



**British Journal of Education, Society &
Behavioural Science**
4(12): 1750-1761, 2014
ISSN: 2278 – 0998



SCIENCEDOMAIN *international*
www.sciencedomain.org

Perceived Effects of Neuroticism, Emotional Intelligence and Self-Efficacy on the Bullying Behaviour of Students

Ugoji Florence Ngozi^{1*}

¹*Department of Guidance and Counseling, Faculty of Education, Delta State University, Abraka, Nigeria.*

Author's contribution

This whole work was carried out by the author UFN.

Article Information

DOI: 10.9734/BJESBS/2014/11987

Editor(s):

(1) James P. Concannon, Department of Education, Westminster College, Fulton, Missouri, USA.

Reviewers:

(1) Anonymous, Universidade Federal do Rio Grande do Norte, Brazil.

(2) Sehrish Khan, Dept. of Humanities, Comsats Institute of Information and Technology, Abbottabad, Pakistan.

(3) Salvador Peiró-i-Gregòri, Faculty of Education. University of Alicante, Spain.

Peer review History: <http://www.sciencedomain.org/review-history.php?iid=614&id=21&aid=5877>

Short Research Article

Received 12th June 2014
Accepted 1st August 2014
Published 23rd August 2014

ABSTRACT

School bullying is one of the most prevalent issues facing school personnel today and the threat of this behaviour to a safe school environment. Adopting the ex-post facto type, this study investigated the perceived impact of neuroticism, emotional intelligence self-efficacy and bullying behaviour with 500 randomly selected senior secondary school students in Asaba metropolitan of Delta State. Four validated and standardized research tools were administered to the participants. Three research questions were raised in the study. The Pearson product moment correlation and multiple regression were the major statistical tools used. The result indicated that with the exception of Neuroticism and emotional intelligence, all the variables had significant relationship with bullying behaviour. With

*Corresponding author: Email: ngougoji@yahoo.com;

neuroticism being the most potent, 23.1% of the total variance of bullying behaviour with the participants was accounted for by the combination of the three predictive variables studied. It was recommended that emotional intelligence and self-efficacy training should be included in the orientation programme of students in schools. This is to enable them develop the necessary life skills for optimal functioning not only at school but also in other future purposes.

Keywords: Neuroticism; emotional intelligence; self-efficacy; bullying behaviour.

1. INTRODUCTION

School bullying is one of the most prevalent issues facing school personnel today and the threat of this behavior to a safe school environment. Bullying is the repeated, unprovoked aggressive behaviors that can be either physical or psychological and includes verbal harassment, gestures, and exclusion, or simply pressure to conform in which there is an actual or perceived power imbalance between the bully and the victim [1,2]. Bullying was once thought of as a harmless behavior or a "rite of passage"; however, it is now known to have long-term effects for both the bully and the victim.

Studies on the prevalence of bullying indicate that a large number of students are affected by bullying, though the reported rates vary widely. Included in bullying rates are bullies and victims (often called targets), as well as those who both perpetrate and are victimized by bullying, referred to as bully-victims. It is generally reported that 15–30% of school children are directly involved [3,4,5,6]. However, other studies estimate the prevalence rate to be as high as to 80% [3]. Thus, the reported rate of bullying involvement tends to vary significantly, making it difficult to determine the actual extent of this problem.

In Nigeria, though statistics on bullying behaviour are rarely documented, it is observed that its prevalence seems worse than what pertains in developed nations. For instance, newspaper reports document the incessant violent occurrences such as, threats maiming and shootings in our schools. Although, some of these activities were acknowledged as cultism related, its relatedness to bullying and reprisals for being bullied cannot be overlooked. The gradual transition of these violent activities to our secondary and even primary schools is definitely a cause for worry. Notably, many students do not report bullying because they believe adults are unsympathetic and rarely try to stop bullying even when they are informed [7]. As a result, victims may feel that this lack of action creates an environment in which bullying is accepted. Additionally, some individuals actually believe that children bullied are subsequently toughened up and, as such, better prepared for the harsh realities of adulthood. Not only are these types of beliefs ill conceived, but longitudinal research indicates that childhood bullying is associated with adult antisocial behaviour, such as criminality, and limits opportunities to attain socially desired objectives.

Bullying has many negative effects on the bully, the victim, and the bystander as well as the entire school climate [8]. Bullying behaviors contribute to lower school attendance rates, lower academics and self-esteem [9], poor attitudes, beliefs, values and learning [8] and even death. Between 1997 and 1998, several school shootings occurred across schools in the United States resulting in 40 deaths. The most frequent motivation for these shootings was revenge for being bullied [10]. This circumstances if not checked could affect educational human and social development.

Numerous programs have been created for bullying-prevention and school safety. Research suggests that in order for intervention programs to be effective, they must be long term [11] and part of a comprehensive school counselling program [7]. Although many of these strategies to prevent school violence could be utilized, the effectiveness of a violence-prevention program depends on the quality of implementation of the intervention as much as the type of intervention selected [12]. To this end, it is noted that an effective intervention should take into consideration major correlates and predictors of the problem. Thus, despite the numerous interventions bullying still persists in schools. The extent to how bullying is influenced by factors as neuroticism, emotional intelligence and self-efficacy have not been given much priority in research.

For instance, Neuroticism is a core personality trait that refers to one's tendency to experience negative feelings [13]. It is proposed that it originates from the sensitivity of the limbic-autonomic nervous system that tends to be highly reactive to environmental and psychological stimuli. People with high neuroticism are easily startled and agitated. Increased levels of neuroticism are strongly correlated with a number of psychiatric illnesses including depression [8], bipolar disorder [14], and anxiety disorders [15]. Moreover, healthy individuals with high levels of neuroticism are at an increased risk for developing aggressive, depressive and anxiety disorders [15]. Controversy remains whether bullies are confident and cool planners of their tormenting of others [16], are anxious, depressed, or insecure individuals [17], or are children with behaviour problems such as hyperactivity and conduct disorder [4].

Research study [18] indicated that bullies did not suffer increased anxiety levels, insecurity, or low levels of self esteem; in fact, quite the opposite. Conversely, others have reported that bullies may be depressed and dislike school [17] and suffer from elevated anxiety levels [19]. Also, temperamental behaviour such as bullying that has more recently come into focus regarding its relation with psychopathology has been associated with traits that heavily correlate with neuroticism [20,21]. It is possible then that individuals with a high capacity for bullying behaviour would be good at sustaining their neurotic focus on a task or shifting their attention from one task to another as desired (attentional control). They could also withhold responses which are irrelevant, unintended, or inappropriate (inhibitory control), and executing behaviour even if this involves activities which are not particularly pleasurable (activation control). This study would determine the extent of the relationship between neuroticism and bullying behaviour.

On the other hand, emotional intelligence has been found to be associated with a range of outcomes, which in a broad sense can be regarded as relating to quality of life. The associations which have been found are theoretically reasonable, with plausible links either to the interpersonal aspects of emotional intelligence which would be expected to be associated with better quality of social interactions, or to intrapersonal aspects such as mood regulation. Findings include positive associations with life satisfaction and social network size and quality, and negative associations with loneliness [22,23,24,25,11].

Individuals who pay greater attention to their own emotions, individuals who score lower on emotional clarity, and individuals who report an inability to regulate their own emotional states show poor emotional adjustment on a number of measures and increased tendency for bullying [26]. Conversely, individuals reporting greater emotional clarity and a greater ability to repair their own emotional states report higher levels of self-esteem, another important indicator of mental health and emotional intelligence [27]. It was postulated [28] that the deviant pathway for bullies is linked to dispositional and temperamental traits in the child such as being fussy, difficult to soothe, having insecure-avoidant attachment patterns

which ultimately leads to hostility, peer rejection and externalising behaviour problems. It was also reported from investigations [29] that, bullying behaviour among secondary school students directly and indirectly are under the influence of misconduct and emotional intelligence.

Another independent variable to be examined in this study is self-efficacy. Self-efficacy is defined as the belief in one's ability to execute successfully a certain course of behaviour [30]. The author asserted that self-efficacy is significantly and positively related to future performance and extensive research strongly supports this claim. Research has demonstrated a clear connection between self-efficacy and behaviour. Self-efficacy influences choice of actions and the amount of energy invested in a task and the length of time during which we persevere without achieving the desired results [20]. In other words, self-efficacy beliefs influence task choice, effort, persistence, resilience and achievement [30].

Empirical studies indicate that bullying is not an either-or phenomenon, but rather a gradually evolving process. Being a behavioural occurrence self efficacy has often been related to it in terms of development of an intervention [9,2]. During the early phases of the bullying, victims are typically subjected to aggressive behaviour that is difficult to pinpoint by being very indirect and discreet. Later on more direct aggressive acts appear. The victims are clearly isolated and avoided, humiliated in public by being made a laughing-stock. In the end both physical and psychological means of violence may be used although it does not account for self efficacy in bullying. Victims with a long history of victimisation have also been found to be attacked more frequently than those with a shorter history as victims [31].

Promoting a positive school climate is one studied way of curbing bullying [12,17,32]. According to an author [21] a supportive school climate is the most important step in ensuring that schools provide a positive learning environment for all students. The understanding of the functioning of emotional intelligence, self-efficacy, and neuroticism in the occurrence of bullying behaviour could provide for better development of a lasting and effective intervention. It is towards this end that this study is designed.

2. RESEARCH QUESTIONS

The following research questions were developed to guide the study:

1. What is the pattern of relationship between neuroticism, emotional intelligence self-efficacy and bullying behaviour with students?
2. What are the combined effects of neuroticism, emotional intelligence and self-efficacy on bullying behaviour with students?
3. What are the relative contributive effects of neuroticism, emotional intelligence and self-efficacy on bullying behaviour with students?

3. METHODS

3.1 Design

This study adopted a descriptive survey design of ex-post facto type. A survey study usually deals with the description and analysis of status of an area. The study is adopting the survey

study design to enable an effective investigation of the variables in this study without manipulating the variables as they naturally occurs.

3.2 Population and Sample

The population for the study consists of all senior secondary school students in Asaba metropolitan of Delta State, Nigeria. The area consists of nineteen (19) secondary schools, eleven (11) being public and eight (8) being private. A sample of ten (10) secondary schools in the designated area was randomly selected for the study from the population. Fifty (50) students were randomly selected from each of the ten (10) schools amounting to a total of five hundred (500) students selected for the study. Among these 283 (56.6%) were females while the remaining 217 (43.4%) were males. The age of the participants ranged between 15 to 20, with a mean age of 15.52.

3.3 Instrumentation

The four research tools used for the study are discussed below

3.3.1 Emotional intelligence scale (EIS)

This was assessed with emotional intelligence questionnaire [32]. It is a thirty three (33) item scale structured in a 5-point likert format. High score indicate increased level emotional intelligence, while low scores indicated decreased level of emotional intelligence. The scale reported a reliability coefficient alpha of 0.72 using a two week test re-test reliability technique.

3.3.2 General perceived self efficacy scale

The scale is a ten (10)-item version of self efficacy measure appropriately developed and validated [33]. The scale has high proficiency in determining the individual's level of self-efficacy. The scale is not only parsimonious and reliable, it has also proven valid in terms of convergent and discriminant validity. It has been used in numerous research projects, where it typically yielded internal consistencies between alpha = 0.75 and 0.91.

3.3.3 Neuroticism scale

The section D of the questionnaire is the Neuroticism sub section of the Big five model [34]. The scale consists of eight (8) items. The scale is developed in a five-point likert format such that high scores imply reduced occurrences and low scores increased occurrences. The reliability of the scale was determined with a two-week test re-test procedure. The scale reported reliability coefficient alphas of 0.89.

3.3.4 Bullying behaviour scale

The bullying behaviour scale (BBS) is a self developed scale. The BBS is designed to assess bullying behaviours in school. The item pool for the scale was derived from the Peer Victimization Scale (PVS) [35] and involved changing the tense of the item from passive to active. The six (6) items of the scale were all designed in a positive format using a five point likert format in eliciting responses from participants. Typical item in the scale is "I laugh at other students to my pleasure and their displeasure". Increasing scores on the scale implies lower scores indicate of bullying behaviour and higher degrees indicate lower degrees of

bullying behaviour. The scale was subjected to psychometric testing to determine its reliability and validity. After testing, it produced an internal consistency cronbach alpha of 0.74 and has reported a test, re-test reliability coefficient of 0.86.

3.4 Procedure

The researcher personally distributed and collected the completed questionnaire from the students. Permissions were obtained from significant authorities to facilitate the process. In this case the school principals, counsellors and in some instances, form teachers cooperatively aided the process. Participants were adequately informed of the confidentiality data provided and the need to be precise and truthful in filling the questionnaire. The questionnaire was then filled and returned by the participants after adequate understanding.

4. METHOD OF DATA ANALYSIS

The Pearson product moment correlation and multiple regression were the major statistical tools in this study. The analysis was conducted at 0.05 level of significance.

4.1 Results

Research Question 1

1. What is the pattern of relationship between neuroticism, emotional intelligence self-efficacy influence and bullying behaviour with students?

Table.1 Descriptive statistics and correlations among variables

Variables	X	Mean	Standard deviation	Bullying behaviour	Self efficacy	Emotional intelligence	Neuroticism
Bullying behaviour	150	22.24	8.72	1.000			
Self efficacy	150	32.46	4.22	.240*	1.000		
Emotional intelligence	150	90.72	4.04	.216*	.342**	1.000	
Neuroticism	150	35.71	13.82	.453**	.221*	.169	1.000

*correlation significant at $p < 0.05$

**correlation significant at $p < 0.01$

From the table the correlation coefficient between all the variables were significant with the exception of Neuroticism and emotional intelligence. The results further revealed stronger relationship between neuroticism and bullying behaviour at $r = .453$.

Research Question 2

2. What are the combined effects of neuroticism, emotional intelligence and self-efficacy influence on bullying behaviour with students?

Going by the result presented in Table 2, the independent variables collectively yielded a coefficient of multiple regressions (R) of .490 and an adjusted R squared of .231. This shows that 23.1% of the total variance of bullying behaviour with the participants is accounted for by the combination of the three predictive variables studied. The table as well indicates that the

analysis of variance of multiple regression data produced an F- ratio value significant at 0.05 level (F = 23.539; < .05). The findings thus confirm that three variables are significant predictors of the criterion measure and so form a focus for future research.

Table 2. Summary of regression analysis between predictor variables and bullying behaviour

	R	R²	ADJ R²	F-ratio	β	T- ratio	Sig
Combined effect	.490	.240	.231	23.539			
Self-efficacy					.188	3.122	.002
Emotional intelligence					-.003	-.044	.965
Neuroticism					.430	7.257	.000

Research Question 3

3. What are the relative contributive effects of neuroticism, emotional intelligence and self-efficacy influence on bullying behaviour with students?

From the result displayed in Table 2 above each of the independent variables made significant individual contributions to the prediction of the criterion measure (bullying behaviour) in varying weights, with the exception of emotional intelligence. The result indicated that the following beta weights which represent the independent variables were observed; neuroticism B = .430, t = 7.257, P< 0.05 self efficacy B = .188, t = 3.122, P< 0.05, emotional intelligence B =-.003, t = .965, P< 0.05.

5. DISCUSSION

The analysis of relationship among neuroticism, emotional intelligence self-efficacy influence and bullying behaviour with the participants as shown in the correlation matrix in Table 1(above) indicates that there exists a significant relationship among the variables. This suggests that neuroticism, emotional intelligence and self-efficacy could influence the bullying behaviour among the participants.

The multiple regression analysis in Table 2 shows that, neuroticism, emotional intelligence and self-efficacy influence could predict the bullying behaviour among the participants. The magnitude of this relationship in predicting the bullying behaviour among the participants is reflected in the values of coefficient of multiple R squared .240 and an adjusted Multiple R squared .230 as shown in Table 2. Thus, it can be said that 23% of the total variance in the bullying behaviour among the participants is accounted for by the combination of neuroticism, emotional intelligence and self-efficacy. Consequently, the other 77% variation of bullying behaviour could be attributed to factors not included in this study. The F-ratio value of 23.539 significant at 0.05 further affirms this posit that the predictive capacity of the independent variables could not have been attributed to chance factor.

With regard to the extent to which each of the three independent variables contributes to the prediction, as postulated in hypothesis 3 it could be ascertained that neuroticism is the most potent predictor of bullying behaviour among the other factors. The finding is corroborated with prior studies [15,13,8,14].

The notion of bullying behaviour as a psychopathology comes from a body of research by Rothbart and her colleagues [36,25]. Notably, it has been argued that healthy individuals with

high levels of neuroticism are at an increased risk for developing depressive and anxiety disorders [37]. Further, neuroticism tends to predict anxiety and depression alike. More specificity in differentially predicting anxiety and depression has been sought by taking into account other personality trait. However, both pure victims and pure bullies were significantly more often rated as hyperactive and as having more internalizing problems than neutral children. In particular, pure bullies were least likely to report significant behavioural disturbance in contrast to parents or teacher reports. Individuals with a high capacity for bullying behaviour would then be good at sustaining their neurotic focus on a task or shifting their attention from one task to another as desired (attentional control), withholding responses which are irrelevant, unintended, or inappropriate (inhibitory control), and executing behaviour even if this involves activities which are not particularly pleasurable (activation control). Consequently, it comes as no surprise that neuroticism could predict bullying behaviour among the participants.

Self efficacy is a second potent predictor of bullying behaviour in this study. Empirical studies indicate that bullying is not an either-or phenomenon, but rather a gradually evolving process. Being a behavioural occurrence self efficacy has often been related to it in terms of development of an intervention [9,3]. It is observed that during the early phases of the bullying, victims are typically subjected to aggressive behaviour that is difficult to pinpoint by being very indirect and discreet. Later on more direct aggressive acts appear. The victims are clearly isolated and avoided, humiliated in public by being made a laughing-stock. In the end both physical and psychological means of violence may be used although it does not account for self efficacy in bullying. Victims with a long history of victimization have also been found to be attacked more frequently than those with a shorter history as victims [31]. Therefore it comes as not much surprise that self efficacy could predict bullying behaviour.

Emotional intelligence is the third variable in this study, but was not significant in the prediction of bullying behaviour. Owing to the positive outcomes of emotional intelligence construct the present finding comes as little or no surprise. For instance, studies [26] have shown that individuals who pay lesser attention to their own emotions, individuals who score lower on emotional clarity, and individuals who report an inability to regulate their own emotional states show poor emotional adjustment on a number of measures and increased tendency for bullying. Conversely, individuals reporting greater emotional clarity and a greater ability to repair their own emotional states report higher levels of self-esteem, another important indicator of mental health and emotional intelligence [17]. The finding of [29] that misconduct was positively associated with bullying behaviour, but negatively associated with emotional intelligence while emotional intelligence was negatively related to bullying behaviour lends support to the current finding. Furthermore, in the study emotional intelligence significantly mediated the relationship between misconduct and bullying behaviour. Hence, the author concluded that bullying behaviour among secondary school students directly and indirectly are under the influence of variables like misconduct and emotional intelligence.

6. IMPLICATION OF THE STUDY

The findings of this study draw attention to certain issues that should not be neglected. For example the study has shown that the phenomenon of bullying behaviour often neglected is operational in context and yet to be conceptualized. The study reveals that the understanding of certain factors impinging on the development of students with the sole aim of improving upon their quality of life should as well consider experiences of bullying behaviour.

Since the phenomenon is a pervasive problem for students today, the psychosocial consequences of bullying experiences merit particular attention. Victims of bullying display poor psychosocial functioning and are withdrawn, depressed, anxious, cautious, quiet, and insecure [1,16]. Victims often experience loneliness, anxiety, low self-esteem, increased school absences, increased health issues, and suicidal thoughts [38]. Victims tend to be less popular than bullies and are often social isolates with few friends [1,39]. Additionally, victims are often physically weaker or convey a message to others that they are insecure and weak [39].

This study has attempted to identify possible pre-cursors of the problem. In addition, neuroticism and self efficacy in this study have shown to be vital in determination of bullying behaviour among the participants. This finding becomes important in redressing the problem of bullying behaviour and its patterns of occurrence.

Although, the development of a healthy educational environment occurs within a cultural context and could be influenced by many factors, this study has shown that perceived levels of being neurotic and self efficacious have grave implication in determining experiences of bullying behaviour. Therefore, it becomes imperative that parents, teachers and significant others should consider the variable to particularly curb the scourge of bullying.

Finally, the findings of the study reveal that neuroticism, self efficacy and emotional intelligence are not solely the determinants of bullying behaviour. The implication is that the variables not included in this study could as well be predictors to sexual victimization. Therefore, it further implies that the area is rich in occurrence that should be comprehensively explored rather than neglected. Educational researchers, psychologist, professional counsellors should then attempt empirically based exploration of the phenomenon to arrest its occurrence.

As expected, the study carries along with it some limitations, such as age, area of study and population. However, this does not entirely affect the generalization of the findings. Since these findings are empirically based, it is expected that it should attract interest and concerns of parents, teachers, policy makers, researchers and the government. In addition, further studies are implored to provide authenticity to the current finding.

7. CONCLUSION

This study has shown that neuroticism self efficacy and emotional intelligence plays an important role on the bullying behaviour among students. The findings of this study transmit peculiarities that are essential for further studies. The researcher desires replication and extension of the study to other parts of the state, region and the nation as a whole with a larger number of samples in order to allow for generalization of the findings or the result of the present study. The researcher also desires such studies should extend to include students in the tertiary institutions and should include attributive variables. These may include age, religion, geographical location and or socioeconomic status and other psychological variant as either causes or moderating variables in the linkage between neuroticism, emotional intelligence, self-efficacy and bullying behaviour.

8. RECOMMENDATION

The researcher recommends that a conducive environment that encourages development of appropriate self efficacy and emotional intelligence should be provided in schools. Emotional

intelligence and self-efficacy training should be included in the orientation programme of students in schools to enable them develop the necessary life skills for optimal functioning not only at school but also in other future purposes. Parents should endeavour to engage in and use favourable words in conversing with their wards to improve upon their emotional intelligence and redirect their self-efficacy. Praising a child in the morning before school could in a long way heighten their self-belief and emotional intelligence. Workshops, seminars, conferences should also be organized and used as vehicles to inform students on deviance of bullying and the importance of appropriate behavioural patterns.

COMPETING INTERESTS

Author has declared that no competing interests exist.

REFERENCES

1. Olweus D. Bully/victim problems among school children: Basic facts and effects of a school based intervention program. In D. J. Pepler & K. H. Rubin (Eds.), *The development and treatment of childhood aggression*. Hillsdale, NJ: Lawrence Erlbaum Associates. 1991;411-448.
2. Yadava A, Sharma NR, Gandhi A. Aggression and moral disengagement. *Journal of Personality and Clinical Studies*. 2001;172:95-99.
3. Agokei RC, Ugoji FN, Ukachi F. Predictive effects of some socio-personological factors on the sociopathology of bullying behaviour among secondary school students in Delta State, Nigeria. *Journal of Arts Education*. 2011;1(1):205 -210.
4. Farrington D. Understanding and preventing bullying. in M. Tonry (ed.), *Crime and justice: A review of research*. Chicago: University of Chicago Press. 1993;17.
5. Nansel TR, Overpeck M, Pilla RS, Ruan WJ, Simons-Morion B, Scheldt P. Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*. 2001;285:2094-2100.
6. Nansel TR, Craig W, Overpeck MD, Saluja G, Ruan WJ. Health behaviour in school-aged children bullying analyses working group. Cross-national consistency in the relationship between bullying behaviors and psychosocial adjustment. *Archives of Pediatrics & Adolescent Medicine*. 2004;158:730-6.
7. Limber S. Youth Bullying: Addressing youth bullying behaviors. American Medical Association. Educational Forum on Adolescent Health; 2002. Retrieved June 8, 2005. Available: <http://www.ama-assn.org/ama1/pub/upload/mm/39/youthbullying.pdf>
8. Kendler KS, Prescott CA, Myers J, Neale MC. The structure of genetic and environmental risk factors for common psychiatric and substance use disorders in men and women. *Archives of General Psychiatry*. 2003;60:929 –937.
9. Caprara GV, Barbaranelli C, Vicino S, Bandura A. La misura del disimpegno morale [Measuring moral disengagement]. *Rassegna di Psicologia*. 1996;113:93-105.
10. Dedman E. An investigation into the determinants of UK Board structure before and after Cadbury. *Corporate Governance: An International Review*. 2000;8(2):133-153.
11. Schutte NS, Malouff JM, Hall LE, Haggerty DJ, Cooper JT, Golden CJ, Dornheim L. Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*. 1998;25:167-177.
12. Hermann M, Finn A. School violence prevention: Legal and ethical issues and crisis response. *Professional School Counselor*. 2002;6(1):46-54.
13. Costa PT, McCrae RR. Adding Liebe und Arbeit: The full five-factor model and well-being. *Personality and Social Psychology Bulletin*. 1991;17:227-232.

14. Solomon D, Watson M, Battistich V, Schaps E, Delucchi K. Creating classrooms that students experience as communities. *American Journal of Community Psychology*. 1996;24:719-748.
15. Bienvenu OJ, Stein MB. Personality and anxiety disorders: A review. *Journal of Personality Disorders*. 2003;17:139–151.
16. Veenstra R, Lindenberg S, Oldehinkel AJ, De Winter AF, Verhulst FC, Ormel J. Bullying and victimization in elementary schools: A comparison of bullies, victims, bully/victims, and uninvolved preadolescents. *Developmental Psychology*. 2005;41:672–682.
17. Salmon G, James A, Smith DM. Bullying in schools: Self-reported anxiety, depression and self-esteem in secondary school children. *British Medical Journal*. 1998;317:924–925.
18. Pulkkinen L, Tremblay RE. Patterns of boys social-adjustment in 2 cultures and at different ages: A longitudinal perspective. *Int J Behav Dev*. 1992;15:527–553.
19. Craig WM. The relationship among bullying, victimization, depression, anxiety, and aggression in elementary school children. *Personality and Individual Differences*. 1998;24:123-130.
20. Carver CS. Impulse and constraint: Perspectives from personality psychology, convergence with theory in other areas, and potential for integration. *Personality and Social Psychology Review*. 2005;9:312-333.
21. Nigg JT. Temperament and developmental psychopathology. *Journal of Child Psychology and Psychiatry*. 2006;47:395–422.
22. Ciarrochi J, Chan A, Bajgar J. Measuring Emotional Intelligence in Adolescents. *Personality and Individual Differences*. 2001;28:539-561.
23. Dawda D, Hart SD. Assessing emotional intelligence: Reliability and validity of the Baron emotional quotient inventory (1997; 2000) in university students. *Personality and Individual Differences*. 2000;28:797-812.
24. Palmer BR, Donaldson C, Stough C. Emotional intelligence and life satisfaction. *Personality and Individual Differences*. 2002;33:1091- 1100.
25. Saklofske DH, Austin EJ, Minski PS. Factor structure and validity of a trait emotional intelligence measure. *Personality and Individual Differences*. 2003;34:707-721.
26. Fernandez-Berrocal P, Salovey P, Vera A, Extremera N, Ramos N. Cultural influences on the relation between perceived emotional intelligence and depression. *International Review of Social Psychology*. 2005;18:91-107.
27. Salovey P, Stroud L, Woolery A, Epel E. Perceived emotional intelligence, stress reactivity and symptom reports: Further explorations using the trait meta-mood scale. *Psychology and Health*. 2002;17:611-627.
28. Rubin KH, LeMare LJ, Lollis S. Social withdrawal in childhood: Developmental pathways to peer rejection. In Asher, Steven R. & Coie, John D. (Eds.), *Peer rejection in childhood*. Cambridge studies in social and emotional development New York, NY, US: Cambridge University Press. 1990;217-249.
29. Oluyinka OA. Mediatory role of emotional intelligence on the relationship between self-reported misconduct and bullying behaviour among secondary school students. *Ife Psychologia*. 2009;17:2. ISSN: 1117-1421.
30. Bandura A. *Self-efficacy: The exercise of control*. New York: W.H. Freeman; 1997.
31. Einarsen S, Skogstad A. Bullying at work: Epidemiological findings in public and private organisations. *European Journal of Work and Organisational Psychology*. 1996;5(2):185-201.

32. Stevens B, Ackerman AA, Albrecht BA, Brown AR, Chlond A, Cuxart J, Duynkerke PG, Lewellen DC, MacVean MK, Neggers R, Sanchez E, Siebesma AP, Stevens DE. Simulations of trade-wind cumuli under a strong inversion. *J. Atmos. Sci.* 2001;58:1870–1891.
33. Schwarzer R, Jerusalem M. Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston. *Measures in health psychology: A user's portfolio. Causal and control beliefs* Windsor, UK: NFER-NELSON. 1995;35-37.
34. Coasta PT, McCrae RR. Neuroticism, somatic complaints, and disease: Is the bark worse than the bite? *Journal of Personality.* 1987;55:299-316.
35. Neary A, Joseph S. Peer victimization and its relationship to self-concept and depression among schoolchildren. *Personality and Individual Differences.* 1994;16:183-186.
36. Derryberry D, Rothbart MK. Reactive and effortful processes in the organization of temperament. *Development and Psychopathology.* 1997;9:633-652.
37. Brewster C, Railsback J. *Supporting beginning teachers: How administrators, teachers and policymakers can help new teachers succeed.* Portland, Oregon: Northwest Regional Educational laboratory; 2001.
38. Rigby K. *Bullying in schools: And what to do about it.* Bristol, PA: Jessica Kingsley Publishers; 1996.
39. Olweus D. Bullying at school: Long-term outcomes for the victims and an effective school-based intervention program. In L.R. Huesmann (Ed.), *Aggressive Behavior: Current Perspectives*. New York: Plenum. 1994;97-130.

© 2014 Ngozi; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/3.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:

The peer review history for this paper can be accessed here:

<http://www.sciencedomain.org/review-history.php?iid=614&id=21&aid=5877>