavior). The revised EXPAGG generates scores that range from 8 to 40 for each scale (Instrumental & Expressive).

Expagg

The original 16-item Expagg (Campbell et al., 1999) was also administered to participants to be completed with respect to their personal views of aggression within a romantic/intimate partner context.

Aggression Questionnaire

Participants also completed the Aggression Questionnaire (Buss & Perry, 1992; assesses physical and verbal aggression, anger, and hostility), to obtain additional information regarding how they view their own engagement in aggressive behavior.

Procedure

Participation in the present study was accessible online, through Qualtrics Panels. Participants were asked to give their informed consent to participate. They then completed the demographics form. Participants were next presented with one of the four vignettes (male aggressor/ instrumental aggression; female aggressor/ instrumental aggression; female aggressor/ expressive aggression; or male aggressor/ expressive aggression) with instructions to read the scenarios carefully and then respond to questions about the aggressor. Participants were then presented with the revised Expagg and asked to respond considering the behavior of the aggressor in the vignette. Following this, participants completed the Aggression Questionnaire (Buss & Perry, 1992) to provide additional information regarding their own behavior. Finally, participants were asked to complete the original Expagg (Campbell et al., 1999) with respect to their own behaviors and beliefs in the context of a relationship with a romantic/intimate partner. Participants were thanked for their participation in the study.

CHAPTER IV

RESULTS

Demographics

A total of 240 adult men and women participated in the present study for monetary compensation through Qualtrics Panels online. Participants were assigned to one of eight cells based on gender (self and perpetrator) and vignette type (instrumental versus expressive aggression). Two participants were removed from analyses due to incomplete responses on covariate measures, resulting in a final sample of 238 participants. Table 1 presents the distribution of participants between conditions. Participants ranged in age from 18 to 82 years. The median age was 46.5 years ($M = 46.01$, $SD = 16.88$). There were 119 female participants (50.0%) and 119 male participants (50.0%). Ethnicity within the total sample was distributed as follows: 82.4% White/Caucasian ($n = 196$); 6.7% Black/African American ($n = 16$); 3.8% Hispanic/Latino ($n = 9$); 2.9% Asian/Asian American ($n = 7$); 0.8% Native American ($n = 2$); and 0.4% each Indian ($n = 1$), Caribbean American ($n = 1$), European ($n = 1$), and mixed ($n = 1$). Four participants (1.7%) chose not to specify their race/ethnicity.

In terms of highest level of education, 39.5% of participants reported some college ($n = 94$), 22.7% reported a high school diploma or equivalent ($n = 54$), 19.7% reported having a Bachelor's degree ($n = 47$), 6.7% reported a Master's degree ($n = 16$), 5.5% reported a two-year degree at a vocational/technical school, 4.6% reported a professional degree such as an M.D. or J.D. ($n = 11$), 0.8% reported a doctoral degree (n

= 2), and 0.4% reported grammar school ($n = 1$). Regarding marital status, 42.0% of participants reported that they were married ($n = 100$), 27.7% reported that they were single ($n = 66$), 16.0% reported that they were divorced ($n = 38$), 8.0% reported that they were living with another ($n = 19$), 4.2% reported that they were widowed ($n = 10$), and 2.1% reported that they were separated ($n = 5$).

Correlation Analyses

The means and standard deviations of the two dependent variables, the Expagg Expressive (Vexpressive) and Instrumental (Vinstrumental) scale scores for the aggressor in the vignettes, are presented in Table 2. Pearson correlations were completed between the two dependent variables and the covariates (the four subscales of the Aggression Questionnaire, Physical, Verbal, Anger, and Hostility; the Aggression Questionnaire total score; and the Expagg Expressive (Pexpressive) and Instrumental (Pinstrumental) Scale scores for participants). Prior to conducting the ANCOVAs, correlation analyses confirmed the absence of multicollinearity for any of the variable pairs examined in the analyses. Correlations were initially calculated between dependent variables and covariates collapsed over both types of aggression illustrated in the vignettes. Overall in the total sample, the dependent variables and covariates were significantly correlated ($p < .01$), with the exception of the Verbal aggression subscale of the Aggression Questionnaire with Vexpressive scores (see Table 3), indicating the appropriateness of using the Aggression Questionnaire and participant Expagg ratings as covariates. Correlations differed by participant gender between the dependent variables and covariates (see Table 4). For male participants, all dependent variables and covariates

were significantly correlated, while for female participants there were non-significant relationships between the dependent variables and several of the covariates.

Correlations between dependent variables and covariates, separated by type of aggression in the vignettes, are provided in Table 5. Fisher's z transformations (Ferguson, 1981) indicated that the two dependent variables varied significantly in strength by type of aggression. The relationships between the dependent variable of Expagg expressive ratings and the following covariates were significantly different across the expressive (E) and instrumental (I) vignettes: the Anger subscale of the Aggression Questionnaire ($r_E = .06$, $r_I = .35$; $p < .05$), participants' self-rating on the Expagg expressive scale ($r_E = .11$, $r_I = .35$; $p < .05$), and participants' self-rating on the Expagg instrumental scale ($r_E = .03$, $r_I = .36$; $p < .01$). Additionally, the relationships between the dependent variable of Expagg instrumental ratings and the following covariates were significantly different across the two types of aggression: the Aggression Questionnaire total score ($r_E = .09$, $r_I = .43$; $p < .01$), the Physical subscale of the Aggression Questionnaire ($r_E = .13$, $r_I = .43$; $p < .05$), the Verbal subscale of the Aggression Questionnaire ($r_E = .00$, $r_I = .39$; $p < .01$), the Anger subscale of the Aggression Questionnaire ($r_E = .04$, $r_I = .39$; $p < .01$), participants' self-rating on the Expagg expressive scale ($r_E = -.02$, $r_I = .37$; $p < .01$), and participants' self-rating on the Expagg instrumental scale ($r_E = .14$, $r_I = .39$; $p < .05$).

Analyses of Covariance

Hypotheses regarding the effects of participant gender (female versus male), aggressor gender (female versus male), and type of aggression in the vignettes (expressive versus instrumental aggression) on participant attributions (Vexpressive and Vinstrumental) were tested using two Analysis of Covariance (ANCOVA) tests to

evaluate separately the effects on the dependent variables (see Table 6). Covariates included the Aggression Questionnaire total score and self-reported indicators of aggressive attributions (Pexpressive and Pinstrumental).

Expressive aggression attributions

There were no significant between-subjects effects for the dependent variable of the Expagg expressive scale for the vignettes (Vexpressive), indicating that participant ratings of the aggressor's level of expressive aggression did not vary by participant gender, aggressor gender, type of aggression, or any interaction of those factors. None of the covariates were significant, indicating that the Aggression Questionnaire total score and participant self-reported expressive and instrumental aggressive attributions did not significantly influence Expagg expressive scale ratings for the vignettes.

Instrumental aggression attributions

Participant Vinstrumental ratings had a significant effect on Expagg instrumental scale ratings for the vignettes. There was a significant main effect of the aggressor gender, $F(1, 224) = 8.816, p = .003$, partial eta squared (η^2) = .037. Power to detect the effect was .835. Overall, the male aggressor was rated significantly higher on the instrumental scale, despite participant gender and type of aggression. The main effect of type of aggression was non-significant, $F(1, 224) = .440, p > .05$; Expagg instrumental scale ratings did not vary significantly between the instrumental and expressive scenarios. The main effect of participant gender was also non-significant, $F(1, 224) = .033, p > .05$.

The two-way interaction between type of aggression and aggressor gender was non-significant, $F(1, 224) = 1.556, p > .05$. The two-way interaction between type of aggression and participant gender was significant, $F(1, 224) = 7.097, p = .008, \eta^2 = .030$.

Power to detect the effect was .759. Post hoc analyses for the different levels of type of aggression indicated that females provided slightly higher instrumental scale ratings for the vignette depicting expressive aggression ($d = .24$), while males provided notably higher instrumental scale ratings for the vignette depicting instrumental aggression ($d = .40$; see Table 7 & Figure 1). There was a significant two-way interaction between participant gender and aggressor gender, $F(1, 224) = 6.333, p = .013, \eta^2 = .027$. Power to detect the effect was .679. Post hoc analyses for the different levels of aggressor gender specified that females provided considerably higher instrumental scale ratings for the male aggressor ($d = .66$), while males provided similar instrumental scale ratings for the male and female aggressors ($d = .06$; see Table 8 & Figure 2). The three-way interaction of participant gender x aggressor gender x type of aggression was non-significant, $F(1, 224) = 1.526, p > .05$.

CHAPTER V

DISCUSSION

The absence of significant gender or interactive effects on Expagg expressive scale ratings in this study was unexpected. The reasons for the null findings are unclear. Archer and Haigh (1999) found that overall, males and females provided higher expressive responses to an opposite-sex partner than a same sex non-partner, as well as higher expressive ratings for physical than verbal aggression. If opposite-sex partners and physical aggression provide contextual information influencing higher attributions of expressive aggression, this might explain the null results for the expressive ratings of the present study. Men and women may have interpreted the physical aggression between heterosexual partners more similarly with respect to this dependent variable. Conversely, the Expagg expressive scale may have been less sensitive to detecting subtle differences between participant attributions of aggression from the vignettes.

While the main effect of scenario (i.e., instrumental versus expressive) was non-significant, a significant interaction between type of aggression and participant gender suggested that men, on average, did recognize the difference as indicated by their Expagg instrumental scale ratings (see Figure 1). These same scores for women did not differ significantly by scenario. Additional research would be necessary to confirm that the vignettes adequately represented two distinct forms of aggression. In this study, however, both college students and licensed psychologists in the pilot samples were able to make

this distinction more often than not (including the average male in this sample) when provided with brief definitions of the two types of aggression. Additionally, the two dependent variables differed significantly in the strength of their relationships to the covariate measures by type of aggression, suggesting distinct differences between the two scenarios.

The three-way interaction between type of aggression (instrumental vs. expressive), aggressor gender, and participant gender was non-significant. However, there was an additional significant two-way interaction for the dependent variable of Expagg instrumental scale ratings. Participant responses varied by aggressor gender and participant gender, such that female participants provided significantly higher instrumental scale ratings for the male perpetrator, while male participants' instrumental scale ratings appeared uninfluenced by aggressor gender.

Questions might be raised regarding the adequacy of relatively simple and brief vignettes in representing these two forms of aggression. While substantial respondent subsets clearly have difficulty identifying conceptual differences between instrumental and expressive aggression, this distinction warrants further systematic examination. These concepts were derived from an interesting mix of quantitative and qualitative (i.e., the social talk of lay people) methods, and aggressive motives may, arguably, differ by person and/or situation. It is also possible that the null effect of scenario for women may be due to the perceptual sets in viewing aggression that differ by gender. More specifically, the socialized gender values participants held about themselves and others may have provided stronger contextual information, influencing responses. Notably, the interpersonal aggression depicted in these brief vignettes may be seen by women as

insufficient to capture the complex intentionality of perpetrators who often act simultaneously in both strategic and emotional ways. The central feature of this gender by scenario effect was that women made roughly equal instrumental attributions across both scenarios. The “accuracy” and, more importantly, clinical significance of these gender-based attributions remains open to question. Assuming the interaction effect can be replicated, the question remains as to whether it is or is not adaptive as a coping skill to correctly distinguish between what “experts” now conceptualize as expressive versus instrumental aggression.

This study provided evidence that attributions of instrumental aggression committed by others were strongly influenced by past personal reactions to perceived provocation. While the presence of an opposite-sex perpetrator did appear to magnify respondent attributions of aggression, the effects observed in this study did also seem to be driven by respondent inclinations toward reliance on instrumental methods of coping with provocation. Table 5 shows that the correlation between personal and vignette ratings of instrumental aggression was substantial ($r = .39, p < .01$). At the same time, the effects of Expagg instrumental ratings would have remained significant without control for participant self-ratings on the Expagg instrumental scale. However, participant self-ratings did not account for significant variance in the expressive vignette, suggesting that a certain level of instrumental motivation might have played a role in activating this particular predisposed perceptual set.

Research on typologies of intimate partner violence suggests different patterns of aggression that can occur between partners of an intimate relationship. For example, Kelly and Johnson (2008) described Coercive Controlling Violence and Violent

Resistance as centering around the dynamic of power and control, and Situational Couple Violence as reflecting greater gender symmetry and lacking the power and control dynamic. Based on the limited information provided in the vignettes (e.g., no historical context of aggression for the couple), participants may have inconsistently relied on views of aggression that would reflect different aggressive typologies. For instance, women rating a male aggressor as demonstrating significantly higher instrumental aggression might reflect the perception that power and control was involved in the relationship, with the male aggressor using aggression as a means of controlling and subduing his partner's verbal accusations. Men, on the other hand, may have rated a female aggressor as demonstrating significantly higher instrumental aggression while considering the typology of intimate partner violence that is more reflective of gender symmetry, and which would include generally equal instances in which females initiate physical aggression in the relationship.

Several limitations of the present study warrant consideration. As the first study examining how men and women interpret the aggressive representations of another through a specific scenario involving intimate partner violence, results found in the present study need to be replicated to establish a reliable effect. The sample used in the present study was indicated to have adequate power and encompassed a wide range of ages and income levels. However, the use of a larger sample size with greater ethnic/racial diversity would enhance the generalizability of results. In terms of methodology, it would have been helpful in clarifying the meaning of significant results to include follow-up questions identifying whether participants considered a particular

typology of intimate partner violence in forming an understanding of the aggression illustrated in the vignette.

In order to reduce physical aggression and its frequently destructive consequences at both the individual and community levels, the complexities of aggressive behavior should be understood. As our conceptual frameworks for understanding how aggressive acts are perceived by the perpetrators themselves, as well as by observers, become increasingly sophisticated, we can then develop targeted interventions to reduce harmful aggressive behavior and promote education and problem solving strategies. If the results of the present study can be replicated, they might provide an early step to developing such interventions. Future directions for research in this area might include developing questionnaires to identify whether individuals, through their personal experiences or through societal influences, tend to interpret aggressive behavior through a lens of a particular aggressive typology, and how that view might vary when thinking about an individual's own versus another's behavior.

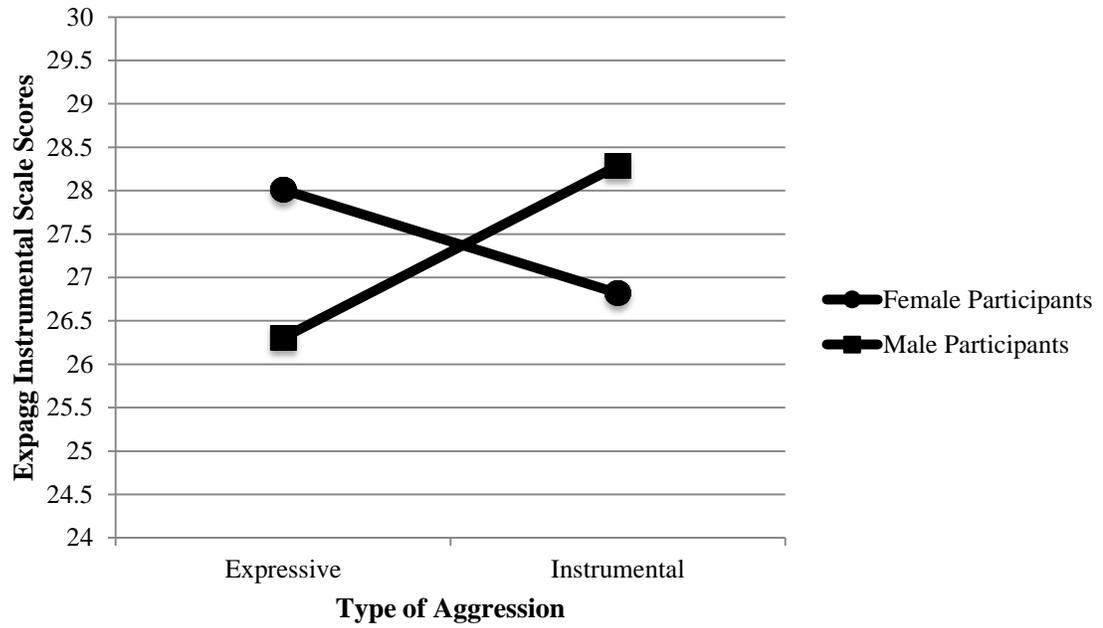


Figure 1. Type of Aggression and Participant Gender for Dependent Measure of Expagg Instrumental Scores.

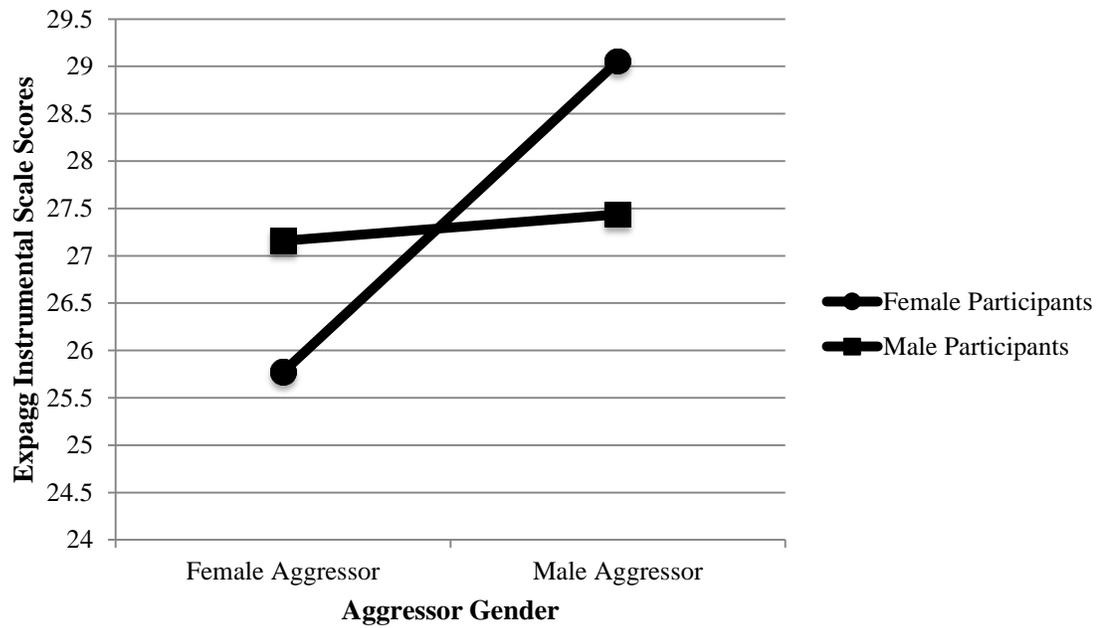


Figure 2. Participant Gender and Aggressor Gender for Dependent Measure of Expagg Instrumental Scores.

Table 1. Number of Participants by Vignette (Type of Aggression and Gender of Aggressor) and Participant Gender (Total $N=238$).

<u>Vignette</u>	<u>Males</u>	<u>Females</u>
Instrumental, Male	30	30
Instrumental, Female	30	30
Expressive, Female	30	30
Expressive, Male	29	29

Table 2. Means and (Standard Deviations) by Dependent Variables.

	<u>Female Participant</u>				<u>Male Participant</u>			
	<u>Female Aggressor</u>		<u>Male Aggressor</u>		<u>Female Aggressor</u>		<u>Male Aggressor</u>	
<u>Dependent Measure</u>	<u>Expressive Vignette</u>	<u>Instrumental Vignette</u>						
<u>EXPAGG-Expressive</u>	28.37 (3.59)	28.00 (3.70)	27.03 (3.90)	27.63 (4.39)	27.93 (4.02)	27.83 (5.10)	27.93 (5.71)	28.63 (5.31)
<u>EXPAGG-Instrumental</u>	26.73 (3.71)	24.07 (4.87)	28.17 (4.08)	28.63 (5.37)	26.73 (4.49)	28.60 (4.84)	26.86 (5.26)	29.03 (5.46)

Table 3. Means, Standard Deviations, and Inter-correlations Between Dependent Measures and Covariates for Total Sample.

	1	2	3	4	5	6	7	8	9
1. Vexpressive	-								
2. Vinstrumental	.34**	-							
3. AQtotal	.22**	.28**	-						
4. AQphysical	.21**	.30**	.88**	-					
5. AQverbal	.11	.23**	.80**	.63**	-				
6. AQanger	.21**	.24	.89**	.71**	.69**	-			
7. AQhostility	.20**	.22*	.89**	.68**	.61**	.72**	-		
8. Pexpressive	.23**	.21**	.67**	.60**	.48**	.60**	.62**	-	
9. Pinstrumental	.20**	.29**	.74**	.72**	.58**	.61**	.64**	.70**	-
<i>Mean</i>	27.90	27.38	63.30	19.59	12.19	14.36	17.20	21.55	17.26
<i>SD</i>	4.48	4.95	24.00	7.95	4.81	6.21	8.50	7.80	7.95

Note. Vexpressive = participant vignette ratings for Expagg (Expressive scale); Vinstrumental = participant vignette ratings for Expagg (Instrumental scale); AQtotal = The Aggression Questionnaire (Total Score); AQphysical = The Aggression Questionnaire (Physical Aggression); AQverbal = The Aggression Questionnaire (Verbal Aggression); AQanger = The Aggression Questionnaire (Anger); AQhostility = The Aggression Questionnaire (Hostility); Pexpressive = participant self-ratings for Expagg (Expressive scale); Pinstrumental = participant self-ratings for Expagg (Instrumental scale)

** $p < .01$

Table 4. Means, Standard Deviations, and Inter-correlations Between Dependent Measures and Covariates for Females (above) and Males (below).

	1	2	3	4	5	6	7	8	9
1. Vexpressive	-	.11	.07	.11	-.03	.06	.07	.21*	.05
2. Vinstrumental	.51**	-	.30**	.32**	.21*	.27**	.18*	.12	.16
3. AQtotal	.31**	.25**	-	.85**	.78**	.82**	.87**	.62**	.64**
4. AQphysical	.29**	.25**	.90**	-	.55**	.62**	.60**	.55**	.63**
5. AQverbal	.22*	.20*	.81**	.63**	-	.60**	.58**	.38**	.43**
6. AQanger	.29**	.20*	.93**	.77**	.76**	-	.59**	.51**	.45**
7. AQhostility	.30**	.25**	.93**	.79**	.66**	.84**	-	.56**	.57**
8. Pexpressive	.25**	.28**	.72**	.66**	.58**	.67**	.67**	-	.61**
9. Pinstrumental	.29**	.36**	.77**	.73**	.62**	.68**	.72**	.80**	-
<i>Mean (females)</i>	27.77	26.91	57.83	17.03	10.74	13.31	16.75	21.03	14.76
<i>SD (females)</i>	3.87	4.83	21.41	7.31	4.53	5.40	8.36	7.71	6.43
<i>Mean (males)</i>	28.03	27.84	68.82	22.15	13.63	15.42	17.65	22.08	19.74
<i>SD (males)</i>	5.04	5.05	25.26	7.77	4.67	6.78	8.64	7.89	8.54

Note. Vexpressive = participant vignette ratings for Expagg (Expressive scale); Vinstrumental = participant vignette ratings for Expagg (Instrumental scale); AQtotal = The Aggression Questionnaire (Total Score); AQphysical = The Aggression Questionnaire (Physical Aggression); AQverbal = The Aggression Questionnaire (Verbal Aggression); AQanger = The Aggression Questionnaire (Anger); AQhostility = The Aggression Questionnaire (Hostility); Pexpressive = participant self-ratings for Expagg (Expressive scale); Pinstrumental = participant self-ratings for Expagg (Instrumental scale)

* $p < .05$

** $p < .01$

Table 5. Means, Standard Deviations, and Inter-correlations Between Dependent Measures and Covariates for Expressive Vignette (above) and Instrumental Vignette (below).

	1	2	3	4	5	6	7	8	9
1. Vexpressive	-	.37**	.11	.14	.06	.06	.10	.11	.03
2. Vinstrumental	.33**	-	.09	.13	.00	.04	.11	-.02	.14
3. AQtotal	.32**	.43**	-	.89**	.80**	.89**	.88**	.65**	.74**
4. AQphysical	.29**	.43**	.87**	-	.67**	.73**	.66**	.57**	.69**
5. AQverbal	.16	.39**	.81**	.60**	-	.63**	.59**	.48**	.62**
6. AQanger	.35**	.39**	.90**	.69**	.75**	-	.72**	.59**	.64**
7. AQhostility	.29**	.31**	.90**	.69**	.63**	.73**	-	.59**	.60**
8. Pexpressive	.35**	.37**	.69**	.62**	.48**	.61**	.65**	-	.68**
9. Pinstrumental	.36**	.39**	.74**	.74**	.55**	.58**	.67**	.71**	-
<i>Mean (expressive)</i>	27.82	27.11	62.89	19.64	11.89	14.18	17.19	21.25	17.04
<i>SD (expressive)</i>	4.35	4.40	23.32	7.86	4.59	6.06	8.28	7.70	7.47
<i>Mean (instrumental)</i>	28.03	27.58	63.88	19.58	12.50	14.53	17.26	21.79	17.38
<i>SD (instrumental)</i>	4.62	5.47	24.76	8.11	5.05	6.40	8.75	7.93	8.39

Note. Vexpressive = participant vignette ratings for Expagg (Expressive scale); Vinstrumental = participant vignette ratings for Expagg (Instrumental scale); AQtotal = The Aggression Questionnaire (Total Score); AQphysical = The Aggression Questionnaire (Physical Aggression); AQverbal = The Aggression Questionnaire (Verbal Aggression); AQanger = The Aggression Questionnaire (Anger); AQhostility = The Aggression Questionnaire (Hostility); Pexpressive = participant self-ratings for Expagg (Expressive scale); Pinstrumental = participant self-ratings for Expagg (Instrumental scale)

** $p < .01$

Table 6. Analyses of Covariance.

<u>Variable</u>	Between-Subjects Effects			
	<u>DV: Expagg Expressive Scale</u>		<u>DV: Expagg Instrumental Scale</u>	
	<u>F</u>	<u>p</u>	<u>F</u>	<u>p</u>
AQtotal	.744	.389	2.355	.126
Pexpressive	2.644	.105	.282	.596
Pinstrumental	.088	.767	5.209	.023
Vie	.057	.812	.440	.508
Vsex	.029	.865	8.816	.003
Sex	.033	.953	.033	.857
Vie*Vsex	.488	.485	1.556	.214
Vie*Sex	.055	.815	7.097	.008
Vsex*Sex	1.231	.268	6.333	.013
Vie*Vsex*Sex	.000	.989	1.526	.218

Note. AQtotal = The Aggression Questionnaire (Total Score; covariate); Pexpressive = participant self-ratings for Expagg (Expressive scale; covariate); Pinstrumental = participant self-ratings for Expagg (Instrumental scale; covariate); Vie = vignette aggression type (Expressive versus Instrumental); Vsex = aggressor gender; Sex = participant gender

Table 7. Adjusted Group Means for Dependent Measure of Expagg Instrumental Scale, Type of Aggression x Participant Gender Interaction.

	<u>Female Participants</u>	<u>Male Participants</u>
<u>Expressive Vignette</u>	28.01	26.31
<u>Instrumental Vignette</u>	26.82	28.29

Table 8. Adjusted Group Means for Dependent Measure of Expagg Instrumental Scale, Aggressor Gender x Participant Gender Interaction.

	<u>Female Participants</u>	<u>Male Participants</u>
<u>Female Aggressor</u>	25.78	27.16
<u>Male Aggressor</u>	29.05	27.44

APPENDICES

Appendix A
(Campbell, Muncer, & Coyle, 1992)

1. I believe that my aggression comes from
 - a. Being pushed too far by obnoxious people
 - b. Losing my self control
2. Someone who never behaves aggressively
 - a. Gets trodden on by people
 - b. Has admirable patience
3. In a heated argument, I am most afraid of
 - a. Being out-argued by the other person
 - b. Saying something terrible that I can never take back
4. In an argument, I would feel more annoyed with myself if
 - a. I cried
 - b. I hit the other person
5. If someone challenged me to a fight in public
 - a. I'd feel cowardly if I backed away
 - b. I'd feel proud if I backed away
6. When I get to the point of physical aggression, the thing I am most aware of is
 - a. How I am really going to teach the other person a lesson
 - b. How upset and shaky I feel
7. I am more likely to hit out physically
 - a. When another person shows me up in public
 - b. When I am alone with the person who is annoying me
8. During a physical fight
 - a. I feel as if I know exactly what I am doing
 - b. I feel out of control
9. The worst thing about physical aggression is
 - a. Before long the other person goes right back to behaving badly again
 - b. It hurts another person
10. If no one is there to see an argument that I'm involved in
 - a. I'm less likely to hit out physically
 - b. I'm more likely to hit out physically
11. When a verbal argument really heats up, I am most likely to
 - a. Lash out physically
 - b. Cry
12. I am most likely to get physically aggressive when
 - a. I feel that another person is trying to make me look like a jerk
 - b. I've been under a lot of stress and some little thing pushes me over the edge
13. The best thing about acting aggressively is
 - a. It makes the other person get in line
 - b. It gets my anger out of my system
14. If I hit someone and hurt them, I feel
 - a. As if they were asking for it
 - b. Guilty
15. After I lash out physically at another person, I would like them to

- a. Make sure they never annoy me again
 - b. Acknowledge how upset they made me and how unhappy I was
16. After a physical fight, I tend to tell
- a. A lot of my friends
 - b. No one except maybe a close friend
17. The day after a physical fight
- a. I remember every move I made
 - b. I can't remember exactly what happened
18. After a physical fight I feel
- a. Happy or depressed depending on whether I won or lost
 - b. Drained and guilty
19. When I tell my friends about a fight I was in, I tend to
- a. Make it sound more exciting than it probably was
 - b. Spend a lot of time justifying it and excusing what I did
20. I believe that physical aggression is
- a. Necessary to get through to some people
 - b. Always wrong

Appendix B
(Archer & Haigh, 1997)

1. After a physical fight, I tend to tell no one except maybe a close friend (E)
2. In an argument, I would feel more annoyed with myself if I hit the other person than if I cried (E)
3. I am more likely to hit out physically when I am alone with the person who is annoying me (E)
4. In an argument, I would feel more annoyed with myself if I cried than if I hit the other person (I)
5. I believe that physical aggression is always wrong (E)
6. I am most likely to get physically aggressive when I feel that another person is trying to make me look like a jerk.
7. Someone who never behaves aggressively has admirable patience (E)
8. I believe that my aggression comes from losing my self-control (E)
9. When a verbal argument really heats up, I am most likely to cry (E)
10. When I tell my friends about a fight I was in, I tend to spend a lot of time justifying it and excusing what I did (E)
11. After a physical fight, I tend to tell a lot of my friends (I)
12. When I get to the point of physical aggression, the thing I am most aware of is how I am really going to teach the other person a lesson (I)
13. The best thing about acting aggressively is it gets my anger out of my system (E)
14. If no one is there to see an argument that I'm involved in I'm less likely to hit out physically (I)
15. If I hit someone and hurt them, I feel guilty (E)
16. After a physical fight I feel drained and guilty (E)
17. I believe that physical aggression is necessary to get through to some people (I)
18. After I lash out physically at another person, I would like them to make sure they never annoy me again (I)
19. After a physical fight I feel happy or depressed depending on whether I won or lost (I)
20. In a heated argument, I am most afraid of saying something terrible that I can never take back (E)
21. The day after a physical fight I can't remember exactly what happened (E)
22. After I lash out physically at another person, I would like them to acknowledge how upset they made me and how unhappy I was (E)
23. When I get to the point of physical aggression, the thing I am most aware of is how upset and shaky I feel (E)
24. When I tell my friends about a fight I was in, I tend to make it sound more exciting than it probably was (I)
25. When a verbal argument really heats up, I am most likely to lash out physically (I)
26. I am more likely to hit out physically when another person shows me up in public (I)
27. The worst thing about physical aggression is before long the other person gets right back to behaving badly again (I)
28. Someone who never behaves aggressively gets trodden on by people (I)

29. If no one is there to see an argument that I'm involved in I'm more likely to hit out physically (E)
30. The day after a physical fight I remember every move I made (I)
31. I am most likely to get physically aggressive when I've been under a lot of stress and some little thing pushes me over the edge (E)
32. The best thing about acting aggressively is that it makes the other person get into line (I)
33. The worst thing about physical aggression is it hurts another person (E)
34. During a physical fight I feel out of control (E)
35. During a physical fight I feel as if I know exactly what I am doing (I)
36. If someone challenged me to a fight in public I'd feel proud if I backed away (E)
37. If I hit someone and hurt them, I feel as if they were asking for it (I)
38. If someone challenged me to a fight in public I'd feel cowardly if I backed away (I)
39. I believe my aggression comes from being pushed too far by obnoxious people (I)
40. In a heated argument, I am most afraid of being out-argued by the other person (I)

Appendix C
(Campbell, Muncer, McManus, Woodhouse)

1. I believe that physical aggression is necessary to get through to some people. (I)
2. After I lash out physically at another person, I would like them to acknowledge how upset they made me and how unhappy I was. (E)
3. I am more likely to hit out physically when another person shows me up in public. (I)
4. During a physical fight, I feel out of control. (E)
5. If I hit someone and hurt them, I feel as if they were asking for it. (I)
6. I am most likely to get physically aggressive when I've been under a lot of stress and some little thing pushes me over the edge. (E)
7. After a physical fight I feel drained and guilty. (E)
8. In an argument I would feel more annoyed with myself if I cried than if I hit the other person. (I)
9. In a heated argument I am most afraid of saying something terrible that I can never take back. (E)
10. The best thing about physical aggression is that it makes the other person get in line. (I)
11. If someone challenged me to a fight in public, I'd feel cowardly if I backed away. (I)
12. After I lash out physically at another person, I would like them to make sure they never annoy me again. (I)
13. I believe that my aggression comes from losing my self-control. (E)
14. I am more likely to hit out physically when I am alone with the person who is annoying me. (E)
15. When I get to the point of physical aggression, the thing I am most aware of is how upset and shaky I feel. (E)
16. I am most likely to get physically aggressive when I feel another person is trying to make me look like a jerk. (I)

Appendix D
(Muncer & Campbell, 2004)

Expressive items

1. During a physical fight, I feel out of control.
2. After a physical fight I feel drained and guilty.
3. I believe that my aggression comes from losing my self control.
4. When I get to the point of physical aggression the thing I am most aware of is how upset and shaky I feel.
5. In a heated argument I am most afraid of saying something terrible that I can never take back.

Instrumental items

1. I feel that physical aggression is necessary to get through to some people.
2. If I hit someone and hurt them, I feel as if they were asking for it.
3. In an argument I would feel more annoyed with myself if I cried than if I hit the other person.
4. The best thing about physical aggression is that it makes the other get in line.
5. If someone challenged me to fight in public I'd feel cowardly if I backed away.

Appendix E
(Archer & Graham-Kevan, 2003)

1. In an argument, I would feel more annoyed at hitting my partner than crying. (E)
2. I am more likely to get aggressive when I feel that my partner is trying to make me look like a jerk. (I)
3. I believe that my aggression comes from losing my self-control. (E)
4. When a verbal argument really heats up, I am most likely to cry. (E)
5. The best thing about acting aggressively is it gets my anger out of my system. (E)
6. If I hit my partner, I feel guilty. (E)
7. After a physical fight with my partner, I feel drained and guilty. (E)
8. I believe that physical aggression is necessary to get through to my partner. (I)
9. After I lash out at my partner, I would like to make sure my partner never annoys me again. (I)
10. The day after a physical fight with my partner, I can't remember exactly what happened. (E)
11. After I lash out at my partner, I would like my partner to acknowledge how upset and unhappy he/she made me feel. (E)
12. When I get to the point of physical aggression I feel shaky. (E)
13. When a verbal argument really heats up I am most likely to lash out physically. (I)
14. In an argument I would feel more annoyed at crying than hitting my partner. (I)
15. I am more likely to lash out if my partner shows me up in public. (I)
16. The day after a physical fight I can remember every move I made. (I)
17. I am most likely to get aggressive when under a lot of stress and something pushes me over the edge. (E)
18. The best thing about acting aggressively is that the other gets into line. (I)
19. The worst thing about physical aggression is it hurts the other person. (E)
20. During a physical fight I know exactly what I'm doing. (I)
21. If I hit my partner and hurt him or her I feel that he/she was asking for it. (I)
22. I feel that my aggression comes from being pushed too far by obnoxious partners. (I)

Appendix F
First Draft of Vignettes

(#1)

Please read the following scenario about two intimate partners. Pay careful attention to **James'** behavior.

James and Mary got into an argument over finances. It started when Mary accused James of overspending their budget. James pointed out that Mary had spent too much money that month on "unnecessary things." Mary argued that their money problems were his fault, not hers. James told Mary to shut up and pushed her out of the way, causing her to fall back. He told her, "I'm not having this conversation with you," as he left the room.

(#2)

Please read the following scenario about two intimate partners. Pay careful attention to **Mary's** behavior.

Mary and James got into an argument over finances. It started when James accused Mary of overspending their budget. Mary pointed out that James had spent too much money that month on "unnecessary things." James argued that their money problems were her fault, not his. Mary told James to shut up and pushed him out of the way, causing him to fall back. She told him, "I'm not having this conversation with you," as she left the room.

(#3)

Please read the following scenario about two intimate partners. Pay careful attention to **Mary's** behavior.

Mary and James got into an argument over finances. It started when James accused Mary of overspending their budget. Mary angrily pointed out that James had spent too much money that month on "unnecessary things." James argued that their money problems were her fault, not his. Mary yelled at James to shut up and pushed him, causing him to fall back. She shouted, "I'm not having this conversation with you!" as she stormed out of the room.

(#4)

Please read the following scenario about two intimate partners. Pay careful attention to **James'** behavior.

James and Mary got into an argument over finances. It started when Mary accused James of overspending their budget. James angrily pointed out that Mary had spent too much money that month on "unnecessary things." Mary argued that their money problems were his fault, not hers. James yelled at Mary to shut up and pushed her, causing her to fall back. He shouted, "I'm not having this conversation with you!" as he stormed out of the room.

Appendix G
Final Version of Vignettes

(#1)

Please read the following scenario about two intimate partners. Pay careful attention to **James'** behavior.

James and Mary got into an argument over finances. It started when Mary accused James of overspending their budget. James calmly argued that Mary had spent too much money that month on "unnecessary things." Mary said that their money problems were his fault, not hers. James told Mary to be quiet and pushed her out of the way, causing her to fall back. He told her, "I'm not having this conversation with you," as he walked out of the room.

(#2)

Please read the following scenario about two intimate partners. Pay careful attention to **Mary's** behavior.

Mary and James got into an argument over finances. It started when James accused Mary of overspending their budget. Mary calmly argued that James had spent too much money that month on "unnecessary things." James said that their money problems were her fault, not his. Mary told James to be quiet and pushed him out of the way, causing him to fall back. She told him, "I'm not having this conversation with you," as she walked out of the room.

(#3)

Please read the following scenario about two intimate partners. Pay careful attention to **Mary's** behavior.

Mary and James got into an argument over finances. It started when James accused Mary of overspending their budget. Mary angrily argued that James had spent too much money that month on "unnecessary things." James said that their money problems were her fault, not his. Mary yelled at James to shut up and pushed him, causing him to fall back. She shouted, "I'm not having this conversation with you!" as she stormed out of the room.

(#4)

Please read the following scenario about two intimate partners. Pay careful attention to **James'** behavior.

James and Mary got into an argument over finances. It started when Mary accused James of overspending their budget. James angrily argued that Mary had spent too much money that month on "unnecessary things." Mary said that their money problems were his fault, not hers. James yelled at Mary to shut up and pushed her, causing her to fall back. He shouted, "I'm not having this conversation with you!" as he stormed out of the room.

Appendix H Revised Expagg

Based on **James'** behavior with Mary, please consider his perspective and rate how strongly you agree/disagree with each statement about how he probably felt.

5 –point Likert scale (strongly agree....strongly disagree)

1. James believes that physical aggression is necessary to get through to Mary.
2. After lashing out physically, James wanted acknowledgement of how upset and unhappy he was.
3. James would be more likely to hit out physically if Mary showed him up in public.
4. During a physical fight, James would feel out of control.
5. When James pushed Mary, he probably felt that she was asking for it.
6. James would most likely get physically aggressive when he's been under a lot of stress and some little thing pushes him over the edge.
7. After their fight, James felt drained and guilty.
8. James would have felt more annoyed with himself if he cried than if he'd hit Mary.
9. During an argument, James would be most afraid of saying something terrible that he would not be able to take back.
10. James would say the best thing about physical aggression is that it makes the other person get in line.
11. If James were challenged to a fight in public, he would feel cowardly to back away.
12. After lashing out physically, James would like Mary to make sure she never annoyed him again.
13. James believes that his aggression comes from losing his self-control.
14. James is more likely to hit out physically when he is alone with Mary and she is annoying him.
15. When James gets to the point of physical aggression, the thing he is most aware of is how upset and shaky he feels.
16. James is most likely to get physically aggressive with Mary when he feels she is trying to make him look like a jerk.

Based on **Mary's** behavior with James, please consider her perspective and rate how strongly you agree/disagree with each statement about how she probably felt.

1. Mary believes that physical aggression is necessary to get through to James.
2. After lashing out physically, Mary wanted acknowledgement of how upset and unhappy she was.
3. Mary would be more likely to hit out physically if James showed her up in public.
4. During a physical fight, Mary would feel out of control.
5. When Mary pushed James, she probably felt that he was asking for it.
6. Mary would most likely get physically aggressive when she's been under a lot of stress and some little thing pushes her over the edge.
7. After their fight, Mary felt drained and guilty.
8. Mary would have felt more annoyed with herself if she cried than if she'd hit James.

9. During an argument, Mary would be most afraid of saying something terrible that she would not be able to take back.
10. Mary would say the best thing about physical aggression is that it makes the other person get in line.
11. If Mary were challenged to a fight in public, she would feel cowardly to back away.
12. After lashing out physically, Mary would like James to make sure he never annoyed her again.
13. Mary believes that her aggression comes from losing her self-control.
14. Mary is more likely to hit out physically when she is alone with James and he is annoying her.
15. When Mary gets to the point of physical aggression, the thing she is most aware of is how upset and shaky she feels.
16. Mary is most likely to get physically aggressive with James when she feels he is trying to make her look like a jerk.

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