Effect Of Five Factor Model Of Personality On Bullying

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Abstract:

Bullying is a significant problem in schools, workplaces, and other social contexts. While the causes of bullying are complicated and multidimensional, research has shown that personality factors have a key impact in bullying occurrence. The personality Five Factor Model (FFM) has been used to investigate the alliance between personality and bullying. This paper explores the effects of the FFM personality traits on bullying behaviour, and discusses the implications for bullying prevention and intervention.

Keywords: Bullying, Five Factors Model of personality, FFM, workplace settings, Illinois Bully Scale, School Children, Victimization, Conscientiousness, Agreeableness, Neuroticism etc.

Introduction:

Bullying is a prevalent issue that affects people of all ages, genders, and cultures. According to the Centers for Disease Control and Prevention, around 20% of students have experienced some form of bullying in some or the other form. (CDC, 2020). Bullying can harm one's mental health, academic achievement, and social development. Understanding the factors that contribute to bullying behaviour is important for developing effective prevention and intervention strategies.

As human beings we have the most highly developed brain. The crown jewel of evolution is our brain and because of that we can create things- we can create technology, we have shaped and reshaped this planet, but if we see the statistics, we will realize that despite all these technological and scientific advances we have never been more miserable as a species.

A recent survey in America says that 13% of American's take antidepressants, and India is no better. We have around 150k-180k people who commit suicide and many of them are in the age between 15 to 29 including the teenage school going population. Apart from this, atleast 40% of people who work in corporate India have stress, anxiety and depression. If we actually examine our society- homicide, road rage, violent crime, isolation and loneliness have become a part all around us. Why is it that we are able to advance so much and yet we suffer so badly, could the reason be that the source of our advancement and development is also the source of our suffering. This shows how badly we need to work in this area, with the human mind and psyche to bring about a change and as we all are aware that our present is in some way or the other tormented because of our past and most of the theories in psychology deeply focus on the childhood experiences and early development of the child for the present state of an individual with psychological concerns. Therefore, early assessment and intervention is the key to a brighter world. Now this is where school psychology as a concept should be introduced which is primarily concerned with the educational and psychological needs of children, youth and families.

Bullying is one of the most significant topics under positive school psychology. Bullying alludes to a "physical, verbal, or mental assault or terrorizing that is planned to cause dread,

pain, or damage to the victim; an irregularity of energy (mental or physical) with an all the more capable youngster" (or kids) mistreating less capable one. As per this definition, "it isn't bullying when two people of a similar quality (physical, mental, or verbal) deceive each other. Bullying, along these lines, alludes to relational animosity portrayed by deliberateness, reiteration, and an awkwardness of energy, with mishandle of energy being an essential qualification amongst bullying and different types of hostility" (Vaillancourt, Hymel, and Mc-Dougall, 2003). In a "current report by the World Health Organization (WHO; Currie, 2012), looking at bullying and exploitation among 10, 13, and 15-year-olds in 43 nations, rates of exploitation differed from 2% to 32%across nations and rates of bullying shifted from 1% to 36%. Bullying takes numerous structures, from coordinate physical damage (physical bullying); to verbal insults and dangers (verbal bullying);to prohibition, mortification, and talk spreading (relational or social bullying); to electronic badgering utilizing writings, emails, or online mediums (cyber bullying). Social and verbal bullying are the more typical structures experienced by students (Vaillancourt and Trinh, et al, 2010)".

The Five Factor Model of Personality:

Personal differences in "distinctive patterns of thinking, feeling, and behaviour are referred to as personality". "Personality research focuses on two major areas. The first is studying individual variations in specific personality traits, such as friendliness or impatience. The other is comprehending how the many components of a person interact as a whole. The Five Factor Model (FFM) is a popular personality theory that outlines five main aspects of personality: openness, conscientiousness, extraversion, agreeableness, and neuroticism" (Costa & McCrae, 1992). Each of these dimensions is subdivided into a number of sub-traits.

The Big Five personality characteristics are a collection of five dimensions used to assess an individual's personality (Digman, 1990). The first dimension is Extraversion; a person with a high score on this dimension is more likely to act extraverted in a circumstance, whereas a person with a low score is more likely to act introverted in the same situation. The second component, 'Agreeableness,' indicates a person's proclivity for altruism and concern for others. The third factor, 'Conscientiousness,' indicates a person's determination to succeed. The fourth dimension, 'Neuroticism,' reflects an personsnal emotional stability; a high score indicates a more emotionally stable personality, while a low number indicates a more neurotic one. The fifth and final characteristic, 'Openness to experience,' encompasses numerous facets of intelligence and openness, such as the ability to grasp abstract concepts and generate new ideas (Digman, 1990). The Big Five have been demonstrated to be a reliable and dependable technique for evaluating an individual's personality (Specht, Egloff & Schmukle, 2012).

Relation of Bullying and Personality

Many studies have been undertaken, and the findings indicated that when extraversion is taken into account, bullies have greater levels of extraversion. Bullies were reported to have the lowest levels of agreeableness, whereas victims were anticipated to have the greatest levels of conscientiousness. Victims were predicted to score highest on the Neuroticism component. Lastly, victims were anticipated to be the most open.

REVIEW OF LITERATURE:

'Artemis Kimon Tsitsika, EfiBarlou, , 'Christine Dimitropoulou, C. Tzavela, Mari Janikian and Marisa Tsolia(2014)' Bullying Behaviors in Children and Adolescents': "An Ongoing Story "Bullying in school-matured kids is an all-inclusive issue, which keeps on being a genuine danger to physical and enthusiastic strength of youngsters and teenagers. The article features the predominance, the regular attributes of bullies

and casualties, and in addition the short-and long-haul effect of bullying association. Areas featured incorporate the viability of bullying counteractive action programs, which can enable wellbeing to mind suppliers to survey and give mediations to kids and young people influenced by bullying.

'Constantinos M. Kokkinos, Nafsika Antoniadou, Eleni Dalara, Anastasia Koufogazou, and Angeliki Papatziki (2013) Cyber bullying, Personality, and Coping in Teenagers'. "The purpose of this study was to investigate the association between personality (Five Factor Model), coping, and cyber-bullying interactions among 300 Greek pre-adolescent kids in the top two primary school grades". "Young men were found to be more frequently involved in cyber bullying incidents, although there were no significant gender differences in cyber victimization. Non-included pupils scored better in Conscientiousness, whereas cyber-bullies/victims rated higher in Emotional Instability. The latter also reported using more maladaptive adaptation strategies, whereas cyber-bullies reported using more animosity and abdication to adjust to relationship disputes. Various relapse examinations revealed that low upright young men who use uninvolved evasion and hostility to adapt to relational stressors will most likely be a cyber-bully, while individuals who use animosity, detached avoidance, and circumstance control to adapt to relational stressors will most likely be cyber-victims. Booked by Angela S. Ashley Hosker and Anthony A.Volk (2012) An adaptive approach to adolescent bullying and personality. Bullying conduct may be considered adaptive in nature from an evolutionary perspective. Furthermore, because bullies may utilize both prosodies and violent methods to achieve their objectives, they are likely to have unique personality features that allow for this strategic approach to survival. After controlling for overall aggressiveness levels, bullying should be linked adversely with personality qualities like fairness and modesty

(Honesty-Humility), but not with attributes like forgiveness and tolerance (Agreeableness). Furthermore, the nature of the behaviour implies that bullying should be connected with instrumental, rather than reactive, violence. A total of 310 adolescents completed bullying, personality, and instrumental/reactive aggressiveness questionnaires. The findings supported the hypothesis and are interpreted from an adaptive standpoint".

'Ellen W. DeLara (2012) Why Adolescents Don't Disclose Incidents of Bullying and Harassment'. "While bullying among students is an intermittent issue in U.S. schools, investigate shows that numerous understudies don't unveil bullying that they experience or observer regardless of rehashed endeavors by the grown-ups. The examination watches out for neither incorporate the impression of understudies nor give understanding about their hesitance to tell or depend on grown-ups for mediation. This subjective investigation investigated the viewpoints of youths on their explanations behind not revealing occurrences or looking for help with bullying. Grounded hypothesis was used for information examination and for discovery of examples in the information. Results uncovered a few topics: (a) the pervasive idea of bullying, (b) a feeling of weakness, (c) worries over improper grown-up activity, (d) confidence, (e) disgrace, (f) parental omniscience, and (g) an alternate meaning of bullying than grown-ups utilize. Conclusions mirror the need to comprehend bullying from the different purpose of perspectives of teenagers to limit it and empower announcing".

Constantinos M. Kokkinos, Eirini Kipritsi(2012) "Bullying, victimization, trait emotional intelligence, self-efficacy, and empathy among preadolescents. The purpose of this study was to look at the relationship between bullying, victimization, and several social-passionate variables, such as attribute enthusiastic insight, compassion, and self-viability, in 206 Greek primary school sixth

graders".

Results demonstrated that young men detailed essentially more straightforward and circuitous bullying practices than young ladies, and higher victimization. Bullying was contrarily corresponded with general self-viability and its scholarly part, attribute passionate knowledge, compassion and its psychological segment, while victimization was adversely connected with general self-adequacy and its three measurements, characteristic enthusiastic insight, emotional and subjective sympathy. Sexual orientation, attribute enthusiastic knowledge, and intellectual sympathy essentially anticipated bullying, though victimization was anticipated by sex, quality passionate insight and full of feeling compassion.

Research Methodology:

Aim

The aim of the present study is to investigate the relationship between five factor model of personality and bullying.-

Objective: The Objective of the study are:

 • To understand the five-factor model of personality.

• To understand the five-factor model of personality in relationship with bullying and their different factors.

Hypothesis

H1 – There will be a significant correlation between personality and bullying

H2 – There will be a significant correlation between each of the personality factors(Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience) and Bullying, Victimization and Fighting.

Sample

 A sample of 100 students in the age group of 8-16 years were selected from AGDAV

Centenary public school situated in Delhi, NCR region

Variables

Independent Variable- Five Factor Model of Personality (Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness to Experience)

Dependent Variable- Bulling, Victimization and Fighting.

Research Design

A ex post facto research design was conducted in this study. This study is descriptive in nature since the relationship between Five factor model of personality and Bullying, victimization and fighting is described in the study.

Measures

1.Big Five Inventory (BFI)

Oliver P. John, Ph.D. created the "Big Five Inventory (Martinez and John). The test comprises of 44 short personality descriptions to which the test-taker replies on a 5-point Likert scale with degrees of agreement or disagreement. Sam Gosling, Ph.D., and J. Potter of the University of Texas normed the exam on hundreds of thousands of adult Americans (Gosling)".

2. Illinois Bully Scale (IBS)

The Illinois Bully Scale is a self-report measure of 18 items that includes three subscales for evaluating the frequency of fighting, peer victimisation, and bully conduct. The Bully subscale consists of 9 questions that assess how frequently a youth (8-18 years old) engages in bullying (perpetration) behaviour, primarily in the form of social hostility. The Victim subscale, which consists of four questions, addresses both physical and verbal victimisation by peers. Physical fighting is evaluated using five items.

Statistical Analysis

1. Descriptive Statistics :. The sample mean and standard deviation is calculated.

2. Correlation - Correlation is a statistical technique for measuring and describing the degree and direction of a link between two variables. Bivariate correlation was conducted using SPSS to evaluate the association between the five component model of personality, which comprises Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience, and Bullying, Victimization, and Fighting.

ANALYSIS OF RESULTS

Table 1: Correlations of Five Factor Model of Personality and Bullying, Victimization and Fighting

	Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness to Experience	Bully	Victim	Fighting
Extraversion	1	.211*	.300**	.388**	.285**	.006	-.143	.141
Agreeableness	.211*	1	.328**	-.046	.290**	.239*	.168	-.177
Conscientiousness	.300**	.328**	1	-.397**	-.029	-.011	-.151	.024
Neuroticism	-.388**	-.046	-.397**	1	.079	.012	.241*	.059
Openness to Experience	.284**	.290**	-.029	.079	1	-.022	.151	-.126
Bully	.006	-.239*	-.110	.012	-.012	1	.105	.551**
Victim	-.143	.168	-.151	.241*	.151	.105	1	.107
Fighting	.141	-.177	.024	.059	-.126	.551*	.107	1

Sig. (2-tailed) N= 99   **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

In the above table, the correlation values of the variables are shown. Correlation describes the nature of relationship between variables. A positive correlation is seen between Agreeableness and Extraversion of .211 at 0.05 level. There is also a positive correlation between Conscientiousness and Extraversion of .300 at 0.01 level. Conscientiousness and Agreeableness also displayed a positive correlation of .328 at 0.01 level. A negative correlation is seen between Neuroticism and Extraversion of 0.388 at 0.01 level. There is also a negative correlation between Neuroticism and Conscientiousness of .397at 0.01 level. Openness to Experience and Extraversion also showed a positive correlation of .284 at 0.01 level. There was also a positive correlation of Openness to Experience with Agreeableness of .290 at 0.01 level. Bullying and Agreeableness showed a negative correlation of .239 at 0.05 level. Victimization and Neuroticism showed a positive correlation of .241 at 0.05 level. Lastly, Fighting and Bullying showed a positive correlation of 0.55 at 0.05 level.

Table 2: Correlation of Extraversion and Bullying, Victimization and Fighting

	Extraversion	Bully Subscale	Victim Subscale	Fighting Subscale

Extraversion	1	.006	-.143	.141
Bully Subscale	.006	1	.105	.551**
Victim Subscale	-.143	.105	1	.107
Fighting Subscale	.141	.551**	.293	1

Sig. (2-tailed) N= 99   **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

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In the above table, only the positive correlation between fighting and bullying of .551 at 0.01level is significant.

Table 3: Correlation of Agreeableness and Bullying, Victimization and Fighting

	Bully Subscale	Victim Subscale	Fighting Subscale	Agreeableness
Bully Subscale	1	.105	.551**	-.239
Victim Subscale	.105	1	.107	.168
Fighting Subscale	.551**	.107	1	-.177
Agreeableness	-.239*	.168	-.177	1

Sig. (2-tailed) N= 99   **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed

In the above table, Agreeableness has a negative correlation of .239 with Bullying at 0.05 level. Fighting has a positive correlation with Bullying of .551 at 0.01 level.

Table 4: Correlation of Conscientiousness and Bullying, Victimization and Fighting

	Bully Subscale	Victim Subscale	Fighting Subscale	Conscientiousness
Bully Subscale	1	.105	.551	-110**
Victim Subscale	.105	1	.107	-.151
Fighting Subscale	.551 **	.107	1	.024
Conscientiousness	-.110	-.151	.024	1

Sig. (2-tailed) N= 99 **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed

In the above table, there is a positive correlation of Fighting and Bullying of .551 at 0.01level.

Table 5: Correlation of Neuroticism and Bullying, Victimization and Fighting

	Bully Subscale	Victim Subscale	Fighting Subscale	Neuroticism
Bully Subscale	1	.105	.551 **	.012
Victim Subscale	.105	1 *	.107	.241
Fighting Subscale	.551 **	.107	1 .	059
Neuroticism	.012	.241 *	.059	1

Sig. (2-tailed) N= 99 **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed

In the above table, there is a positive correlation of .551 between Bullying and Fighting. Neuroticism and Victimization has a positive correlation of .241 at 0.05 level.

Table 6: Correlation of Openness to Experience and Bullying, Victimization and Fighting

	Bully Subscale	Victim Subscale	Fighting Subscale	Openness to Experience
Bully Subscale	1	.105	.551 **	-.020
Victim Subscale	.105	1	.107	.151
Fighting Subscale	.551 **	.107	1	-.126
Openness to Experience	-.020	.151	-.126	1

Sig. (2-tailed) N= 99   **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed

In the above table, Fighting and Bullying has a positive correlation of .551 at 0.01 level.

In the present study, we found that the people who scored low on Agreeable personality type are more prone to be a Bully. Agreeableness is found to be negatively correlated to Bullying at 0.05 level. Agreeable personality tends to be polite, kind and unselfish and people who are less agreeable tend to become bullies as they have low tolerance and tend to be in disagreement alot. They are not so considerate and tend to have their way, which tends to make them bullies.

In the study, It was found that there was a significant correaltion between Agreeableness and Bullying and Neuroticism and Victimization. Out of the five factors only two of them showed significant correlation with Bullying, Victimization and Fighting. There is a significant negative correlation between Agreeableness and Bullying. A person with high levels of Agreeableness are tactful and friendly. They usually have a optimistic nature and get along well with others. There is a considerable link between agreeableness and bullying (0.05 level). Furthermore, at the 0.05 level, it was demonstrated that there is a substantial association between Neuroticism and Victimization. They fail to understand or keep others' point of view and do what they want to. They are used to getting their way, which is what they try to their victims as well. This puts them in an unfavourable position.

Other factors such as extraversion, conscientiousness and openness to experience didn't show any correlation with bullying, victimization and fighting. The reasons for this could be small sample size.

RESULT AND CONCLUSION

Bullying is a multifaceted problem with several contributing factors, including personality qualities. Understanding the link between personality and bullying behaviour has been aided by the Five Factor Model of Personality. Interventions can be customised to the unique requirements of persons who may be at risk of participating in bullying behaviour by understanding which personality factors are connected with bullying conduct.

It was observed using the statistical approach of correlation that there is a substantial association between personality traits and bullying, victimisation, and fighting. There is a considerable link between agreeableness and bullying (0.05 level). Furthermore, at the

0.05 level, it was demonstrated that there is a substantial association between Neuroticism and Victimization.

<u>Interventions for bullying</u>

1. Convey strategy and conventions for harassing ways of behaving to all staff, students and guardians.

2. Engage bystanders to advance and get a sense of ownership with establishing a protected and inviting climate.

3. Formulate a means for secure reporting of bullying behaviour.

4. Adopt social skills and social emotional learning within the school curriculum.

5. Further develop healthy school environment; students need to have a good sense of security and upheld by their school.

6. Encourage positive Student teacher relationship.

7. Introduce the concept of healthy personal boundaries.

The implications of the study are - a) The study will be useful for school counsellors to understand firstly the personality of the student and then clearly understand if the child is likely to be going through bullying or being a bully b) It is also useful for teachers to understand the students and be aware of the behaviours various students might be indulging in.

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