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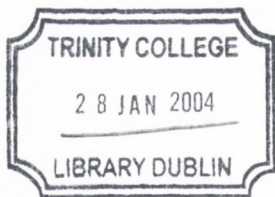
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A Longitudinal Study of Anxiety, Self-Esteem and Personality of  
Bullying Groups.

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A thesis submitted in fulfilment of the requirements for the degree  
of doctorate at Trinity College, Dublin.

2003.



THESIS  
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Chapter

Four.

#### **4.1 INTRODUCTION.**

This section examines the results from several questionnaires. The first questionnaire distributed was the "Life at School" questionnaire. It examines the adult participants' feelings about bullying and certain questions demonstrate comparisons with the original data. The information is broken down into three sections primary, secondary and workplace. The next section provides the results for the Rosenberg Self-Esteem Scale (Rosenberg, 1965), the Manifest Anxiety Scale (Taylor, 1953) and the Revised NEO Personality Inventory (Costa and McCrae, 1992). The final section provides the results from the 16PF5 (Cattell, 1992) and the General Health Questionnaire (Goldberg and Williams, 1988).

## **4.2 LIFE AT SCHOOL.**

An investigation of the bullying pattern of the participants across the lifespan.

### Primary School.

The participants in the present study were asked which behaviours they would define as bullying. Participants were permitted to choose more than one answer. From Table 1 it can be seen that all the male and female participants regarded bullying as synonymous with physical aggression. The vast majority of the males viewed bullying to consist of verbal attacks, both direct and indirect followed closely by extortion (74%). The females considered direct verbal bullying (98%) to constitute bullying behaviour as much as the physical aggression.

Table 1. Participants Opinions of Bullying Behaviour.

	<b>Males (N=47)</b>	<b>Females (N=51)</b>
	<b>No. (%)</b>	<b>No. (%)</b>
A. Physical (direct)	47(100)	47(100)
B. Physical (indirect)	46(98)	47(100)
C. Verbal (direct)	42(89)	46(98)
D. Verbal (indirect)	35(74)	37(78)
E. Exclusion	30(64)	37(78)
F. Gesture	26(55)	32(68)
G. Extortion	35(74)	36(77)
H. Other	Insults about appearance	Being laughed at.
	Putting cigarettes out on head	Peer pressure.
	Unreasonable demands	

In the original study as children, the participants were asked "In what way have you been bullied this term?". A comparison of the responses when they were children with their adult perception of the occurrences of bullying as children is shown in Table 2. It can be seen that whereas 38% had stated when children that they had been teased, there were only 22% of the adults retrospectively admitted to being called names. A further 29% of the participants had stated being physically

bullied when children, now only 8% of the adults admitted to being physically bullied with hindsight.

Table 2. Episodes of Bullying from Original Study and Present Study (N = 99).

<b>Responses</b>	<b>N (%)</b>
<b>Original Study</b>	
(a) I haven't been bullied	39(39.39)
(b) I have been teased	38(38.38)
(c) I have been picked on.	28(28.28)
(d) I have been hit/kicked	29(29.29)
(e) Other ways	24(24.24)
<b>Life at School Questionnaire</b>	
<b>Responses</b>	<b>N (%)</b>
(a) I was called names	22(22.22)
(b) I had rumours spread about me	8(8.08)
(c) I was hit and kicked	8(8.08)
(d) I was excluded	8(8.08)
(e) My belongings were taken	5(5.05)
(f) I was threatened by gestures	6(6.06)
(g) Other	0(0)



In question seven of the “Life at School” questionnaire participants were asked to state the type of bullying they participated in as children during primary school, and were asked in question eight to report the role they played in bullying others during that time. From Table 3 it can be seen that verbal bullying (9%) appears to be the most prominent method of bullying that the adult participants admitted to carrying out as children, followed closely by excluding others (5%). In Table 4 only one of the adult participants admitted to being the instigator of bullying as a child, 91% of the participants provided no answer at all to this question.

Table 3. Types of Bullying the Adult Participants Engaged in as Children (N = 99).

<b>Responses</b>	<b>N(%)</b>
(a) I called names	9(9.09)
(b) I spread rumours	2(2.02)
(c) I hit and kicked	3(3.03)
(d) I excluded others	5(5.05)
(e) I took their belongings	2(2.02)
(f) I threatened using gestures	3(3.03)
(g) Other	0(0)

Table 4. Bullying Role Adult Participants Played during Primary School (N = 99).

<b>Responses</b>	<b>N (%)</b>
(a) I started the bullying, the idea was mine	1(1.01)
(b) I assisted the bully	7(7.07)
(c) No response provided	91(91.91)

In the original study as children, the participants were asked “If you were a witness to bullying at school what role did you play?”. A comparison of the responses when they were children with their adult perception of their reaction to witnessing bullying as children is shown in Table 5. It can be seen that whereas 20% had stated when children that they hadn’t done anything to help the victim but felt that they should have, this increased to 44% for the adults looking back retrospectively. Furthermore 45% of the participants had stated that they tried to help the victim when children, however now only 21% of the adults admitted to helping the victim with hindsight.

Table 5. Witness Reactions to Bullying from Original Study and Present Study (N = 99).

<b>Responses</b>	<b>N (%)</b>
<b>Original Study</b>	
(a) I don't do anything	8(8.08)
(b) Don't but feel I should	20(20.20)
(c) Wait until the bullies leave	26(26.26)
(d) Try to help the person	45(45.45)
<b>Life at School Questionnaire</b>	
<b>Responses</b>	<b>N (%)</b>
(a) I did nothing - it was none of my business	10(10.10)
(b) I did nothing but felt that I should have	44(44.44)
(c) I defended the victim	21(21.21)
(d) No response provided	21(21.21)
(e) Spoiled answers	3(3.03)

In the "Life at School" questionnaire, the adult participants were asked "If you said that you were bullied as a child, are you still of the opinion that you really were bullied?". From Table 6 it can be seen that only 18% of the respondents feel that they were actually bullied retrospectively and 13% are now unsure. A large proportion of the participants (59%) provided no answer to this particular question.

Table 6. Adult Opinions of the Accuracy of Bullying Reporting in Original Study (N = 99).

<b>Responses</b>	<b>N (%)</b>
(a) Yes	18(18.18)
(b) No	9(9.09)
(c) Don't Know	13(13.13)
(d) No response provided	59(59.59)

## Secondary School.

The next section of the "Life at School" questionnaire examined life in secondary students for the participants. All respondents (100%) attended secondary school. Participants were asked if they had continued to be bullied when they moved to secondary school. From Table 7 it can be seen that 22% of the participants felt that they continued to be bullied in secondary school and 29% provided no response to this particular question.

Table 7. Number of Students who were Victimised in Secondary School (N=99).

<b>Responses</b>	<b>N (%)</b>
(a) Yes	22(22.22)
(b) No	48(48.48)
(c) Don't Know	0(0)
(d) No response provided	29(29.29)

Participants were requested to provide the years in which the bullying occurred and the incidence of bullying within those years. From Table 8 the responses demonstrated that there was a greater occurrence of bullying in the earlier years than the later years in secondary school. There was a greater percentage of adults (73%) who recalled that they were called names than had rumours spread about them (59%) (see Table 9). This table also demonstrates that gesturing and belongings (32%) being taken occurred the least.

Table 8. Incidence and Percentage of Victimization Episodes throughout Secondary School (N=22).

<b>Year</b>	<b>Once or twice</b>	<b>Sometimes</b>	<b>Often</b>	<b>Total</b>
	<b>N(%)</b>	<b>N(%)</b>	<b>N(%)</b>	<b>N(%)</b>
1 <sup>st</sup>	5(23)	8(36)	5(23)	18(82)
2 <sup>nd</sup>	3(14)	9(41)	3(14)	15(68)*
3 <sup>rd</sup>	3(14)	5(23)	5(23)	13(59)*
4 <sup>th</sup>	0(0)	2(9)	2(9)	4(18)
5 <sup>th</sup>	0(0)	1(5)	3(14)	4(18)*
6 <sup>th</sup>	0(0)	1(5)	3(14)	4(18)*

Note. \* = Rounding Occurred.

Table 9. Type and Percentage of Victimization throughout Secondary School (N=22).

<b>Bullying Episode</b>	<b>N(%)</b>
(a) I was called names	16(73)
(b) I had rumours spread about me	13(59)
(c) I was hit and kicked	7(32)
(d) I was excluded	9(41)
(e) My belongings were taken	7(32)
(f) I was threatened by gestures	7(32)
(g) Other	2(9)

Table 10 demonstrates the number of participants (10%) who admitted to bullying others as adolescents in secondary school. They also provided information regarding the years the bullying occurred and the incidence with which it occurred. From Table 11 it can be seen that there is a steady persistence of bullying throughout the years, with a slight decrease in 4<sup>th</sup> and 6<sup>th</sup> year.

Table 10. Number and Percentages of Students who Bullied in Secondary School (N=99).

<b>Responses</b>	<b>N(%)</b>
(a) Yes	10(10.10)
(b) No	31(31.31)
(c) Don't Know	0(0)

Table 11. Occurrence of Bullying Episodes throughout Secondary School (N=10).

<b>Year</b>	<b>Once or twice</b>	<b>Sometimes</b>	<b>Often</b>	<b>Total</b>
	<b>N(%)</b>	<b>N(%)</b>	<b>N(%)</b>	<b>N(%)</b>
1 <sup>st</sup>	2(20)	2(20)	2(20)	6(60)
2 <sup>nd</sup>	3(30)	2(20)	2(20)	7(70)
3 <sup>rd</sup>	3(30)	2(20)	2(20)	7(70)
4 <sup>th</sup>	2(20)	1(10)	1(10)	4(40)
5 <sup>th</sup>	5(50)	2(20)	0(0)	7(70)
6 <sup>th</sup>	3(30)	1(10)	0(0)	4(40)



The Participants provided responses regarding the bullying role they played as adolescents. Table 12 demonstrates that more participants admitted to assisting the bully throughout the majority of the school years compare to those who admitted starting the bullying.

Table 12. Bullying Role and Years in which they Occurred (N=10).

<b>Responses</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> year</b>	<b>6<sup>th</sup> Year</b>
	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)
(a) I started the bullying	4(40)	4(40)	4(40)	4(40)	2(20)	2(20)
(b) I assisted the bully	5(50)	5(50)	6(60)	4(40)	6(60)	4(40)

From Table 13 the participants revealed the type of bullying behaviour and its level of recurrence throughout the secondary school years. Looking back, the participants revealed that bullying behaviour is relatively steady during the first three years of secondary school and then decreases in the final three years of secondary school, the last year in particular.

Table 13. Bullying Behaviour and Rate of Recurrence in Secondary School (N=10).

<b>Responses</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> year</b>	<b>6<sup>th</sup> Year</b>
	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)
(a) I called names and spread rumours	3(30)	3(30)	4(40)	3(30)	3(30)	1(10)
(b) I hit and kicked	5(50)	5(50)	5(50)	4(40)	2(20)	2(20)
(c) I excluded others	1(10)	1(10)	3(30)	1(10)	3(30)	0(0)
(d) I took their belongings	2(20)	2(20)	2(20)	1(10)	1(10)	0(0)
(e) I threatened using gestures	4(40)	4(40)	4(40)	4(40)	3(30)	2(20)
(f) Others	1(10)	1(10)	1(10)	0(0)	1(10)	0(0)

Workplace.

An examination of those who were bullied in the workplace, revealed that 13% were bullied to varying extents (see Table 14).

Table 14. Number and Percentage of Participants who were Victimised in the Workplace (N=99).

<b>Responses</b>	<b>N (%)</b>
(a) No	86(86.86)
(b) Yes, now and then	4(4.04)
(c) Yes, sometimes	4(4.04)
(d) Yes, once a week or more often	5(5.05)

The participants provided responses regarding the type of bullying experienced in the workplace. From Table 15 rumours being spread (54%) and the nature of their work being interfered with (46%) occurred the most in the workplace with no physical aggression taking place at all.

Table 15. Type and Percentage of Victimization Experienced in the Workplace (N= 13).

<b>Responses</b>	<b>N(%)</b>
(a) I have been verbally threatened	3(23)
(b) I have been verbally attacked	2(15)
(c) I have had rumours spread about me	7(54)
(d) I have been physically attacked	0(0)
(e) I have been physically threatened with physical abuse	0(0)
(f) I have been excluded	5(38)
(g) My belongings have been taken or interfered with.	3(23)
(h) The nature of my work has been interfered with	6(46)
(I) Other	1(8)

An examination of the participants who bullied in the workplace revealed that 3% bullied others now and then (see Table 16). Furthermore, from Table 17 it can be seen that the type of bullying that the participants performed was exclusion (100%) and verbal abuse (33%).

Table 16. Number of Participants who Bullied in the Workplace (N=99).

<b>Responses</b>	<b>N(%)</b>
(a) No	96(96.96)
(b) Yes, now and then	3(3.03)
(c) Yes, sometimes	0(0)
(d) Yes, once a week or more often	0(0)

Table 17. Episodes of Bullying in the Workplace (N= 3).

<b>Responses</b>	<b>N</b>
(a) I have used verbal threats	0(0)
(b) I have used verbal abuse	1(33)
(c) I have spread rumours	0(0)
(d) I have excluded others	3(100)
(e) I have interfered with their jobs	0(0)
(f) I have physically abused them	0(0)
(g) I have threaten them with physical abuse	0(0)
(h) Other – Please specify if you wish to do so	0(0)

Participants provided information on the role they played in bullying in the workplace. From Table 18 it can be seen that one participant admitted to starting the bullying in the workplace and one other assisted the bullying. A large proportion (57%) did not provide an answer to this question. Furthermore, the participants provided information as to whether or not they intervened in the bullying when it occurred. From Table 19 it can be viewed that 8% of the participants did nothing to assist the person being victimised but 33% defended the victim. A total of 45% of participants did not reply to this question.

Table 18. Role Played in Bullying in the Workplace (N=99).

<b>Responses</b>	<b>N(%)</b>
(a) Have not bullied others	41(41.41)
(b) Started the bullying	1(1.01)
(c) Assisted the bullying	1(1.01)
(d) No response	56(56.56)

Table 19. Witness Reaction to Bullying in the Workplace (N=99).

<b>Responses</b>	<b>N(%)</b>
(a) I have done nothing	8(8.08)
(b) I have done nothing but felt that I should have	10(10.10)
(c) I have defended the victim	33(33.33)
(d) No response	45(45.45)
(e) Spoiled answer	3(3.03)

The final section of the "Life at School" questionnaire enquired about the children of the participants and their involvement in bullying. Participants provided information regarding whether they thought bullying was a greater issue for children today. Evidence from Table 20 shows that females (36%) felt bullying was a greater issue for children today than the male participants (21%).

Table 20. Participants Opinions of Bullying Problems for Children Today (N=99).

<b>Responses</b>	<b>Males</b>	<b>Females</b>
	N(%)	N(%)
(a) Yes, I think so	21(21.21)	36(36.36)
(b) No, I don't think so	9(9.09)	7(7.07)
(c) Don't know	15(15.15)	7(7.07)
(d) No response	3(3.03)	1(1.01)

Information concerning children of the adult participants was gathered to investigate whether any of them had been bullied. Evidence from Table 21 demonstrates that 4% of the participants' children had indeed been bullied. Interestingly 2% did not know whether their children had been bullied. Examination of those adult participants who had children who bullied others revealed that 2% admitted that their children participated in this type of behaviour (see Table 22). There was one child who belonged to the bully and victim group, this child's mother who was a participant of the "Life at School" study, was categorised as a Bully/Victim in this research. Secondly, there were reports of one child who bullied others and another child who was bullied by others, both of whom had mothers from the study that belonged to the Bully/Victim Group. This emphasises the intergenerational problem of bullying.



Table 21. Participants' Children who have been Bullied (N=99).

<b>Responses</b>	<b>N (%)</b>
(a) Yes	4(4.04)
(b) No	10(10.10)
(c) Don't Know	2(2.02)
(d) No Response	83(83.83)

Table 22. Participants' Children who have Bullied others (N=99).

<b>Responses</b>	<b>N (%)</b>
(a) Yes	2(2.02)
(b) No	12(12.12)
(c) No Response	85(85.85)

### **4.3 MANIFEST ANXIETY SCALE.**

The following research questions examine the Anxiety levels of the School Victim Group, the Life-Long Victim Group, the Adult Victim Group, the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group and the Control Group. Furthermore, these groups were combined; anxiety was also examined in relation to the new groups, Victim Group (all victim groups combined), Bully Group (also Child Bully Group), the Bully/Victim Group (all bully/victim groups combined), and the Control Group. Table 23 presents the groups mean and standard deviation across anxiety and Table 24 presents the significance levels of the independent t-tests across the groups for anxiety.

Table 23. Groups Mean and Standard Deviation for Anxiety.

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
School Victim	6	22	8.37
Life-Long Victim	3	23	12.77
Adult Victim	3	18	7.21
Child Bully	2	19.5	14.85
Child Bully/Victim	9	14.89	6.79
Periodical Bully/Victim	7	22.14	4.81
Control	5	24	8.37
Victim (combined)	12	21.25	8.65
B/V (combined)	16	18.06	6.90

Table 24. Significant Levels of t-tests for Groups across Anxiety.

Group	School Victim	Life-Long Victim	Adult Victim	Child Bully	Child B/V	Periodical B/V
Life-Long Victim	NS	(-)	(-)	(-)	(-)	(-)
Adult Victim	NS	NS	(-)	(-)	(-)	(-)
Child Bully	NS	NS	NS	(-)	(-)	(-)
Child B/V	NS	NS	NS	NS	(-)	(-)
Periodical B/V	NS	NS	NS	NS	P<0.5*	(-)
Control	NS	NS	NS	NS	P<05*	NS

Note. B/V = Bully/Victim

(i). An investigation of Anxiety comparing the School Victim Group with the Life-Long Victim Group, the Adult Victim Group, the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group and the Control Group.

An independent-samples t-test was conducted to compare the Anxiety scores for the School Victim Group and the Life-Long

Victim Group. While the Life-Long Victim Group had a higher mean score than the School Victim Group, there was no significant difference in scores for the School Victim Group ( $\underline{m}=22$ ,  $\underline{s}=8.37$ ) and the Life-Long Victim Group ( $\underline{m}=23$ ,  $\underline{s}=12.77$ ;  $\underline{t}(7)=-0.144$ ,  $\underline{p}=0.890$ ). To analyse the results of Anxiety levels across the School Victim Group and the Adult Victim Group an independent t-test was carried out. The results indicated that the School Victim Group had a higher mean score than the Adult Victim Group, however the difference between the scores of the School Victim Group ( $\underline{m}=22$ ,  $\underline{s}=8.37$ ) and the Adult Victim Group ( $\underline{m}=18$ ,  $\underline{s}=7.21$ ;  $\underline{t}(7)=0.702$ ,  $\underline{p}=0.505$ ) did not reach statistical significance. The results of the Anxiety scores examining the difference between the School Victim Group and the Child Bully Group was examined using an independent-samples t-test. No significant difference was found between the School Victim Group ( $\underline{m}=22$ ,  $\underline{s}=8.37$ ) and the Child Bully Group ( $\underline{m}=19.50$ ,  $\underline{s}=14.85$ ;  $\underline{t}(6)=0.314$ ,  $\underline{p}=0.764$ ). However, the mean score of the School Victim reveals higher levels of anxiety than the Child Bully Group. Anxiety levels of the School Victim Group and the Child Bully/Victim Group were compared using an independent t-test. The School Victim Group demonstrated higher levels of anxiety,

however the results of the School Victim Group ( $\underline{m}=22$ ,  $\underline{s}=8.37$ ) and the Child Bully/Victim Group ( $\underline{m}=14.89$ ,  $\underline{s}=6.79$ ;  $\underline{t}(13)=1.814$ ,  $\underline{p}=0.093$ ) did not reach a level of significance. Despite the higher mean revealed by the Periodical Bully/Victim Group, the t-test did not reach a level of significance for the School Victim Group ( $\underline{m}=22$ ,  $\underline{s}=8.37$ ) and the Periodical Bully/Victim Group ( $\underline{m}=22.14$ ,  $\underline{s}=4.81$ ;  $\underline{t}(11)=-0.039$ ,  $\underline{p}=0.970$ ). Finally, the Control Group produced a higher mean score than the School Victim Group but an independent t-test found no significant difference between the scores of the School Victim Group ( $\underline{m}=22$ ,  $\underline{s}=8.37$ ) and the Control Group ( $\underline{m}=24$ ,  $\underline{s}=8.37$ ;  $\underline{t}(9)=-0.395$ ,  $\underline{p}=0.702$ ).

(ii). An investigation of Anxiety comparing the Life-Long Victim Group with the Adult Victim Group, the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group and the Control Group.

The results of the Anxiety levels comparing the difference between the Life-Long Victim Group and the other groups were examined using an independent-samples t-test. The Life-Long Victim Group displayed higher levels of anxiety than the Adult

Victim Group, yet no significant difference was found between the Life-Long Victim Group ( $\underline{m}=23$ ,  $\underline{s}=12.77$ ) and the Adult Victim Group ( $\underline{m}=18$ ,  $\underline{s}=7.21$ ;  $\underline{t}(4)=0.591$ ,  $\underline{p}=0.587$ ). Furthermore, no significant difference between the scores of the Life-Long Victim Group ( $\underline{m}=23$ ,  $\underline{s}=12.77$ ) and the Child Bully Group ( $\underline{m}=19.50$ ,  $\underline{s}=14.85$ ;  $\underline{t}(3)=0.284$ ,  $\underline{p}=0.795$ ) was found, despite the fact that the Life-Long Victim Group displayed a higher mean level of anxiety than the Child Bully Group. A similar result was found across the the Life-Long Victim Group ( $\underline{m}=23$ ,  $\underline{s}=12.77$ ) and the Child Bully/Victim Group ( $\underline{m}=14.89$ ,  $\underline{s}=6.79$ ;  $\underline{t}(10)=1.460$ ,  $\underline{p}=0.175$ ), where the Child Bully/Victim Group had lower levels of anxiety than the Life-Long Victim Group. To analyse the results of Anxiety levels across the Life-Long Victim Group and the Periodical Bully/Victim Group an independent t-test was carried out. The results found no significant difference between the scores of the Life-Long Victim Group ( $\underline{m}=23$ ,  $\underline{s}=12.77$ ) and the Periodical Bully/Victim Group ( $\underline{m}=22.14$ ,  $\underline{s}=4.81$ ;  $\underline{t}(8)=0.163$ ,  $\underline{p}=0.875$ ). Finally, it can be noted that the mean anxiety score for the Control Group was higher than that of the Life-Long Victim Group, but the difference in the scores, Life-Long Victim Group

( $\underline{m}=23$ ,  $\underline{s}=12.77$ ) and the Control Group ( $\underline{m}=24$ ,  $\underline{s}=8.37$ ;  $t(6)=-0.136$ ,  $p=0.896$ ) did not reach statistical significance.

(iii). An investigation of Anxiety comparing the Adult Victim Group with the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group and the Control Group.

Anxiety levels of the Adult Victim Group and the Child Bully Group were compared using an independent t-test. The results found no significant difference between the scores of the Adult Victim Group ( $\underline{m}=18$ ,  $\underline{s}=7.21$ ) and the Child Bully Group ( $\underline{m}=19.50$ ,  $\underline{s}=14.85$ ;  $t(3)=-0.158$ ,  $p=0.884$ ) however, the mean anxiety levels of the Child Bully Group were higher than the Adult Victim Group. There was no significant difference in scores for the Adult Victim Group ( $\underline{m}=18$ ,  $\underline{s}=7.21$ ) and the Child Bully/Victim Group ( $\underline{m}=14.89$ ,  $\underline{s}=6.79$ ;  $t(10)=0.679$ ,  $p=0.513$ ). The magnitude of the difference in the means was small ( $\eta^2=0.04$ ), yet the Adult Victim Group revealed a higher mean than the Child Bully/Victim Group, indicating higher levels of anxiety but not reaching a statistically significant level. The results found no significant difference between the scores of the Adult Victim Group ( $\underline{m}=18$ ,  $\underline{s}=7.21$ ) and the



Periodical Bully/Victim Group ( $\underline{m}=22.14$ ,  $\underline{s}=4.81$ ;  $\underline{t}(8)=-1.090$ ,  $\underline{p}=0.308$ ). The magnitude of the difference in the means was moderate ( $\eta^2=0.12$ ). The results of the Anxiety levels comparing the difference between the Adult Victim Group and the Control Group was examined using an independent-samples t-test. No significant difference was found between the Adult Victim Group ( $\underline{m}=18$ ,  $\underline{s}=7.21$ ) and the Control Group ( $\underline{m}=24$ ,  $\underline{s}=8.37$ ;  $\underline{t}(6)=-1.027$ ,  $\underline{p}=0.344$ ). However, an examination of the means for these two groups show a higher level of anxiety for the Control Group.

(iv). An investigation of Anxiety comparing the Child Bully Group with the Child Bully/Victim Group, the Periodical Bully/Victim Group and the Control Group.

Anxiety levels of the Child Bully Group and the Child Bully/Victim Group were compared using an independent t-test. Despite the higher mean level of anxiety for the Child Bully Group, the scores of the Child Bully Group ( $\underline{m}=19.50$ ,  $\underline{s}=14.85$ ) and the Child Bully/Victim Group ( $\underline{m}=14.89$ ,  $\underline{s}=6.79$ ;  $\underline{t}(9)=0.729$ ,  $\underline{p}=0.485$ ) did not reach statistical significance. Furthermore, there was a higher mean score of anxiety for the

Periodical Bully/Victim Group when compared to the Child Bully Group, however there was no significant difference in scores for the Child Bully Group ( $\underline{m}=19.50$ ,  $\underline{s}=14.85$ ) and the Periodical Bully/Victim Group ( $\underline{m}=22.14$ ,  $\underline{s}=4.81$ ;  $t(1.061)=-0.248$ ,  $p=0.843$ ) using an independent t-test. Finally, the Control Group ( $\underline{m}=24$ ,  $\underline{s}=8.37$ ) had a higher mean score than the Child Bully Group ( $\underline{m}=19.50$ ,  $\underline{s}=14.85$ ) but this did not reach statistical significance ( $t(5)=-0.538$ ,  $p=0.614$ ).

(v). An investigation of Anxiety comparing the Child Bully/Victim Group with the Periodical Bully/Victim Group and the Control Group.

To analyse the results of Anxiety levels across the Child Bully/Victim Group with the Periodical Bully/Victim Group and the Control Group an independent t-test was carried out. Higher levels of anxiety were demonstrated by the Periodical Bully/Victim Group, this was verified using an independent samples t-test the results were Child Bully/Victim Group ( $\underline{m}=14.89$ ,  $\underline{s}=6.79$ ) and the Periodical Bully/Victim Group ( $\underline{m}=22.14$ ,  $\underline{s}=4.81$ ;  $t(14)=-2.390$ ,  $p=0.031$ ) where a level of statistical significance was reached. Finally, there was a

significant difference found between the Child Bully/Victim Group ( $\underline{m}=14.89$ ,  $\underline{s}=6.79$ ) and the Control Group ( $\underline{m}=24$ ,  $\underline{s}=8.37$ ;  $\underline{t}(12)=-2.221$ ,  $\underline{p}=0.046$ ). The Control Group demonstrated higher levels of anxiety than the Child Bully/Victim Group. The magnitude of the difference in the means was very large ( $\eta^2=0.3$ ).

(vi). An investigation of Anxiety comparing the Periodical Bully/Victim Group with the Control Group.

An independent-samples t-test was conducted to compare the Anxiety scores for the Periodical Bully/Victim Group and the Control Group. There was no significant difference in scores for the Periodical Bully/Victim Group ( $\underline{m}=22.14$ ,  $\underline{s}=4.81$ ) and the Control Group ( $\underline{m}=24$ ,  $\underline{s}=8.37$ ;  $\underline{t}(10)=-0.490$ ,  $\underline{p}=0.635$ ). The magnitude of the difference in the means was small ( $\eta^2=0.02$ ). The Periodical Bully/Victim Group displayed lower mean scores for anxiety than the Control Group but did not reach statistical significance.

(vii). An investigation of Anxiety across the Victim Group (combined), Bully Group, Bully/Victim Group (combined), and Control Group.

Table 25. Significant Levels of t-tests for Combined Groups across Anxiety.

<b>Group</b>	Victim	Bully	Bully/Victim
Victim	(-)	(-)	(-)
Bully	NS	(-)	(-)
Bully/Victim	NS	NS	(-)
Control	NS	NS	NS

An independent t-test was carried out to compare the anxiety level of the Victim Group ( $\underline{m}=21.25$ ,  $\underline{s}=8.65$ ) with the Bully Group ( $\underline{m}=19.50$ ,  $\underline{s}=14.84$ ;  $t(12)=0.246$ ,  $p=0.810$ ). The Victim Group had higher mean level of anxiety but this did not reach statistical significance. Comparison of the Victim Group ( $\underline{m}=21.25$ ,  $\underline{s}=8.65$ ) with the Bully/Victim Group ( $\underline{m}=18.06$ ,  $\underline{s}=6.90$ ;  $t(26)=1.085$ ,  $p=0.288$ ), produced a non-significant result. An independent t-test demonstrated a non-significant

result across the Victim Group and Control Group ( $\bar{m}=24$ ,  $\bar{s}=8.36$ ;  $t(15)=-0.602$ ,  $p=.556$ ). An assessment was carried out to compare the Bully Group and the Bully/Victim Group ( $t(16)=0.251$ ,  $p=0.805$ ), the Bully Group had a higher mean score than the Bully/Victim Group but this did not reach statistical significance. Finally, in an evaluation of the Bully/Victim Group and the Control Group, a non-significant result was found ( $t(19)=-1.601$ ,  $p=0.126$ ), despite the higher levels of anxiety demonstrated by the Control Group (see Table 25).

(viii). An investigation of gender for anxiety across the Victim Group (combined), Bully Group, Bully/Victim Group (combined) and Control Group.

A One-Way Analysis of Variance was carried out to examine gender across the Victim Group (combined), Bully Group, Bully/Victim Group (combined) and Control Group. There was no statistical difference at the  $p>.05$  level across the groups [ $F(1,34)=0.002$ ,  $p=0.962$ ]. Therefore gender did not play a role in the differences in anxiety across the Victim Group

(combined), Bully Group, Bully/Victim Group (combined) and Control Group.

#### **4.4 ROSENBERG SELF-ESTEEM SCALE.**

The Rosenberg Self-Esteem Scale was administered to investigate the relationship of Self-Esteem across the School Victim Group, the Life-Long Victim Group, the Adult Victim Group, the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group and the Control Group. Furthermore, these groups were combined; self-esteem was investigated in relation to the new groups, Victim Group (all victim groups combined), Bully Group (also Child Bully Group), the Bully/Victim Group (all bully/victim groups combined) and the Control Group. The Groups mean and standard deviation across self-esteem are shown in Table 26 and the significance levels for the independent t-tests across groups for self-esteem are shown in Table 27.

Table 26. Groups Mean and Standard Deviation for Self-Esteem.

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
School Victim	6	15.67	4.18
Life-Long Victim	3	22.67	7.51
Adult Victim	3	19.67	1.53
Child Bully	2	22.50	3.54
Child Bully/Victim	9	22.89	3.72
Periodical Bully/Victim	7	19.57	5.50
Control	5	19.20	8.29
Victim (combined)	12	18.42	5.30
Bully/Victim (combined)	16	21.44	4.73



Table 27. Significant Levels of t-tests for Groups across Self-Esteem.

<b>Group</b>	<b>School Victim</b>	<b>Life-Long Victim</b>	<b>Adult Victim</b>	<b>Child Bully</b>	<b>Child B/V</b>	<b>Periodical B/V</b>
Life-Long Victim	NS	(-)	(-)	(-)	(-)	(-)
Adult Victim	NS	NS	(-)	(-)	(-)	(-)
Child Bully	NS	NS	NS	(-)	(-)	(-)
Child B/V	P<.05*	NS	NS	NS	(-)	(-)
Periodical B/V	NS	NS	NS	NS	NS	(-)
Control	NS	NS	NS	NS	NS	NS

Note. B/V = Bully/Victim

(i) An investigation of Self-Esteem comparing the School Victim Group with the Life-Long Victim Group, the Adult Victim Group, the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group and the Control Group.

An independent-samples t-test was conducted to compare the School Victim Group with the Life-Long Victim Group, the Adult

Victim Group, the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group and the Control Group. There was no significant difference in scores for the School Victim Group ( $\underline{m}=15.67$ ,  $\underline{s}=4.18$ ) and Life-Long Victim Group ( $\underline{m}=22.67$ ,  $\underline{s}=7.51$ ;  $\underline{t}(7)=-1.852$ ,  $\underline{p}=0.106$ ), despite the higher mean score demonstrated by the Life-Long Victim Group. Furthermore, the results were not found to be statistically significant using a t-test for the School Victim Group ( $\underline{m}=15.67$ ,  $\underline{s}=4.18$ ) and Adult Victim Group ( $\underline{m}=19.67$ ,  $\underline{s}=1.53$ ;  $\underline{t}(7)=-1.560$ ,  $\underline{p}=0.163$ ). No significant difference was found between School Victim Group ( $\underline{m}=15.67$ ,  $\underline{s}=4.18$ ) and Child Bully Group ( $\underline{m}=22.50$ ,  $\underline{s}=3.54$ ;  $\underline{t}(6)=-2.052$ ,  $\underline{p}=0.086$ ) using a t-test. A significant difference was found between the School Victim Group and the Child Bully/Victim Group ( $\underline{t}(13)=-3.509$ ,  $\underline{p}=0.004$ ), where a higher level of self-esteem was displayed by the Child Bully/Victim Group ( $\underline{m}=22.89$ ,  $\underline{s}=3.72$ ). Comparing the School Victim Group and Periodical Bully/Victim Group, a higher mean score of self-esteem is displayed for the Periodical Bully/Victim Group ( $\underline{m}=19.57$ ,  $\underline{s}=5.50$ ), but the results  $\underline{t}(11)=-1.419$ ,  $\underline{p}=0.184$ ) did not reach statistical significance. Finally, higher self-esteem was displayed by the Control Group ( $\underline{m}=19.20$ ,

$s=8.29$ ) but not at a significant level,  $t(9)=-0.920$ ,  $p=0.382$ ) using an independent t-test.

(ii) An investigation of Self-Esteem comparing the Life-Long Victim Group with the Adult Victim Group, the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group and the Control Group.

The results of the Rosenberg Self-Esteem Scale were analysed using an independent t-test to compare the Self-Esteem levels of the Life-Long Victim Group and the Adult Victim Group. The analysis found no significant difference between the Life-Long Victim Group ( $m=22.67$ ,  $s=7.51$ ) and the Adult Victim Group ( $m=19.67$ ,  $s=1.53$ ;  $t(4)=0.678$ ,  $p=0.563$ ). An independent-samples t-test was conducted to compare the Self-Esteem scores for the Life-Long Victim Group and the Child Bully Group. There was no significant difference in scores for the Life-Long Victim Group ( $m=22.67$ ,  $s=7.51$ ) and Child Bully Group ( $m=22.50$ ,  $s=3.54$ ;  $t(3)=0.028$ ,  $p=0.979$ ). However, the Life-Long Victim Group did show higher levels of self-esteem than the Child Bully Group but this did not reach statistical significance. The Life-Long Victim Group and Child Bully/Victim ( $m=22.89$ ,  $s=3.72$ )

Group demonstrated no significant difference across self-esteem ( $t(10)=-0.049$ ,  $p=0.965$ ). Using an independent t-test to compare the Self-Esteem levels across the Life-Long Victim Group and the Periodical Bully/Victim Group. The analysis found no significant difference between the Life-Long Victim Group ( $\bar{m}=22.67$ ,  $\bar{s}=7.51$ ) and the Periodical Bully/Victim Group ( $\bar{m}=19.57$ ,  $\bar{s}=5.50$ ;  $t(8)=0.739$ ,  $p=0.481$ ). Finally in a comparison of the Life-Long Victim Group and the Control Group, the Life-Long Victim Group demonstrated a higher level of self-esteem but the results ( $t(6)=0.591$ ,  $p=0.576$ ) did not reach statistical significance.

(iii) An investigation of Self-Esteem comparing the Adult Victim Group with the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group and the Control Group.

An independent-samples t-test was conducted to compare the Self-Esteem scores for the Adult Victim Group and the Child Bully Group. There was no significant difference in scores for the Adult Victim Group ( $\bar{m}=19.67$ ,  $\bar{s}=1.53$ ) and Child Bully Group ( $\bar{m}=22.50$ ,  $\bar{s}=3.54$ ;  $t(3)=-1.297$ ,  $p=0.285$ ). The Child Bully/Victim Group had a higher mean score for self-esteem than

the Adult Victim Group, the results for the Adult Victim Group ( $\underline{m}=19.67$ ,  $\underline{s}=1.53$ ) and the Child Bully/Victim Group ( $\underline{m}=22.89$ ,  $\underline{s}=3.72$ ;  $\underline{t}(10)=-2.116$ ,  $\underline{p}=0.064$ ) did not reach statistical significance. Analysis using an independent t-test demonstrated no significant difference between the Adult Victim Group and Periodical Bully/Victim Group ( $\underline{m}=19.57$ ,  $\underline{s}=5.50$ ;  $\underline{t}(8)=0.029$ ,  $\underline{p}=0.978$ ), despite the higher levels of self-esteem demonstrated by the Adult Victim Group. Finally, in a comparison of self-esteem across the Adult Victim Group and the Control Group, a non-significant result ( $\underline{t}(6)=0.094$ ,  $\underline{p}=0.928$ ) was found using an independent samples t-test.

(iv) An investigation of Self-Esteem comparing the Child Bully Group with the Child Bully/Victim Group, the Periodical Bully/Victim Group and the Control Group.

The results of the Rosenberg Self-Esteem Scale were analysed using an independent t-test to compare the Self-Esteem levels across the Child Bully Group and the Child Bully/Victim Group. The Child Bully/Victim Group demonstrated higher levels of self-esteem than the Child Bully Group however, the analysis found no significant difference between the Child Bully Group

( $\underline{m}=22.50$ ,  $\underline{s}=3.54$ ) and the Child Bully/Victim Group ( $\underline{m}=22.89$ ,  $\underline{s}=3.72$ ;  $\underline{t}(9)=-0.134$ ,  $\underline{p}=0.896$ ). The magnitude of the difference of the means was small ( $\eta^2=0.01$ ). Analysis demonstrated no significant difference between the Child Bully Group ( $\underline{m}=22.50$ ,  $\underline{s}=3.54$ ) and Periodical Bully/Victim Group ( $\underline{m}=19.57$ ,  $\underline{s}=5.50$ ;  $\underline{t}(7)=0.693$ ,  $\underline{p}=0.510$ ), the Child Bully Group displayed higher levels of self-esteem than the other group but not at a significant level. Finally, a comparison of the Child Bully Group and the Control Group found that the Child Bully Group displayed higher levels of self-esteem than the Control Group but this was not shown at a significant level ( $\underline{t}(5)=0.520$ ,  $\underline{p}=0.625$ ).

(v) An investigation of Self-Esteem comparing the Child Bully/Victim Group with the Periodical Bully/Victim Group and the Control Group.

An independent samples t-test was used to compare the Child Bully/Victim Group with the Periodical Bully/Victim Group and the Control Group. There was a non-significant result found between the scores for Child Bully/Victim Group ( $\underline{m}=22.89$ ,  $\underline{s}=3.72$ ) and the Periodical Bully/Victim Group ( $\underline{m}=19.57$ ,

$s=5.50$ ;  $t(14)=1.440$ ,  $p=0.172$ ) with the Child Bully/Victim demonstrating higher levels of Self-Esteem than the Periodical Bully/Victim Group but not at a level of statistical significance. Furthermore, the analysis found no significant difference between the Child Bully/Victim Group ( $m=22.89$ ,  $s=3.72$ ) and the Control Group ( $m=19.20$ ,  $s=8.29$ ;  $t(12)=1.167$ ,  $p=0.266$ ), despite a higher mean score for self-esteem in the Child Bully/Victim Group.

(vi) An investigation of Self-Esteem comparing the Periodical Bully/Victim Group and the Control Group.

An analysis was carried out using an independent t-test to compare the Periodical Bully/Victim Group and the Control Group on Self-Esteem levels. The Periodical Bully/Victim Group had a higher mean score for self-esteem but this was not shown at a significant level, Periodical Bully/Victim Group ( $m=19.57$ ,  $s=5.50$ ) and the Control Group ( $m=19.20$ ,  $s=8.29$ ,  $t(10)=0.094$ ;  $p=0.927$ ).

(vii) An investigation of the relationship between the Anxiety Levels and the Self-Esteem levels.

The relationship between the Anxiety Levels and the Self-Esteem Levels was investigated using the Pearson product-moment correlation co-efficient. Preliminary analyses were performed to ensure that no violation of the assumptions of normality and linearity. There was a large, negative correlation between the two variables [ $r=-0.703$ ,  $n=35$ ,  $p<.01$ ] with higher levels of Anxiety associated with lower levels of Self-Esteem. The Co-efficient of Determination indicated 49% shared variance.

(viii). An investigation of Self-Esteem across the Victim Group (Combined), Bully Group, Bully/Victim Group (combined) and Control Group.

Table 28. Significant Levels of t-tests for Combined Groups across Self-Esteem.

<b>Group</b>	Victim	Bully	Bully/Victim
Victim	(-)	(-)	(-)
Bully	NS	(-)	(-)
Bully/Victim	NS	NS	(-)
Control	NS	NS	NS



An independent t-test was carried out to compare the Self-Esteem level of the Victim Group ( $\underline{m}=18.42$ ,  $\underline{s}=5.30$ ) with the Bully Group ( $\underline{m}=22.50$ ,  $\underline{s}=3.54$ ;  $\underline{t}(12)=-1.033$ ,  $\underline{p}=0.322$ ), which produced a non-significant result. Comparison of the Victim Group with the Bully/Victim Group ( $\underline{m}=21.44$ ,  $\underline{s}=4.73$ ;  $\underline{t}(26)=-1.588$ ,  $\underline{p}=0.124$ ), produced a non-significant result, where the Bully/Victim Group had a higher mean level of Self-Esteem. An independent t-test demonstrated a non-significant result across the Victim Group and Control Group ( $\underline{m}=19.20$ ,  $\underline{s}=8.29$ ;  $\underline{t}(15)=-0.236$ ,  $\underline{p}=0.817$ ), however the Control Group displayed a higher mean level of self-esteem. Analysis was carried out to compare the Bully Group and the Bully/Victim Group ( $\underline{t}(16)=0.304$ ,  $\underline{p}=0.765$ ), the Bully Group had a higher mean score than the Bully/Victim Group but this did not reach statistical significance (see Table 28). A comparison of self-esteem across the Bully Group and Control Group produced a non-significant result ( $\underline{t}(5)=0.520$ ,  $\underline{p}=0.625$ ), Finally, in a comparison of the Bully/Victim Group and the Control Group, the higher levels of self-esteem displayed by the Bully/Victim Group did not reach statistical significance ( $\underline{t}(19)=0.770$ ,  $\underline{p}=0.451$ ).

(xi). An investigation of gender for self-esteem across the Victim Group (combined), Bully Group, Bully/Victim Group (combined) and Control Group.

A One-Way Analysis of Variance was carried out to examine gender for self-esteem across the Victim Group (combined), Bully Group, Bully/Victim Group (combined) and Control Group. There was no statistical difference at the  $p > .05$  level across the groups [ $F(1,34) = 0.106, p = 0.747$ ]. Therefore gender did not play a role in the differences of self-esteem across the Victim Group (combined), Bully Group, Bully/Victim Group (combined) and Control Group.

#### **4.5 REVISED NEO PERSONALITY INVENTORY.**

This section investigates the relationship between that of Neuroticism, Extraversion, Openness, Conscientiousness and Agreeableness across the School Victim Group, the Life-Long Victim Group, the Adult Victim Group, the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group and the Control Group. Furthermore, these groups were combined, Neuroticism was investigated in relation to the new groups, Victim Group (all victim groups combined), Bully Group (also Child Bully Group), the Bully/Victim Group (all bully/victim groups combined) and the Control Group.

##### Neuroticism.

(i). An investigation of the relationship between N1 of the Revised NEO Personality Inventory and Anxiety of the Manifest Anxiety Scale.

The relationship between N1 of the Revised NEO Personality Inventory and Anxiety of the Manifest Anxiety Scale was investigated using the Pearson product-moment correlation

coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality and linearity. There was a strong positive correlation between the two variables [ $r=0.654$ ,  $n=35$ ,  $p<.01$ ] with high levels on the N1 scale of the Revised NEO Personality Inventory associated with higher levels of Anxiety on the Manifest Anxiety Scale. The coefficient of determination found that there was 42.77% shared variance between two variables.

(ii). An investigation of the relationship of Neuroticism across the School Victim Group, the Life-Long Victim Group, the Adult Victim Group, the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group and the Control Group. Table 29 presents the groups mean and standard deviation across the Neuroticism scale and Table 30 presents the significance level of the t-tests across groups for Neuroticism.

Table 29. Groups Mean and Standard Deviation of Neuroticism.

<b>Group</b>	<b>Mean</b>	<b>Standard Deviation</b>
School Victim Group	102.67	32.12
Life-Long Victim Group	99.33	48.60
Adult Victim Group	95.33	20.74
Child Bully Group	96.50	21.92
Child Bully/Victim Group	78.89	21.58
Periodical Bully/Victim Group	98.14	17.77
Control Group	91.60	23.52
Victims (Combined)	100	31.40
Bully/Victim (Combined)	87.31	21.72

Table 30. Significant Level of t-tests for Groups across Neuroticism.

<b>Group</b>	<b>School Victim</b>	<b>Life-Long Victim</b>	<b>Adult Victim</b>	<b>Child Bully</b>	<b>Child B/V</b>	<b>Periodical B/V</b>
Life-Long Victim	NS	(-)	(-)	(-)	(-)	(-)
Adult Victim	NS	NS	(-)	(-)	(-)	(-)
Child Bully	NS	NS	NS	(-)	(-)	(-)
Child B/V	NS	NS	NS	NS	(-)	(-)
Periodical B/V	NS	NS	NS	NS	NS	(-)
Control	NS	NS	NS	NS	NS	NS

Note. B/V = Bully/Victim

An independent-samples t-test was carried out to compare the levels of Neuroticism across the Victim Groups. This section will focus on the comparison between the School Victim Group with the other groups. A higher mean score for Neuroticism was displayed across the School Victim Group but there was no significant difference found between the School Victim Group ( $\bar{m}=102.67$ ,  $\underline{s}=32.12$ ) and the Life-Long Victim Group

( $\underline{m}=99.33$ ,  $\underline{s}=48.60$ ,  $\underline{t}(7)=0.125$ ,  $\underline{p}=0.904$ ). Furthermore, there was no significant difference found between the School Victim Group and the Adult Victim Group ( $\underline{m}=95.33$ ,  $\underline{s}=20.74$ ,  $\underline{t}(7)=0.354$ ,  $\underline{p}=0.734$ ). Again the mean of the School Victim Group was higher than the Adult Victim Group but not at a significant level. Furthermore, the magnitude of the differences in the means was small ( $\eta^2=0.02$ ). Additionally, there was no significant difference found between the School Victim Group and the Child Bully Group ( $\underline{m}=96.50$ ,  $\underline{s}=21.92$ ,  $\underline{t}(6)=0.246$ ,  $\underline{p}=0.814$ ). Also when the School Victim Group were compared with the Child Bully/Victim Group ( $\underline{m}=78.89$ ,  $\underline{s}=21.58$ ) no significant difference was found ( $\underline{t}(13)=1.726$ ,  $\underline{p}=0.108$ ). The School Victim displayed a higher level of Neuroticism than the Child Bully and the Child Bully/Victim Group however an independent t-test did not produce a significant result. Moreover, there was no significant difference found between the School Victim Group and the Periodical Bully/Victim Group ( $\underline{m}=98.14$ ,  $\underline{s}=17.77$ ,  $\underline{t}(11)=0.321$ ,  $\underline{p}=0.754$ ). Finally, when comparing the School Victim Group and the Control Group ( $\underline{m}=91.60$ ,  $\underline{s}=23.52$ ,  $\underline{t}(9)=0.639$ ,  $\underline{p}=0.539$ ) no significant difference was found. The School Victim Group displayed higher levels of Neuroticism than the Periodical

Bully/Victim Group and Control Group but this did not reach statistical significance.

An independent-samples t-test was carried out to examine the levels of Neuroticism across the Victim Groups. This section will focus on the comparison between the Life-Long Victim Group and the other groups. There was no significant difference found between the Life-Long Victim Group ( $\underline{m}=99.33$ ,  $\underline{s}=48.60$ ) and the Adult Victim Group ( $\underline{m}=95.33$ ,  $\underline{s}=20.74$ ,  $\underline{t}(4)=0.131$ ,  $\underline{p}=0.902$ ). Secondly, there was no significant difference found between the Life-Long Victim Group ( $\underline{m}=99.33$ ,  $\underline{s}=48.60$ ) and the Child Bully Group ( $\underline{m}=96.50$ ,  $\underline{s}=21.92$ ,  $\underline{t}(3)=0.075$ ,  $\underline{p}=0.945$ ). The Life-Long Victim Groups had higher mean scores of Neuroticism than these two groups but an independent samples t-test did not produce a significant result. Thirdly, when the Life-Long Victim Group ( $\underline{m}=99.33$ ,  $\underline{s}=48.60$ ) was compared with the Child Bully/Victim Group ( $\underline{m}=78.89$ ,  $\underline{s}=21.58$ ) no significant difference was found ( $\underline{t}(10)=1.055$ ,  $\underline{p}=0.316$ ). In addition, there was no significant difference found between the Life-Long Victim Group ( $\underline{m}=99.33$ ,  $\underline{s}=48.60$ ) and the Periodical Bully/Victim Group ( $\underline{m}=98.14$ ,  $\underline{s}=17.77$ ,  $\underline{t}(2.233)=0.041$ ,



$p=0.970$ ). Lastly, there was no significant difference found between the Life-Long Victim Group and the Control Group ( $\underline{m}=91.60$ ,  $\underline{s}=23.52$ ,  $\underline{t}(6)=0.311$ ,  $\underline{p}=0.766$ ). The Life-Long Victim Group displayed higher levels of Neuroticism across the Child Bully/Victim Group, Periodical Bully/Victim Group and Control Group, but this did not reach statistical significance.

An independent-samples t-test was carried out to examine the levels of Neuroticism across the Victim Groups. This section will focus on the comparison of the Adult Victim Group with the other groups. There was no significant difference found between the Adult Victim Group ( $\underline{m}=95.33$ ,  $\underline{s}=20.74$ ) and the Child Bully Group ( $\underline{m}=96.50$ ,  $\underline{s}=21.92$ ,  $\underline{t}(3)=-0.060$ ,  $\underline{p}=0.956$ ). However, the mean scores of the Child Bully Group demonstrated higher levels of Neuroticism than the Adult Victim Group but not at a level of significance. In addition, there was no significant difference found between the Adult Victim Group ( $\underline{m}=95.33$ ,  $\underline{s}=20.74$ ) and the Child Bully/Victim Group ( $\underline{m}=78.89$ ,  $\underline{s}=21.58$ ,  $\underline{t}(10)=1.152$ ,  $\underline{p}=0.276$ ) despite the fact that the Adult Victim Group had higher levels of Neuroticism. The magnitude of the differences in the means was moderate ( $\eta^2=0.11$ ). Furthermore, there was no

significant difference found between the Adult Victim Group and the Periodical Bully/Victim Group ( $\underline{m}=98.14$ ,  $\underline{s}=17.77$ ,  $\underline{t}(8)=-0.219$ ,  $\underline{p}=0.832$ ). Finally, there was no significant difference found between the Adult Victim Group and the Control Group ( $\underline{m}=91.60$ ,  $\underline{s}=23.52$ ,  $\underline{t}(6)=0.226$ ,  $\underline{p}=0.829$ ). The magnitude of the differences in the means was moderate ( $\eta^2=0.008$ ). The Adult Victim Group displayed higher levels of Neuroticism than the Control Group, however analysis using an independent samples t-test did not reach statistical significance.

An independent-samples t-test was carried out to examine the levels of Neuroticism across the Child Bully Group. There was no significant difference found between the Child Bully Group ( $\underline{m}=96.50$ ,  $\underline{s}=21.92$ ) and the Child Bully/Victim Group ( $\underline{m}=78.89$ ,  $\underline{s}=21.58$ ,  $\underline{t}(9)=1.042$ ,  $\underline{p}=0.325$ ). The magnitude of the differences in the means was very moderate ( $\eta^2=0.11$ ), with the Child Bully Group displaying higher mean scores of Neuroticism than the Child Bully/Victim Group. In addition, the Periodical Bully/Victim Group demonstrated higher levels of Neuroticism, but the results of the independent samples t-test found no significant difference between the

Child Bully Group and the Periodical Bully/Victim Group ( $\underline{m}=98.14$ ,  $\underline{s}=17.77$ ,  $\underline{t}(7)=-0.111$ ,  $\underline{p}=0.915$ ). Furthermore, the Child Bully Group had a higher mean level than the Control Group ( $\underline{m}=91.60$ ,  $\underline{s}=23.52$ ) but this did not reach statistical significance ( $\underline{t}(5)=0.252$ ,  $\underline{p}=0.811$ ).

An independent-samples t-test was carried out to compare the levels of Neuroticism across the Bully/Victim Groups. This section will focus on the comparison between the Bully/Victim Group and the other groups. The Child Bully/Victim Group had lower mean scores for Neuroticism than the Periodical Bully/Victim Group. The magnitude of the differences in the means was large (eta squared=0.2). However, there was no significant difference found between the Child Bully/Victim Group ( $\underline{m}=78.89$ ,  $\underline{s}=21.58$ ) and the Periodical Bully/Victim Group ( $\underline{m}=98.14$ ,  $\underline{s}=17.77$ ,  $\underline{t}(14)=-1.907$ ,  $\underline{p}=0.077$ ). Furthermore, the Control Group had higher levels of Neuroticism but the results ( $\underline{t}(12)=-1.024$ ,  $\underline{p}=0.326$ ) did not reach statistical significance. Finally, the Periodical Bully/Victim Group displayed higher levels of Neuroticism, but there was no significant difference found between the

Periodical Bully/Victim Group ( $\underline{m}=98.14$ ,  $\underline{s}=17.77$ ) and the Control Group ( $\underline{m}=91.60$ ,  $\underline{s}=23.52$ ,  $\underline{t}(10)=0.551$ ,  $\underline{p}=0.594$ ).

(iii). An investigation of Neuroticism across the Victim Group (combined), Bully Group, Bully/Victim Group (combined) and Control Group.

An independent t-test was carried out to compare the Neuroticism level of the Victim Group ( $\underline{m}=100$ ,  $\underline{s}=31.40$ ) with the Bully Group ( $\underline{m}=96.50$ ,  $\underline{s}=21.92$ ;  $\underline{t}(12)=0.149$ ,  $\underline{p}=0.884$ ). Comparison of the Victim Group with the Bully/Victim Group ( $\underline{m}=87.31$ ,  $\underline{s}=21.72$ ;  $\underline{t}(26)=1.265$ ,  $\underline{p}=0.217$ ), produced a non-significant result. An independent t-test demonstrated a non-significant result across the Victim Group and Control Group ( $\underline{m}=91.60$ ,  $\underline{s}=23.52$ ;  $\underline{t}(15)=0.535$ ,  $\underline{p}=0.601$ ). The Victim Group had a higher mean level of Neuroticism than the Bully Group, the Bully/Victim Group and the Control Group but this did not reach statistical significance. Analysis was carried out to compare the Bully Group ( $\underline{m}=96.50$ ,  $\underline{s}=21.92$ ) and the Bully/Victim Group ( $\underline{m}=87.31$ ,  $\underline{s}=21.72$ ;  $\underline{t}(16)=0.563$ ,  $\underline{p}=0.581$ ), the Bully Group had a higher mean score than the Bully/Victim Group but this did not reach statistical significance. Finally, in

a comparison of the Bully/Victim Group and the Control Group a non-significant result was found  $t(19)=-0.378, p=0.709$ ), despite the higher levels of Neuroticism demonstrated by the Control Group (see Table 31).

Table 31. Significant Levels of t-tests for Combined Groups across Neuroticism.

<b>Group</b>	Victim	Bully	Bully/Victim
Victim	(-)	(-)	(-)
Bully	NS	(-)	(-)
Bully/Victim	NS	NS	(-)
Control	NS	NS	NS

(iv). An investigation of gender for the Neuroticism Variable across the Victim Group (combined), Bully Group, Bully/Victim Group (combined) and Control Group.

A One-Way Analysis of Variance was carried out to examine gender across the Victim Group, Bully Group, Bully/Victim Group and Control Group. There was no statistical difference at the  $p > .05$  level across the groups [ $F(1,34) = 0.142$ ,  $p = 0.709$ ]. Therefore gender did not play a role in the differences in Neuroticism across the Victim Group, Bully Group, Bully/Victim Group and Control Group.

Extraversion.

(v). The investigation of the relationship of Extraversion across the School Victim Group, the Life-Long Victim Group, the Adult Victim Group, the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group and the Control Group. Table 32 presents the groups mean and standard deviation across the Extraversion scale and Table 33 presents the significance level of the t-tests across groups for Extraversion.

Table 32. Groups Mean and Standard Deviations of Extraversion.

<b>Group</b>	<b>Mean</b>	<b>Standard Deviation</b>
School Victim Group	104.83	21.24
Life-Long Victim Group	128	16.52
Adult Victim Group	119	19.16
Child Bully Group	114	16.97
Child Bully/Victim Group	128.22	13.41
Periodical Bully/Victim Group	121.14	18.29
Control Group	114.40	31.70
Victims (combined)	114.17	20.67
Bully/Victims (combined)	125.13	15.58

Table 33. Significant Levels of t-test for Groups across Extraversion.

<b>Group</b>	<b>School Victim</b>	<b>Life-Long Victim</b>	<b>Adult Victim</b>	<b>Child Bully</b>	<b>Child B/V</b>	<b>Periodical B/V</b>
Life-Long Victim	NS	(-)	(-)	(-)	(-)	(-)
Adult Victim	NS	NS	(-)	(-)	(-)	(-)
Child Bully	NS	NS	NS	(-)	(-)	(-)
Child B/V	P<.05*	NS	NS	NS	(-)	(-)
Periodical B/V	NS	NS	NS	NS	NS	(-)
Control	NS	NS	NS	NS	NS	NS

Note. B/V = Bully/Victim

An independent-samples t-test was carried out to compare the levels of Extraversion across the Victim Groups. This section will focus on the comparison between the School Victim Group and the other groups. The Life-Long Victim Group displayed higher levels of Extraversion, but the results of the School Victim Group ( $\underline{m}$ =104.83,  $\underline{s}$ =21.24) and the Life-Long Victim Group ( $\underline{m}$ =128,  $\underline{s}$ =16.52,  $\underline{t}(7)$ =-1.638,  $\underline{p}$ =0.145) did not reach



statistical significance. The magnitude of the differences in the means was very large ( $\eta^2=0.28$ ). Furthermore, a comparison of the School Victim Group and the Adult Victim Group ( $\bar{m}=119$ ,  $\bar{s}=19.16$ ) demonstrated a higher mean score for Extraversion across the Adult Victim Group but a level of significance was not achieved ( $t(7)=-0.970$ ,  $p=0.365$ ). In addition, there was no significant difference found between the School Victim Group and the Child Bully Group ( $\bar{m}=114$ ,  $\bar{s}=16.97$ ,  $t(6)=-0.545$ ,  $p=0.605$ ). The magnitude of the differences in the means was very moderate ( $\eta^2=0.05$ ). The Child Bully Group showed higher levels of Extraversion but an independent t-test did not produce a significant difference. A comparison of Extraversion across the School Victim Group and the Child Bully/Victim Group ( $\bar{m}=128.22$ ,  $\bar{s}=13.41$ ,  $t(13)=-2.632$ ,  $p=0.021$ ) produced a significant difference between the two groups with the Child Bully/Victim Group displaying higher levels of Extraversion. The magnitude of the differences in the means was very large ( $\eta^2=0.35$ ). In addition, there was no significant difference found between the School Victim Group and the Periodical Bully/Victim Group ( $\bar{m}=121.14$ ,  $\bar{s}=18.29$ ,  $t(11)=-1.489$ ,  $p=0.164$ ). Lastly, in a comparison of Extraversion across the

School Victim Group and the Control Group ( $\underline{m}=114.40$ ,  $\underline{s}=31.70$ ,  $\underline{t}(9)=-0.598$ ,  $\underline{p}=0.564$ ) no significant difference was found between the two groups. The School Victim Group had lower levels of Extraversion than both the Periodical Bully/Victim Group and the Control Group but an independent t-test did not produce statistical significance.

An independent-samples t-test was carried out to examine the levels of Extraversion across the Victim Groups. This section will focus on the comparison between the Life-Long Victim Group and the other groups. The Life-Long Victim Group demonstrated higher levels of Extraversion than the Adult Victim Group however the results, Life-Long Victim Group ( $\underline{m}=128$ ,  $\underline{s}=16.52$ ) and the Adult Victim Group ( $\underline{m}=119$ ,  $\underline{s}=19.16$ ,  $\underline{t}(4)=0.616$ ,  $\underline{p}=0.571$ ) did not reach statistical significance using an independent t-test. Furthermore, in a comparison of the Life-Long Victim Group and the Child Bully Group ( $\underline{m}=114$ ,  $\underline{s}=16.97$ ) no significant difference was found between the two groups ( $\underline{t}(3)=0.920$ ,  $\underline{p}=0.426$ ), despite the lower mean levels of Extraversion displayed by the Child Bully Group. No significant difference was found between the Life-Long Victim Group and the Child Bully/Victim Group ( $\underline{m}=128.22$ ,

$s=13.41$ ,  $t(10)=-0.024$ ,  $p=0.982$ ). Additionally, in the next analysis higher levels of Extraversion were displayed by the Life-Long Victim Group but a non-significant result was found across the Life-Long Victim Group and the Periodical Bully/Victim Group ( $m=121.14$ ,  $s=18.29$ ,  $t(8)=0.556$ ,  $p=0.593$ ) using an independent t-test. Finally, in a comparison of the Life-Long Victim Group and the Control Group ( $m=114.40$ ,  $s=31.70$ ,  $t(6)=0.675$ ,  $p=0.525$ ) no significant difference was found across the groups. The mean results of Extraversion demonstrated higher levels for the Life-Long Victim Group but did not reach a level of significant difference.

An independent-samples t-test was carried out to examine the levels of Extraversion across the Victim Groups. This section will focus on the comparison of the Adult Victim Group with the other groups. The Adult Victim Group exhibited higher levels of Extraversion than the Child Bully Group however, there was no significant difference found between the Adult Victim Group ( $m=119$ ,  $s=19.16$ ) and the Child Bully Group ( $m=114$ ,  $s=16.97$ ,  $t(3)=0.297$ ,  $p=0.786$ ). Secondly, a non-significant result was found across the Adult Victim Group and the Child Bully/Victim Group ( $m=128.22$ ,  $s=13.41$ ,  $t(10)=-0.938$ ,  $p=0.370$ ),

regardless of the higher mean levels demonstrated by the Child Bully/Victim Group. Thirdly, there was no significant difference found between the Adult Victim Group and the Periodical Bully/Victim Group ( $\underline{m}=121.14$ ,  $\underline{s}=18.29$ ,  $\underline{t}(8)=-0.168$ ,  $\underline{p}=0.871$ ) and finally no significant difference was found across the Adult Victim Group and the Control Group ( $\underline{m}=114.40$ ,  $\underline{s}=31.70$ ,  $\underline{t}(6)=0.224$ ,  $\underline{p}=0.830$ ). The Adult Victim showed higher levels of Extraversion than the Periodical Bully/Victim Group and the Control Group but this did not reach a level of statistical significance using an independent samples t-test.

An independent-samples t-test was carried out to examine the levels of Extraversion across the Bully Group. There was no significant difference found between the Child Bully Group ( $\underline{m}=114$ ,  $\underline{s}=16.97$ ) and the Child Bully/Victim Group ( $\underline{m}=128.22$ ,  $\underline{s}=13.41$ ,  $\underline{t}(9)=-1.313$ ,  $\underline{p}=0.222$ ), however, the Child Bully/Victim Group had higher levels of Extraversion but not at a level of statistical significance. Furthermore, no significant difference was found between the Child Bully Group and the Periodical Bully/Victim Group ( $\underline{m}=121.14$ ,  $\underline{s}=18.29$ ,  $\underline{t}(7)=-0.492$ ,  $\underline{p}=0.638$ ). The Control Group ( $\underline{m}=114.40$ ,  $\underline{s}=31.70$ ) exhibited higher levels of Extraversion than the Child/Bully

Group ( $\underline{m}=114$ ,  $\underline{s}=16.97$ ) but this did not reach statistical significance ( $\underline{t}(5)=-0.016$ ,  $\underline{p}=0.988$ ).

An independent-samples t-test was carried out to compare the levels of Extraversion across the Bully/Victim Groups. This section will focus on the comparison between the Bully/Victim Group and the other groups. There was no significant difference found between the Child Bully/Victim Group ( $\underline{m}=128.22$ ,  $\underline{s}=13.41$ ) and the Periodical Bully/Victim Group ( $\underline{m}=121.14$ ,  $\underline{s}=18.29$ ,  $\underline{t}(14)=0.895$ ,  $\underline{p}=0.386$ ) even though the Child Bully/Victim Group produced a higher mean score for Extraversion. The Child Bully/Victim Group demonstrated higher levels of Extraversion than the Control Group ( $\underline{m}=114.40$ ,  $\underline{s}=31.70$ ,  $\underline{t}(12)=1.162$ ,  $\underline{p}=0.268$ ) but this did not reach statistical significance. The magnitude of the differences in the means was moderate ( $\eta^2=0.09$ ). Finally, there was no significant difference found between the Periodical Bully/Victim Group ( $\underline{m}=121.14$ ,  $\underline{s}=18.29$ ) and the Control Group ( $\underline{m}=114.40$ ,  $\underline{s}=31.70$ ,  $\underline{t}(10)=0.469$ ,  $\underline{p}=0.649$ ). The Periodical Bully/Victim Group demonstrated higher levels of Extraversion but this was not demonstrated at a significant level using an independent samples t-test.

(vi). An investigation of Extraversion across the Victim Group (combined), Bully Group, Bully/Victim Group (combined) and Control Group.

An independent t-test was carried out to compare the Extraversion level of the Victim Group ( $\underline{m}=114.17$ ,  $\underline{s}=20.67$ ) with the Bully Group ( $\underline{m}=114$ ,  $\underline{s}=16.97$ ;  $t(12)=0.011$ ,  $p=0.992$ ). The Victim Group had higher mean level of Extraversion but this did not reach statistical significance. A comparison of the Victim Group with the Bully/Victim Group ( $\underline{m}=125.13$ ,  $\underline{s}=15.58$ ;  $t(26)=-1.602$ ,  $p=0.121$ ), produced a non-significant result, despite the higher mean scores demonstrated by the Bully/Victim Group. An independent t-test demonstrated a non-significant result across the Victim Group and Control Group ( $\underline{m}=114.40$ ,  $\underline{s}=31.69$ ;  $t(15)=-0.018$ ,  $p=0.986$ ). Analysis was carried out to compare the Bully Group and the Bully/Victim Group ( $t(16)=-0.946$ ,  $p=0.358$ ), the Bully/Victim Group had a higher mean score than the Bully Group but this did not reach statistical significance. Finally, in a comparison of the Bully/Victim Group and the Control Group a non-significant result was found ( $t(19)=1.042$ ,  $p=0.310$ ), despite the higher

levels of Extraversion demonstrated by the Bully/Victim Group (see Table 34).

Table 34. Significant Levels of t-tests for Combined Groups across Extraversion.

<b>Group</b>	Victim	Bully	Bully/Victim
Victim	(-)	(-)	(-)
Bully	NS	(-)	(-)
Bully/Victim	NS	NS	(-)
Control	NS	NS	NS

(vii). An investigation of gender for the Extraversion Variable across the Victim Group (combined), Bully Group, Bully/Victim Group (combined), and Control Group.

A One-Way Analysis of Variance was carried out to examine gender across the Victim Group, Bully Group, Bully/Victim Group and Control Group. There was no statistical difference at the  $p > .05$  level across the groups [ $F(1, 34) = 0.598, p = 0.445$ ]. Therefore gender did not play a role in the differences in

Extraversion across the Victim Group, Bully Group, Bully/Victim Group and Control Group.



Openness, Agreeableness and Conscientiousness.

(viii). The investigation of the relationship of Openness, Agreeableness and Conscientiousness across the Victim Groups, the Bully Groups and the Bully/Victim Groups. Table 35 presents the groups mean and standard deviation across the Openness, Agreeableness and Conscientiousness scale and Table 36, Table 37 and Table 38 present the significance level of the t-tests across groups for Openness, Agreeableness and Conscientiousness respectively.

Table 35. Groups Mean and Standard Deviation of Openness, Agreeableness and Conscientiousness Variables.

<b>Group</b>	<b>Openness</b>		<b>Agreeableness</b>		<b>Conscientiousness</b>	
	M	SD	M	SD	M	SD
School Victim	117.50	12.76	110.17	23.57	100.83	11.29
Life-Long Victim	110.67	2.08	106.00	8.89	108.00	42.76
Adult Victim	118.00	13.11	143.67	6.66	113.67	12.66
Child Bully	108.50	7.78	114.00	5.66	97.00	33.94
Child Bully/Victim	111.33	10.05	119.67	19.42	115.78	18.99
Periodical Bully/Victim	125.14	21.74	121.29	16.20	114.57	24.65
Control	117.80	21.72	117.80	13.88	114.00	12.08
Victim (combined)	115.92	10.77	117.50	22.96	105.83	21.23
B/V (combined)	117.38	17.11	120.38	17.51	115.25	20.87

Note. B/V = Bully/Victim.

Table 36. Significant Level of t-tests for Groups across Openness.

<b>Group</b>	<b>School Victim</b>	<b>Life-Long Victim</b>	<b>Adult Victim</b>	<b>Child Bully</b>	<b>Child B/V</b>	<b>Periodical B/V</b>
Life-Long Victim	NS	(-)	(-)	(-)	(-)	(-)
Adult Victim	NS	NS	(-)	(-)	(-)	(-)
Child Bully	NS	NS	NS	(-)	(-)	(-)
Child B/V	NS	NS	NS	NS	(-)	(-)
Periodic B/V	NS	NS	NS	NS	NS	(-)
Control	NS	NS	NS	NS	NS	NS

Note. B/V = Bully/Victim

Table 37. Significant Level of t-tests for Groups across Agreeableness.

<b>Group</b>	<b>School Victim</b>	<b>Life-Long Victim</b>	<b>Adult Victim</b>	<b>Child Bully</b>	<b>Child B/V</b>	<b>Periodical B/V</b>
Life-Long Victim	NS	(-)	(-)	(-)	(-)	(-)
Adult Victim	P<.05*	P<.05*	(-)	(-)	(-)	(-)
Child Bully	NS	NS	P<.05*	(-)	(-)	(-)
Child B/V	NS	NS	NS	NS	(-)	(-)
Periodical B/V	NS	NS	P<.05*	NS	NS	(-)
Control	NS	NS	P<.05*	NS	NS	NS

Note. B/V = Bully/Victim

Table 38. Significant Level of t-tests for Groups across Conscientiousness.

<b>Group</b>	<b>School Victim</b>	<b>Life-Long Victim</b>	<b>Adult Victim</b>	<b>Child Bully</b>	<b>Child B/V</b>	<b>Periodical B/V</b>
Life-Long Victim	NS	(-)	(-)	(-)	(-)	(-)
Adult Victim	NS	NS	(-)	(-)	(-)	(-)
Child Bully	NS	NS	NS	(-)	(-)	(-)
Child B/V	NS	NS	NS	NS	(-)	(-)
Periodic B/V	NS	NS	NS	NS	NS	(-)
Control	NS	NS	NS	NS	NS	NS

Note. B/V = Bully/Victim

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the Victim Groups. The School Victim had higher levels of Openness and Agreeableness than the Life-Long Victim group but this did not reach statistical significance. There was no significant difference found for the Openness variable across the School Victim Group ( $\underline{m}$ =117.50,  $\underline{s}$ =12.76) and the

Life-Long Victim Group ( $\underline{m}=110.67$ ,  $\underline{s}=2.08$ ,  $\underline{t}(5.508)=1.279$ ,  $\underline{p}=0.252$ ) or for the Agreeableness Variable across the School Victim Group ( $\underline{m}=110.17$ ,  $\underline{s}=23.57$ ) and the Life-Long Victim Group ( $\underline{m}=106$ ,  $\underline{s}=8.89$ ,  $\underline{t}(7)=0.288$ ,  $\underline{p}=0.782$ ). Furthermore, the results of the School Victim Group were lower across Conscientiousness but a non-significant result was produced across the School Victim Group ( $\underline{m}=100.83$ ,  $\underline{s}=11.29$ ) and the Life-Long Victim Group ( $\underline{m}=108$ ,  $\underline{s}=42.76$ ,  $\underline{t}(2.141)=-0.285$ ,  $\underline{p}=0.801$ ).

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the School Victim Group and the Adult Victim Group. There was no significant difference found for the Openness variable across the School Victim Group ( $\underline{m}=117.50$ ,  $\underline{s}=12.76$ ) and the Adult Victim Group ( $\underline{m}=118$ ,  $\underline{s}=13.11$ ,  $\underline{t}(7)=-0.055$ ,  $\underline{p}=0.958$ ), the Adult Victim Group demonstrated a higher level of Openness but this did not reach a level of statistical significance. A significant result was found for the Agreeableness Variable across the School Victim Group ( $\underline{m}=110.17$ ,  $\underline{s}=23.57$ ) and the Adult Victim Group ( $\underline{m}=143.67$ ,  $\underline{s}=6.66$ ,  $\underline{t}(7)=-2.341$ ,  $\underline{p}=0.05$ ) where the Adult Victim Group

had higher levels of Agreeableness. The magnitude of the differences in the means was very large ( $\eta^2=0.43$ ). The Adult Victim Group produced a higher level of Conscientiousness than the School Victim Group but an independent-samples t-test produced a non-significant result for Conscientiousness across the School Victim Group ( $\bar{m}=100.83$ ,  $\underline{s}=11.29$ ) and the Adult Victim Group ( $\bar{m}=113.67$ ,  $\underline{SD}=12.66$ ,  $t(7)=-1.552$ ,  $p=0.165$ ).

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the School Victim Group and the Child Bully Group. The School Victim Group showed higher levels of Openness but this did not reach statistical significance, School Victim Group ( $\bar{m}=117.50$ ,  $\underline{s}=12.76$ ) and the Child Bully Group ( $\bar{m}=108.50$ ,  $\underline{s}=7.78$ ,  $t(6)=0.913$ ,  $p=0.396$ ). Secondly, a non-significant result was found for the Agreeableness Variable across the School Victim Group ( $\bar{m}=110.17$ ,  $\underline{s}=23.57$ ) and the Child Bully Group ( $\bar{m}=114$ ,  $\underline{s}=5.66$ ,  $t(6)=-0.217$ ,  $p=0.835$ ) where the Child Bully Group demonstrated a higher level of Agreeableness but did not reach statistical significance. For the Conscientiousness variable the School Victim Group displayed higher levels

however, an independent-samples t-test produced a non-significant result across the School Victim Group ( $\underline{m}=100.83$ ,  $\underline{s}=11.29$ ) and the Child Bully Group ( $\underline{m}=97$ ,  $\underline{s}=33.94$ ,  $\underline{t}(0.157)=1.075$ ,  $\underline{p}=0.900$ ).

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the School Victim Group and the Child Bully/Victim Group. The School Victim Group demonstrated higher levels of Openness than the Child Bully/Victim Group but not at a statistically significant level, School Victim Group ( $\underline{m}=117.50$ ,  $\underline{s}=12.76$ ) and the Child Bully/Victim Group ( $\underline{m}=111.33$ ,  $\underline{s}=10.05$ ,  $\underline{t}(13)=1.048$ ,  $\underline{p}=0.314$ ). Furthermore, a non-significant result was found for the Agreeableness Variable across the School Victim Group ( $\underline{m}=110.17$ ,  $\underline{s}=23.57$ ) and the Child Bully/Victim Group ( $\underline{m}=119.67$ ,  $\underline{s}=19.42$ ,  $\underline{t}(13)=-0.854$ ,  $\underline{p}=0.409$ ), despite the fact that the mean scores for the Child Bully/Victim were higher than the School Victim Group. An independent-samples t-test produced a non-significant result for the Conscientiousness variable across the School Victim Group ( $\underline{m}=100.83$ ,  $\underline{s}=11.29$ ) and the Child Bully/Victim Group ( $\underline{m}=115.78$ ,  $\underline{s}=18.99$ ,  $\underline{t}(12.920)=-1.909$ ,  $\underline{p}=0.079$ ), with a



higher mean score for the Child Bully/Victim than the School Victim Group.

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the School Victim Group and the Periodical Bully/Victim Group. There was no significant difference found for the Openness variable across the School Victim Group ( $\underline{m}=117.50$ ,  $\underline{s}=12.76$ ) and the Periodical Bully/Victim Group ( $\underline{m}=125.14$ ,  $\underline{s}=21.74$ ,  $\underline{t}(11)=-0.754$ ,  $\underline{p}=0.467$ ), where the mean score for the Periodical Bully/Victim group was higher than the School Victim Group. Secondly, a non-significant result was found for the Agreeableness Variable across the School Victim Group ( $\underline{m}=110.17$ ,  $\underline{s}=23.57$ ) and the Periodical Bully/Victim Group ( $\underline{m}=121.19$ ,  $\underline{s}=16.20$ ,  $\underline{t}(11)=-1.005$ ,  $\underline{p}=0.337$ ). For the Conscientiousness variable, an independent-samples t-test produced a non-significant result across the School Victim Group ( $\underline{m}=100.83$ ,  $\underline{s}=11.29$ ) and the Periodical Bully/Victim Group ( $\underline{m}=114.57$ ,  $\underline{s}=24.65$ ,  $\underline{t}(11)=-1.251$ ,  $\underline{p}=0.237$ ). The mean score for the Periodical Bully/Victim Group for Openness, Agreeableness and Conscientiousness was higher than the School Victim Group but did not reach statistical significance.

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the School Victim Group and the Control Group. There was no significant difference found for the Openness variable across the School Victim Group ( $\underline{m}=117.50$ ,  $\underline{s}=12.76$ ) and the Control Group ( $\underline{m}=117.80$ ,  $\underline{s}=21.72$ ,  $\underline{t}(9)=-0.029$ ,  $\underline{p}=0.978$ ). Secondly, a non-significant result was found for the Agreeableness Variable across the School Victim Group ( $\underline{m}=110.17$ ,  $\underline{s}=23.57$ ) and the Control Group ( $\underline{m}=117.80$ ,  $\underline{s}=13.88$ ,  $\underline{t}(9)=-0.635$ ,  $\underline{p}=0.541$ ), where the Control Group produced a higher mean score for the Agreeableness variable than the Control Group. The Control Group produced results which demonstrated a higher level of Conscientiousness than the School Victim Group however, using an independent-samples t-test, the School Victim Group ( $\underline{m}=100.83$ ,  $\underline{s}=11.29$ ) and the Control Group ( $\underline{m}=114$ ,  $\underline{s}=12.08$ ,  $\underline{t}(9)=-1.867$ ,  $\underline{p}=0.095$ ) produced a non-significant result.

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the Life-Long Victim Group and the Adult Victim Group. The Adult Victim Group ( $\underline{m}=118$ ,  $\underline{s}=13.11$ ) demonstrated higher

levels of Openness than the Life-Long Victim Group ( $\underline{m}=110.67$ ,  $\underline{s}=2.08$ ) but did not reach statistical significance ( $\underline{t}(4)=-0.957$ ,  $\underline{p}=0.393$ ). A significant result was found for the Agreeableness Variable across the Life-Long Victim Group ( $\underline{m}=106$ ,  $\underline{s}=8.89$ ) and the Adult Victim Group ( $\underline{m}=143.67$ ,  $\underline{s}=6.66$ ,  $\underline{t}(4)=-5.875$ ,  $\underline{p}=0.004$ ), where the Adult Victim Group demonstrated higher levels of Agreeableness than the Life-Long Victim Group. The magnitude of the differences in the means was very large ( $\eta^2=0.89$ ). The Adult Victim Group displayed higher levels of Conscientiousness than the Life-Long Victim Group but analysis using an independent-samples t-test produced a non-significant result for the Conscientiousness variable across the Life-Long Victim Group ( $\underline{m}=108$ ,  $\underline{s}=42.76$ ) and the Adult Victim Group ( $\underline{m}=113.67$ ,  $\underline{s}=12.66$ ,  $\underline{t}(4)=-0.220$ ,  $\underline{p}=0.837$ ).

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the Life-Long Victim Group and the Child Bully Group. The Life-Long Group displayed higher levels of Openness, but there was no significant difference found across the Life-Long Victim Group ( $\underline{m}=110.67$ ,  $\underline{s}=2.08$ ) and the Child Bully Group ( $\underline{m}=108.50$ ,  $\underline{s}=7.78$ ,  $\underline{t}(1.097)=0.385$ ,  $\underline{p}=0.762$ ). Secondly, a

non-significant result was found for the Agreeableness Variable across the Life-Long Victim Group ( $\underline{m}=106$ ,  $\underline{s}=8.89$ ) and the Child Bully Group ( $\underline{m}=114$ ,  $\underline{s}=5.66$ ,  $\underline{t}(3)=-1.101$ ,  $\underline{p}=0.351$ ). The Life-Long Victim displayed lower levels of Agreeableness but this did not reach statistical significance. An independent-samples t-test produced a non-significant result for the Conscientiousness variable across the Life-Long Victim Group ( $\underline{m}=108$ ,  $\underline{s}=42.76$ ) and the Child Bully Group ( $\underline{m}=97$ ,  $\underline{s}=33.94$ ,  $\underline{t}(3)=0.301$ ,  $\underline{p}=0.783$ ). The Life-Long Victim Group appeared to have higher levels of Conscientiousness than the Child Bully Group but this did not reach statistical significance.

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the Life-Long Victim Group and the Child Bully/Victim Group. While the Child Bully/Victim Group had a higher mean score than the Life-Long Victim Group, there was no significant difference found for the Openness variable across the Life-Long Victim Group ( $\underline{m}=110.67$ ,  $\underline{s}=2.08$ ) and the Child Bully/Victim Group ( $\underline{m}=111.33$ ,  $\underline{s}=10.05$ ,  $\underline{t}(10)=-0.111$ ,  $\underline{p}=0.914$ ). Secondly, a non-significant result was found for the Agreeableness Variable across the Life-Long Victim Group ( $\underline{m}=106$ ,  $\underline{s}=8.89$ )

and the Child Bully/Victim Group ( $\underline{m}=119.67$ ,  $\underline{s}=19.42$ ,  $\underline{t}(10)=-1.150$ ,  $\underline{p}=0.277$ ). An independent-samples t-test produced a non-significant result for the Conscientiousness variable across the Life-Long Victim Group ( $\underline{m}=108$ ,  $\underline{s}=42.76$ ) and the Child Bully/Victim Group ( $\underline{m}=115.78$ ,  $\underline{s}=18.99$ ,  $\underline{t}(2.269)=-0.305$ ,  $\underline{p}=0.786$ ). The Child Bully/Victim Group displayed higher levels of Agreeableness and Conscientiousness than the Life-Long Victim Group but a non-significant result was found using an independent samples t-test.

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the Life-Long Victim Group and the Periodical Bully/Victim Group. There was no significant difference found for the Openness variable across the Life-Long Victim Group ( $\underline{m}=110.67$ ,  $\underline{s}=2.08$ ) and the Periodical Bully/Victim Group ( $\underline{m}=125.14$ ,  $\underline{s}=21.74$ ,  $\underline{t}(8)=-1.112$ ,  $\underline{p}=0.298$ ). Furthermore, a non-significant result was found for the Agreeableness Variable across the Life-Long Victim Group ( $\underline{m}=106$ ,  $\underline{s}=8.89$ ) and the Periodical Bully/Victim Group ( $\underline{m}=121.19$ ,  $\underline{s}=16.20$ ,  $\underline{t}(8)=-1.505$ ,  $\underline{p}=0.171$ ). An independent-samples t-test produced a non-significant result for the Conscientiousness variable across

the Life-Long Victim Group ( $\underline{m}=108$ ,  $\underline{s}=42.76$ ) and the Periodical Bully/Victim Group ( $\underline{m}=114.57$ ,  $\underline{s}=24.65$ ,  $\underline{t}(8)=-0.315$ ,  $\underline{p}=0.761$ ). The Periodical Bully/Victim Group produced a higher mean score for the Openness, Agreeableness and Conscientiousness but did not reach a level of significance when analysed using a t-test.

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the Life-Long Victim Group and the Control Group. There was no significant difference found for the Openness variable across the Life-Long Victim Group ( $\underline{m}=110.67$ ,  $\underline{s}=2.08$ ) and the Control Group ( $\underline{m}=117.80$ ,  $\underline{s}=21.72$ ,  $\underline{t}(6)=-0.550$ ,  $\underline{p}=0.602$ ). Secondly, a non-significant result was found for the Agreeableness Variable across the Life-Long Victim Group ( $\underline{m}=106$ ,  $\underline{s}=8.89$ ) and the Control Group ( $\underline{m}=117.80$ ,  $\underline{s}=13.88$ ,  $\underline{t}(6)=-1.299$ ,  $\underline{p}=0.242$ ). Thirdly, an independent-samples t-test produced a non-significant result for the Conscientiousness variable across the Life-Long Victim Group ( $\underline{m}=108$ ,  $\underline{s}=42.76$ ) and the Control Group ( $\underline{m}=114$ ,  $\underline{s}=12.08$ ,  $\underline{t}(2.194)=-0.237$ ,  $\underline{p}=0.833$ ). The Control Group produced a higher mean score for

the Openness, Agreeableness and Conscientiousness variables, but did not reach statistical significance.

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the Adult Victim Group and the Child Bully Group. There was no significant difference found for the Openness variable across the Adult Victim Group ( $\underline{m}=118$ ,  $\underline{s}=13.11$ ) and the Child Bully Group ( $\underline{m}=108.50$ ,  $\underline{s}=7.78$ ,  $\underline{t}(3)=0.896$ ,  $\underline{p}=0.436$ ). A significant result was found for the Agreeableness Variable across the Adult Victim Group ( $\underline{m}=143.67$ ,  $\underline{s}=6.66$ ) and the Child Bully Group ( $\underline{m}=114$ ,  $\underline{s}=5.66$ ,  $\underline{t}(3)=5.125$ ,  $\underline{p}=0.014$ ), where the Adult Victim Group produced higher levels of Agreeableness. The magnitude in the difference of the means was very large ( $\eta^2=0.89$ ). Finally, an independent-samples t-test produced a non-significant result for the Conscientiousness variable across the Adult Victim Group ( $\underline{m}=113.67$ ,  $\underline{s}=12.66$ ) and the Child Bully Group ( $\underline{m}=97$ ,  $\underline{s}=33.94$ ,  $\underline{t}(1.189)=0.664$ ,  $\underline{p}=0.612$ ). The Adult Victim Group produced higher mean score across the Openness and Agreeableness variables but analysis using a t-test did not reach statistical significance.

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the Adult Victim Group and the Child Bully/Victim Group. There was no significant difference found for the Openness variable across the Adult Victim Group ( $\underline{m}=118$ ,  $\underline{s}=13.11$ ) and the Child Bully/Victim Group ( $\underline{m}=111.33$ ,  $\underline{s}=10.05$ ,  $\underline{t}(10)=0.932$ ,  $\underline{p}=0.373$ ). Secondly, a non-significant result was found for the Agreeableness Variable across the Adult Victim Group ( $\underline{m}=143.67$ ,  $\underline{s}=6.66$ ) and the Child Bully/Victim Group ( $\underline{m}=119.67$ ,  $\underline{s}=19.42$ ,  $\underline{t}(10)=2.042$ ,  $\underline{p}=0.068$ ). The Adult Victim Group displayed higher levels of Openness and Agreeableness than the Child Bully/Victim Group but did not reach statistical significance. Lastly, an independent-samples t-test produced a non-significant result for the Conscientiousness variable across the Adult Victim Group ( $\underline{m}=113.67$ ,  $\underline{s}=12.66$ ) and the Child Bully/Victim Group ( $\underline{m}=115.78$ ,  $\underline{s}=18.99$ ,  $\underline{t}(10)=-0.177$ ,  $\underline{p}=0.863$ ).

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the Adult Victim Group and the Periodical Bully/Victim Group. There was no significant difference found for the



Openness variable across the Adult Victim Group ( $\underline{m}=118$ ,  $\underline{s}=13.11$ ) and the Periodical Bully/Victim Group ( $\underline{m}=125.14$ ,  $\underline{s}=21.74$ ,  $\underline{t}(8)=-0.519$ ,  $\underline{p}=0.618$ ). A significant result was found for the Agreeableness Variable across the Adult Victim Group ( $\underline{m}=143.67$ ,  $\underline{s}=6.66$ ) and the Periodical Bully/Victim Group ( $\underline{m}=121.19$ ,  $\underline{s}=16.20$ ,  $\underline{t}(8)=2.249$ ,  $\underline{p}=0.05$ ), where the Adult Victim Group demonstrated a higher level of Agreeableness. The magnitude in the difference of the means was very large ( $\eta^2=0.39$ ). Finally, an independent-samples t-test produced a non-significant result for the Conscientiousness variable across the Adult Victim Group ( $\underline{m}=113.67$ ,  $\underline{s}=12.66$ ) and the Periodical Bully/Victim Group ( $\underline{m}=114.57$ ,  $\underline{s}=24.65$ ,  $\underline{t}(8)=-0.059$ ,  $\underline{p}=0.954$ ). The Adult Victim Group produced lower mean scores across the Openness and Conscientiousness variable than the Periodical Bully/Victim Group.

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the Adult Victim Group and the Control Group. The Adult Victim Group ( $\underline{m}=118$ ,  $\underline{s}=13.11$ ) produced a higher mean score than the Control Group ( $\underline{m}=117.80$ ,  $\underline{s}=21.72$ ,  $\underline{t}(6)=0.014$ ,  $\underline{p}=0.989$ ) across the Openness variable however, when

analysed using a t-test, it did not reach statistical significance. A significant result was found for the Agreeableness Variable across the Adult Victim Group ( $\underline{m}=143.67$ ,  $\underline{s}=6.66$ ) and the Control Group ( $\underline{m}=117.80$ ,  $\underline{s}=13.88$ ,  $\underline{t}(6)=2.959$ ,  $\underline{p}=0.025$ ), where the Adult Victim produced a higher level of Agreeableness than the Control Group. The magnitude in the difference of the means was very large ( $\eta^2=0.59$ ). Finally, an independent-samples t-test produced a non-significant result for the Conscientiousness variable across the Adult Victim Group ( $\underline{m}=113.67$ ,  $\underline{s}=12.66$ ) and the Control Group ( $\underline{m}=114$ ,  $\underline{s}=12.08$ ,  $\underline{t}(6)=-0.037$ ,  $\underline{p}=0.972$ ), despite the higher mean score achieved by the Control Group.

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the Child Bully Group and the Child Bully/Victim Group. There was no significant difference found for the Openness variable across the Child Bully Group ( $\underline{m}=108.50$ ,  $\underline{s}=7.78$ ) and the Child Bully/Victim Group ( $\underline{m}=111.33$ ,  $\underline{s}=10.05$ ,  $\underline{t}(9)=-0.369$ ,  $\underline{p}=0.721$ ). Furthermore, a non-significant result was found for the Agreeableness Variable across the Child Bully Group ( $\underline{m}=114$ ,  $\underline{s}=5.66$ ) and the Child Bully/Victim Group ( $\underline{m}=119.67$ ,

$\underline{s}=19.42$ ,  $\underline{t}(9)=-0.393$ ,  $\underline{p}=0.703$ ). Finally, an independent-samples t-test produced a non-significant result for the Conscientiousness variable across the Child Bully Group ( $\underline{m}=97$ ,  $\underline{s}=33.94$ ) and the Child Bully/Victim Group ( $\underline{m}=115.78$ ,  $\underline{s}=18.99$ ,  $\underline{t}(9)=-1.134$ ,  $\underline{p}=0.286$ ). The Child Bully/Victim Group produced higher mean scores across the Openness, Agreeableness and Conscientiousness than the Child Bully Group however, this did not reach statistical significance.

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the Child Bully Group and the Periodical Bully/Victim Group. There was no significant difference found for the Openness variable across the Child Bully Group ( $\underline{m}=108.50$ ,  $\underline{s}=7.78$ ) and the Periodical Bully/Victim Group ( $\underline{m}=125.14$ ,  $\underline{s}=21.74$ ,  $\underline{t}(7)=-1.020$ ,  $\underline{p}=0.342$ ). Secondly, a non-significant result was found for the Agreeableness Variable across the Child Bully Group ( $\underline{m}=114$ ,  $\underline{s}=5.66$ ) and the Periodical Bully/Victim Group ( $\underline{m}=121.19$ ,  $\underline{s}=16.20$ ,  $\underline{t}(7)=-0.600$ ,  $\underline{p}=0.568$ ). Finally, an independent-samples t-test produced a non-significant result for the Conscientiousness variable across the Child Bully Group ( $\underline{m}=97$ ,  $\underline{s}=33.94$ ) and the Periodical

Bully/Victim Group ( $\underline{m}=114.57$ ,  $\underline{s}=24.65$ ,  $\underline{t}(7)=-0.837$ ,  $\underline{p}=0.430$ ). The Child Bully Group produced lower mean scores across the Openness, Agreeableness and Conscientiousness than the Periodical Bully/Victim Group however, this did not reach statistical significance.

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the Child Bully Group and the Control Group. The Control Group displayed a higher mean score for the Openness variable than the Child Bully Group but there was no significant difference found for the Openness variable across the Child Bully Group ( $\underline{m}=108.50$ ,  $\underline{s}=7.78$ ) and the Control Group ( $\underline{m}=117.80$ ,  $\underline{s}=21.72$ ,  $\underline{t}(5)=-0.563$ ,  $\underline{p}=0.598$ ). Secondly, a non-significant result was found for the Agreeableness Variable across the Child Bully Group ( $\underline{m}=114$ ,  $\underline{s}=5.66$ ) and the Control Group ( $\underline{m}=117.80$ ,  $\underline{s}=13.88$ ,  $\underline{t}(5)=-0.358$ ,  $\underline{p}=0.735$ ). Finally, an independent-samples t-test produced a non-significant result for the Conscientiousness variable across the Child Bully Group ( $\underline{m}=97$ ,  $\underline{s}=33.94$ ) and the Control Group ( $\underline{m}=114$ ,  $\underline{s}=12.08$ ,  $\underline{t}(1.103)=-0.691$ ,  $\underline{p}=0.606$ ). The Control Group produced higher mean scores for the Agreeableness and Conscientiousness

variables than the Child Bully Group but when analysed using a t-test, a level of statistical significance was not reached.

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the Child Bully/Victim Group and the Periodical Bully/Victim Group. There was no significant difference found for the Openness variable across the Child Bully/Victim Group ( $\underline{m}=111.33$ ,  $\underline{s}=10.05$ ) and the Periodical Bully/Victim Group ( $\underline{m}=125.14$ ,  $\underline{s}=21.74$ ,  $\underline{t}(14)=-1.698$ ,  $\underline{p}=0.112$ ). Secondly, a non-significant result was found for the Agreeableness Variable across the Child Bully/Victim Group ( $\underline{m}=119.67$ ,  $\underline{s}=19.42$ ) and Periodical Bully/Victim Group ( $\underline{m}=121.19$ ,  $\underline{s}=16.20$ ,  $\underline{t}(14)=-0.177$ ,  $\underline{p}=0.862$ ). The Child Bully/Victim Group produced a lower mean score across the Openness and Agreeableness variables, which did not reach statistical significance using a t-test. Finally, an independent-samples t-test produced a non-significant result for the Conscientiousness variable across the Child Bully/Victim Group ( $\underline{m}=115.78$ ,  $\underline{s}=18.99$ ) and the Periodical Bully/Victim Group ( $\underline{m}=114.57$ ,  $\underline{s}=24.65$ ,  $\underline{t}(14)=-0.111$ ,  $\underline{p}=0.913$ ). The Child Bully/Victim Group produced a

higher mean score across Conscientiousness but further analysis did not reach statistical significance.

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the Child Bully/Victim Group and the Control Group. The Child Bully/Victim Group produced a lower mean score across the Openness variable than the Control Group but there was no significant difference found for the Openness variable across the Child Bully/Victim Group ( $\underline{m}=111.33$ ,  $\underline{s}=10.05$ ) and the Control Group ( $\underline{m}=117.80$ ,  $\underline{s}=21.72$ ,  $\underline{t}(12)=-0.774$ ,  $\underline{p}=0.454$ ). Secondly, a non-significant result was found for the Agreeableness Variable across the Child Bully/Victim Group ( $\underline{m}=119.67$ ,  $\underline{s}=19.42$ ) and Control Group ( $\underline{m}=117.80$ ,  $\underline{s}=13.88$ ,  $\underline{t}(12)=0.188$ ,  $\underline{p}=0.854$ ). Finally, an independent-samples t-test produced a non-significant result for the Conscientiousness variable across the Child Bully/Victim Group ( $\underline{m}=115.78$ ,  $\underline{s}=18.99$ ) and the Control Group ( $\underline{m}=114$ ,  $\underline{s}=12.08$ ,  $\underline{t}(12)=0.187$ ,  $\underline{p}=0.854$ ). The Child Bully/Victim Group produced higher levels of Agreeableness and Conscientiousness but analysis using a t-test did not reach a level of significance.

An independent-samples t-test was carried out to compare the levels of Openness, Agreeableness and Conscientiousness across the Periodical Bully/Victim Group and the Control Group. There was no significant difference found for the Openness variable across the Periodical Bully/Victim Group ( $\underline{m}=125.14$ ,  $\underline{s}=21.74$ ) and the Control Group ( $\underline{m}=117.80$ ,  $\underline{s}=21.72$ ,  $\underline{t}(10)=0.577$ ,  $\underline{p}=0.577$ ). Secondly, a non-significant result was found for the Agreeableness Variable across the Periodical Bully/Victim Group ( $\underline{m}=121.19$ ,  $\underline{s}=16.20$ ) and Control Group ( $\underline{m}=117.80$ ,  $\underline{s}=13.88$ ,  $\underline{t}(10)=0.389$ ,  $\underline{p}=0.706$ ). Finally, an independent-samples t-test produced a non-significant result for the Conscientiousness variable across the Periodical Bully/Victim Group ( $\underline{m}=114.57$ ,  $\underline{s}=24.65$ ) and the Control Group ( $\underline{m}=114$ ,  $\underline{s}=12.08$ ,  $\underline{t}(10)=0.047$ ,  $\underline{p}=0.963$ ). The Periodical Bully/Victim Group produced higher levels of Openness, Agreeableness and Conscientiousness but analysis using a t-test did not reach a level of significance.

(ix). An investigation of Openness across the Victim Group (combined), Bully Group, Bully/Victim Group (combined) and Control Group.

An independent t-test was carried out to compare the Openness level of the Victim Group ( $\underline{m}=115.92$ ,  $\underline{s}=10.77$ ) with the Bully Group ( $\underline{m}=108.50$ ,  $\underline{s}=7.77$ ;  $\underline{t}(12)=0.920$ ,  $\underline{p}=0.376$ ). The Victim Group had higher mean level of Openness but this did not reach statistical significance. A comparison of the Victim Group with the Bully/Victim Group ( $\underline{m}=117.38$ ,  $\underline{s}=17.11$ ;  $\underline{t}(26)=-0.259$ ,  $\underline{p}=0.798$ ), produced a non-significant result. The Bully/Victim Group had a higher mean score but this did not reach a level of statistical significance using a t-test. A non-significant result was found across the Victim Group and Control Group ( $\underline{m}=117.80$ ,  $\underline{s}=21.71$ ;  $\underline{t}(15)=-0.244$ ,  $\underline{p}=0.811$ ), despite the higher levels of Openness demonstrated by the Control Group. Analysis was carried out to compare the Bully Group and the Bully/Victim Group ( $\underline{t}(16)=-0.709$ ,  $\underline{p}=0.488$ ), the Bully/Victim Group had a higher mean score than the Bully Group but this did not reach statistical significance. Finally, in a comparison of the Bully/Victim Group and the Control Group a non-significant result was found ( $\underline{t}(19)=-0.046$ ,  $\underline{p}=0.964$ ), despite the higher levels of Openness demonstrated by the Control Group (see Table 39).



Table 39. Significant Levels of t-tests for Combined Groups across Openness.

<b>Group</b>	Victim	Bully	Bully/Victim
Victim	(-)	(-)	(-)
Bully	NS	(-)	(-)
Bully/Victim	NS	NS	(-)
Control	NS	NS	NS

(x). An investigation of Agreeableness across the Victim Group (Combined), Bully Group, Bully/Victim Group (combined) and Control Group.

An independent t-test was carried out to compare the Agreeableness level of the Victim Group ( $\underline{m}=117.50$ ,  $\underline{s}=22.96$ ) with the Bully Group ( $\underline{m}=114$ ,  $\underline{s}=5.65$ ;  $\underline{t}(12)=0.208$ ,  $\underline{p}=0.839$ ). The Victim Group had higher mean level of Agreeableness but this did not reach statistical significance. Comparison of the Victim Group with the Bully/Victim Group ( $\underline{m}=120.38$ ,  $\underline{s}=17.51$ ;  $\underline{t}(26)=-0.376$ ,  $\underline{p}=0.710$ ), produced a non-significant result even though the Bully/Victim Group displayed higher levels of

Agreeableness than the Bully Group. An independent t-test demonstrated a non-significant result across the Victim Group and Control Group ( $\bar{m}=117.80$ ,  $\underline{s}=13.88$ ;  $t(15)=-0.027$ ,  $p=0.979$ ). Analysis was carried out to compare the Bully Group and the Bully/Victim Group ( $t(16)=-0.499$ ,  $p=0.624$ ), the Bully/Victim Group had a higher mean score than the Bully Group but this did not reach statistical significance. Finally, in a comparison of the Bully/Victim Group and the Control Group a non-significant result was found  $t(19)=0.299$ ,  $p=0.768$ ), despite the higher levels of Agreeableness demonstrated by the Bully/Victim Group (see Table 40).

Table 40. Significant Levels of t-tests for Combined Groups across Agreeableness.

<b>Group</b>	Victim	Bully	Bully/Victim
Victim	(-)	(-)	(-)
Bully	NS	(-)	(-)
Bully/Victim	NS	NS	(-)
Control	NS	NS	NS

(xi). An investigation of Conscientiousness across the Victim Group (combined), Bully Group, Bully/Victim Group (combined) and Control Group.

An independent t-test was carried out to compare the Conscientiousness level of the Victim Group ( $\bar{m}=105.83$ ,  $\underline{s}=21.23$ ) with the Bully Group ( $\bar{m}=97$ ,  $\underline{s}=33.94$ ;  $t(12)=0.512$ ,  $p=0.618$ ). The Victim Group had higher mean level of Conscientiousness but this did not reach statistical significance. A comparison of the Victim Group with the Bully/Victim Group ( $\bar{m}=115.25$ ,  $\underline{s}=20.87$ ;  $t(26)=-1.173$ ,  $p=0.252$ ), produced a non-significant result, despite the higher levels demonstrated by the Bully/Victim Group. The Control Group displayed higher levels of Conscientiousness than the Victim Group but an independent t-test demonstrated a non-significant result across the Victim Group and Control Group ( $\bar{m}=114$ ,  $\underline{s}=12.08$ ;  $t(15)=-0.798$ ,  $p=0.437$ ). Analysis was carried out to compare the Bully Group and the Bully/Victim Group ( $t(16)=-1.110$ ,  $p=0.283$ ), the Bully/Victim Group had a higher mean score than the Bully Group but this did not reach statistical significance. Finally, in a comparison of the Bully/Victim Group and the Control Group a non-significant

result was found  $t(19)=0.126$ ,  $p=0.901$ ), despite the higher levels of Conscientiousness demonstrated by the Bully/Victim Group (see Table 41).

Table 41. Significant Levels of t-tests for Combined Groups across Conscientiousness.

<b>Group</b>	Victim	Bully	Bully/Victim
Victim	(-)	(-)	(-)
Bully	NS	(-)	(-)
Bully/Victim	NS	NS	(-)
Control	NS	NS	NS

( $\kappa$ ii). An investigation of gender for the Openness, Agreeableness and Conscientiousness Variable across the Victim Group (combined), Bully Group, Bully/Victim Group (combined) and Control Group.

A One-Way Analysis of Variance was carried out to examine gender across the Victim Group (combined), Bully Group, Bully/Victim Group (combined), and Control Group. There was no statistical difference at the  $p>.05$  level across the groups

for Openness [ $F(1, 34)=0.267, p=0.609$ ], Agreeableness [ $F(1, 34)=1.312, p=0.260$ ], or Conscientiousness [ $F(1, 34)=3.487, p=0.071$ ]. Therefore gender did not play a role in the differences in Openness, Agreeableness or Conscientiousness across the Victim Group (combined), Bully Group, Bully/Victim Group (combined) and Control Group.

Using a profile sheet for Form S, the British Adult Norms of the Revised NEO Personality Inventory for both males and females were compared with the School Victim Group, the Life-Long Victim Group, the Adult Victim Group, the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group and the Control Group across the Neuroticism, Extraversion, Openness, Agreeableness and Conscientiousness variables. Using a profile sheet designed by the authors Costa and McCrae, the following table was produced for the participants of this study in comparison with Adult Norms.

Table 42. A Comparison of Female and Male Norms with the Participant Groups across Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A) and Conscientiousness (C).

<b>Group</b>	<b>N Level</b>	<b>E Level</b>	<b>O Level</b>	<b>A Level</b>	<b>C Level</b>
<b>School Victim</b>					
Male	High	Average	High	Very Low	Low
Female	Low	Low	Low	High	Low
<b>Life-Long Victim</b>					
Male	High	High	Average	Very Low	Low
Female	(-)	(-)	(-)	(-)	(-)
<b>Adult Victim</b>					
Male	Average	Average	Average	High	Low
Female	High	High	High	High	Average
<b>Child Bully</b>					
Male	High	Average	Average	Low	Very Low
Female	Average	High	Average	Low	Average
<b>Child Bully/Victim</b>					
Male	Average	High	Average	Average	Average
Female	Average	High	Average	Very Low	Average
<b>Periodical Bully/Victim</b>					
Male	High	High	High	Average	Very Low
Female	High	High	High	Low	Average
<b>Control</b>					
Male	Average	High	High	Low	Average
Female	Very High	Very Low	Low	High	Low

#### **4.6 SIXTEEN PERSONALITY FACTOR FIFTH EDITION.**

An investigation of the personality profile of each participant.

The raw scores were compared with Male British General Population (Ages 16-30) and Female British General Population (Ages 16-30) to provide the sten scores. These were Table 7 and Table 10 respectively in the "Supplement of Norms and Technical Data" manual. Table 43 provides the Sten scores for the participants of this study.

Table 43. 16PF5. Sten Scores for Primary Factors .

		<b>Warmth</b>	<b>Reasoning</b>	<b>Emotional Stability</b>	<b>Dominance</b>
<b>Group</b>	<b>ID</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>E</b>
School Victim	400	4	12	7	9
Life-Long Victim	417	7	1	3	7
Child Bully	380	4	9	3	1
Child Bully/Victim	025	8	14	9	3
Child Bully/Victim	003	6	8	8	7
Periodical Bully/Victim	476	3	11	8	5
Control	491	2	12	1	1
Control	486	3	5	2	1
Control	517	10	11	9	9
Control	487	8	5	7	6



Table 43. 16PF5. Sten Scores for Primary Factors (Cont'd).

		<b>Liveliness</b>	<b>Rule-Consciousness</b>	<b>Social Boldness</b>	<b>Sensitivity</b>
<b>Group</b>	<b>ID</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>
School Victim	400	6	5	8	4
Life-Long Victim	417	6	5	5	3
Child Bully	380	6	4	3	3
Child Bully/Victim	025	7	5	7	6
Child Bully/Victim	003	6	6	8	3
Periodical Bully/Victim	476	5	6	5	6
Control	491	2	9	3	2
Control	486	6	3	7	6
Control	517	7	9	8	5
Control	487	8	4	7	7

Table 43. 16PF5. Sten Scores for Primary Factors (Cont'd).

	<b>Vigilance</b>	<b>Abstractedness</b>	<b>Privateness</b>	<b>Apprehension</b>
<b>Group</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>
School Victim	2	7	5	5
Life-Long Victim	5	2	5	7
Child Bully	7	5	2	6
Child Bully/Victim	1	7	1	2
Child Bully/Victim	4	2	4	1
Periodical Bully/Victim	5	5	7	6
Control	6	10	9	8
Control	8	5	4	7
Control	4	2	6	2
Control	8	5	5	5

Table 43. 16PF5. Sten Scores for Primary Factors (Cont'd).

	<b>Openness To Change</b>	<b>Self- Reliance</b>	<b>Perfectionism</b>	<b>Tension</b>
<b>Group</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
School Victim	7	6	7	5
Life-Long Victim	8	3	8	6
Child Bully	5	10	5	5
Child Bully/Victim	8	2	5	1
Child Bully/Victim	5	2	6	4
Periodical Bully/Victim	5	2	4	4
Control	4	10	7	6
Control	5	5	3	6
Control	6	2	5	1
Control	4	4	6	2

The Impression Management (IM) is low for all the participants other than the Child Bully/Victim Participant where there is a score of 9 and the Male Control (517) who obtained a sten score of 10 (see Table 44). This may suggest an element of social desirability on the part of these two participants.

The Infrequency Scale produced low numbers for each participant (see Table 44). This suggests that the participants answered the items in a way similar to most people, and arbitrary responding did not take place.

The Acquiescence Scale did not produce very high results which suggests that the overall pattern of tending to respond "true" to items rather than choose answers based on item content did not occur (see Table 44).

Table 44. IM, Acquiescence and Infrequency of the Participants.

<b>Group</b>	<b>ID</b>	<b>IM</b>	<b>Acquiescence</b>	<b>Infrequency</b>
School Victim	400	5	62	0
Life-Long Victim	417	6	58	0
Child Bully	380	3	68	0
Child Bully/Victim	025	3	60	1
Child Bully/Victim	003	9	40	1
Periodical Bully/Victim	476	3	68	0
Control	491	4	58	1
Control	486	2	78	0
Control	517	10	56	0
Control	487	4	67	0

The next section provides a personality profile for each participant. These were obtained using the Profiling Sheet from the 16PF5. The profiles have been produced for each participant in table form. Table 45 presents a profile for the School Victim Participant. This is followed by Table 46, which presents a personality profile for the Life-long Victim who is female. In Table 47, a personality profile is provided for the male Child Bully participant. Tables 48 and 49 provide personality profiles for both male participants of the School Bully/Victim group. In Table 50, the Periodical Bully/Victim profile, which is female, is presented. Table 51 presents the profile of the female Control participant, followed by Table 52, Table 53, and Table 54 which presents the personality profile of the other three male control participants.

Table 45. Personality Profile for School Victim Participant.

<b>Primary Factor</b>	<b>Profile</b>
A: Warmth	Shows an average level of warmth towards others
B: Reasoning	More reasoning items correct
C: Emotional Stability	Deals with life's demands and controls moods to the same extent as most people
E: Dominance	Tends to be forceful, eager to take the lead and be in control. May be less tolerant of contrary views.
F: Liveliness	Likely to think things through and exercise caution to same extent as most. Typical need for excitement and variety
G: Rule-Consciousness	Reasonably dutiful and guided by morals to a typical extent
H: Social Boldness	More at ease socially than most
I: Sensitivity	Incorporates both subjective and objective viewpoints when evaluating issues
L: Vigilance	Tends to be trusting, easygoing and cooperative. Takes people at face value.
M: Abstractedness	Tends to shift easily between facts and theories when processing information
N: Privatness	Likely to be as open and self-disclosive as most people
O: Apprehension	Accepts responsibility for mistakes without being overly self-critical
Q1: Openness to Change	Seeks Purposeful change, interested in new ideas
Q2: Self-Reliance	Averagely self-sufficient but values a sense of belonging as much as most
Q3: Perfectionism	Highly defined personal standards. Organised and self-disciplined. Wants to do things correctly
Q4: Tension	Experiences typical levels of physical tension
EX: Extraversion	Average extraverted
AX: Anxiety	Average anxiety
TM: Tough-Mindedness	Average tough-minded
IN: Independence	High independence, Persuasive, Wilful
SC: Self-Control	Average Self-control

Table 46. Personality Profile for Life-Long Victim Participant.

<b>Primary Factor</b>	<b>Profile</b>
A: Warmth	Shows an average level of warmth towards others
B: Reasoning	Fewer reasoning items answered correctly
C: Emotional Stability	Generally deals less calmly with life's demands. Changeable in mood.
E: Dominance	Likely to express views and state opinions whilst being assertive rather than aggressive and willing to defer lead when appropriate
F: Liveliness	Likely to think things through and exercise caution to same extent as most. Typical need for excitement and variety
G: Rule-Consciousness	Reasonably dutiful and guided by morals to a typical extent
H: Social Boldness	Averagely socially confident
I: Sensitivity	Makes decisions based on objective observations. Values the tangible, practical and possible.
L: Vigilance	Likely to be aware of any real grounds for scepticism but not overly suspicious.
M: Abstractedness	Prefers factual data, adapts to routine easily, and pays attention to detail.
N: Privatness	Likely to be as open and self-disclosive as most people
O: Apprehension	Accepts responsibility for mistakes without being overly self-critical
Q1: Openness to Change	Seeks purposeful change, interested in new ideas
Q2: Self-Reliance	Likes to feel a sense of belonging. Prefers to work as part of a team and consult others when making decisions
Q3: Perfectionism	Organises and plans ahead to same extent as most
Q4: Tension	Experiences typical levels of physical tension
EX: Extraversion	Average extraverted
AX: Anxiety	Average anxiety
TM: Tough-Mindedness	Average Tough minded
IN: Independence	Average independence
SC: Self-Control	Average Self-control

Table 47. Personality Profile for Child Bully Participant.

<b>Primary Factor</b>	<b>Profile</b>
A: Warmth	Shows an average level of warmth towards others
B: Reasoning	More reasoning items correct
C: Emotional Stability	Generally deals less calmly with life's demands. Changeable in mood.
E: Dominance	More likely to accommodate to others' wishes and to avoid conflict. Likely to make fewer demands
F: Liveliness	Likely to think things through and exercise caution to same extent as most. Typical need for excitement and variety
G: Rule-Consciousness	Reasonably dutiful and guided by morals to a typical extent
H: Social Boldness	Less at ease socially, prefers stability and predictable environments
I: Sensitivity	Makes decisions based on objective observations. Values the tangible, practical and possible.
L: Vigilance	Likely to be aware of any real grounds for scepticism but not overly suspicious.
M: Abstractedness	Tends to shift easily between facts and theories when processing information
N: Privateness	Forthright, less guarded, uncomplicated and natural.
O: Apprehension	Accepts responsibility for mistakes without being overly self-critical
Q1: Openness to Change	Values traditional ideas and beliefs whilst remaining open to appropriate and useful change
Q2: Self-Reliance	Self-sufficient, preferring to make independent decisions. Values freedom and privacy, tends to concentrate on task as opposed to people
Q3: Perfectionism	Organises and plans ahead to same extent as most
Q4: Tension	Experiences typical levels of physical tension
EX: Extraversion	Average extraverted
AX: Anxiety	Average anxiety
TM: Tough-Mindedness	Average Tough minded
IN: Independence	Low independence, Accommodating, Agreeable, Selfless.
SC: Self-Control	Average Self-control



Table 48. Personality Profile for Child Bully/Victim (025) Participant.

<b>Primary Factor</b>	<b>Profile</b>
A: Warmth	Has a genuine, warm interest in people. Seeks close relationships.
B: Reasoning	More reasoning items correct
C: Emotional Stability	Tends to adjust to the facts of the situation, realistic about self and world and generally deals more calmly with life's demands than most people
E: Dominance	More likely to accommodate to others' wishes and to avoid conflict. Likely to make fewer demands
F: Liveliness	Likely to think things through and exercise caution to same extent as most. Typical need for excitement and variety
G: Rule-Consciousness	Reasonably dutiful and guided by morals to a typical extent
H: Social Boldness	Averagely socially confident
I: Sensitivity	Incorporates both subjective and objective viewpoints when evaluating issues
L: Vigilance	Tends to be trusting, easygoing and cooperative. Takes people at face value.
M: Abstractedness	Tends to shift easily between facts and theories when processing information
N: Privatness	Forthright, less guarded, uncomplicated and natural.
O: Apprehension	Less self-critical with higher self-esteem. Feels worthy of love and respect. Confident, relaxed and resilient.
Q1: Openness to Change	Seeks purposeful change, interested in new ideas
Q2: Self-Reliance	Likes to feel a sense of belonging. Prefers to work as part of a team and consult others when making decisions
Q3: Perfectionism	Organises and plans ahead to same extent as most
Q4: Tension	Lower level of physical tension, easy going. Generally satisfied.
EX: Extraversion	High extraversion, socially participating
AX: Anxiety	Low anxiety, unperturbed
TM: Tough-Mindedness	Average Tough minded
IN: Independence	Average independence
SC: Self-Control	Average Self-control

Table 49. Personality Profile for Child Bully/Victim (003) Participant.

<b>Primary Factor</b>	<b>Profile</b>
A: Warmth	Shows an average level of warmth towards others
B: Reasoning	More reasoning items correct
C: Emotional Stability	Tends to adjust to the facts of the situation, realistic about self and world and generally deals more calmly with life's demands than most people
E: Dominance	Likely to express views and state opinions whilst being assertive rather than aggressive and willing to defer lead when appropriate
F: Liveliness	Likely to think things through and exercise caution to same extent as most. Typical need for excitement and variety
G: Rule-Consciousness	Reasonably dutiful and guided by morals to a typical extent
H: Social Boldness	Less at ease socially than most
I: Sensitivity	Makes decisions based on objective observations. Values the tangible, practical and possible.
L: Vigilance	Likely to be aware of any real grounds for scepticism but not overly suspicious.
M: Abstractedness	Prefers factual data, adapts to routine easily, pays attention to detail
N: Privatness	Likely to be as open and self-disclosive as most people
O: Apprehension	Less self-critical with higher self-esteem. Feels worthy of love and respect. Confident, relaxed and resilient.
Q1: Openness to Change	Values traditional ideas and beliefs whilst remaining open to appropriate and useful change
Q2: Self-Reliance	Likes to feel a sense of belonging. Prefers to work as part of a team and consult others when making decisions
Q3: Perfectionism	Organises and plans ahead to same extent as most
Q4: Tension	Experiences typical levels of physical tension
EX: Extraversion	Average Extraverted
AX: Anxiety	Low anxiety
TM: Tough-Mindedness	Average Tough minded
IN: Independence	Average independence
SC: Self-Control	Average Self-control

Table 50. Personality Profile for Periodical Bully/Victim Participant.

<b>Primary Factor</b>	<b>Profile</b>
A: Warmth	Less inclined to seek personal involvement. Tends to be more detached
B: Reasoning	More reasoning items correct
C: Emotional Stability	Tends to adjust to the facts of the situation, realistic about self and world and generally deals more calmly with life's demands than most people
E: Dominance	Likely to express views and state opinions whilst being assertive rather than aggressive and willing to defer lead when appropriate
F: Liveliness	Likely to think things through and exercise caution to same extent as most. Typical need for excitement and variety
G: Rule-Consciousness	Reasonably dutiful and guided by morals to a typical extent
H: Social Boldness	Averagely socially confident
I: Sensitivity	Incorporates both subjective and objective viewpoints when evaluating issues
L: Vigilance	Likely to be aware of any real grounds for scepticism but not overly suspicious.
M: Abstractedness	Tends to shift easily between facts and theories when processing information
N: Privatness	Likely to be as open and self-disclosive as most people
O: Apprehension	Accepts responsibility for mistakes without being overly self-critical.
Q1: Openness to Change	Values traditional ideas and beliefs whilst remaining open to appropriate and useful change
Q2: Self-Reliance	Likes to feel a sense of belonging. Prefers to work as part of a team and consult others when making decisions
Q3: Perfectionism	Organises and plans ahead to same extent as most
Q4: Tension	Experiences typical levels of physical tension
EX: Extraversion	Average Extraverted
AX: Anxiety	Average anxiety
TM: Tough-Mindedness	Average Tough minded
IN: Independence	Average independence
SC: Self-Control	Average Self-control

Table 51. Personality Profile for Control (491) Participant.

<b>Primary Factor</b>	<b>Profile</b>
A: Warmth	Less inclined to seek personal involvement. Tends to be more detached
B: Reasoning	More reasoning items correct
C: Emotional Stability	Generally deals less calmly with life's demands. Changeable in mood
E: Dominance	More likely to accommodate to others' wishes and to avoid conflict. Likely to make fewer demands
F: Liveliness	More likely to exercise caution and less likely to seek variety. Take's life seriously and anticipates difficulties.
G: Rule-Consciousness	Likely to feel a strong obligation to follow rules and regulations.
H: Social Boldness	Less at ease socially, prefers stability and predictable environments
I: Sensitivity	Makes decisions based on objective observations. Values the tangible, practical and possible.
L: Vigilance	Likely to be aware of any real grounds for scepticism but not overly suspicious.
M: Abstractedness	Reflective, focusing less on detail and more on the broader issues. Less attentive to detail.
N: Privateness	Less easily reveals information about self. More private and guarded.
O: Apprehension	More self-critical with lower self-esteem. May be sensitive to criticism from others. Prone to self-blame.
Q1: Openness to Change	Values traditional ideas and beliefs whilst remaining open to appropriate and useful change
Q2: Self-Reliance	Self-sufficient, preferring to make independent decisions. Values freedom and privacy, tends to concentrate on task as opposed to people
Q3: Perfectionism	Organises and plans ahead to same extent as most
Q4: Tension	Experiences typical levels of physical tension
EX: Extraversion	Introverted, Socially inhibited
AX: Anxiety	High anxiety, Perturable
TM: Tough-Mindedness	Average Tough-mindedness
IN: Independence	Low, Accommodating, Agreeable, Selfless
SC: Self-Control	Average Self-control

Table 52. Personality Profile for Control (486) Participant.

<b>Primary Factor</b>	<b>Profile</b>
A: Warmth	Less inclined to seek personal involvement. Tends to be more detached.
B: Reasoning	Average number of reasoning items correct
C: Emotional Stability	Generally deals less calmly with life's demands. Changeable in mood
E: Dominance	More likely to accommodate to others' wishes and to avoid conflict. Likely to make fewer demands
F: Liveliness	Likely to think things through and exercise caution to same extent as most. Typical need for excitement and variety
G: Rule-Consciousness	Less likely to be bound by rule and regulations. Improvising and expedient.
H: Social Boldness	Averagely socially confident
I: Sensitivity	Incorporates both subjective and objective viewpoints when evaluating issues
L: Vigilance	Questions motives of others even when there is no apparent reason for doubt. Less likely to take people at face value. Expects to be misunderstood.
M: Abstractedness	Tends to shift easily between facts and theories when processing information
N: Privatness	Likely to be as open and self-disclosive as most people
O: Apprehension	Accepts responsibility for mistakes without being overly self-critical
Q1: Openness to Change	Values traditional ideas and beliefs whilst remaining open to appropriate and useful change
Q2: Self-Reliance	Averagely self-sufficient but values a sense of belonging as much as most
Q3: Perfectionism	Less concerned with planning and organising. Leaves more things to chance.
Q4: Tension	Experiences typical levels of physical tension
EX: Extraversion	Average extraverted
AX: Anxiety	High anxiety, perturable
TM: Tough-Mindedness	Average Tough-mindedness
IN: Independence	Average independence
SC: Self-Control	Average Self-control

Table 53. Personality Profile for Control (517) Participant.

<b>Primary Factor</b>	<b>Profile</b>
A: Warmth	Has a genuine, warm interest in people. Seeks close relationships.
B: Reasoning	More reasoning items correct
C: Emotional Stability	Tends to adjust to the facts of the situation, realistic about self and world and generally deals more calmly with life's demands than most people
E: Dominance	Tends to be forceful, eager to take the lead and be in control. May be less tolerant of contrary views.
F: Liveliness	Likely to think things through and exercise caution to same extent as most. Typical need for excitement and variety
G: Rule-Consciousness	Likely to feel a strong obligation to follow rules and regulations
H: Social Boldness	More at ease socially than others
I: Sensitivity	Incorporates both subjective and objective viewpoints when evaluating issues
L: Vigilance	Likely to be aware of any real grounds for scepticism but not overly suspicious.
M: Abstractedness	Prefers factual data, adapts to routine easily, pays attention to detail.
N: Privatness	Likely to be as open and self-disclosive as most people
O: Apprehension	Less self-critical with higher self-esteem. Feels worthy of love and respect. Confident, relaxed and resilient.
Q1: Openness to Change	Values traditional ideas and beliefs whilst remaining open to appropriate and useful change
Q2: Self-Reliance	Likes to feel a sense of belonging. Prefers to work as part of a team and consult others when making decisions
Q3: Perfectionism	Organises and plans ahead to same extent as most
Q4: Tension	Lower levels of physical tension, easy going, generally satisfied.
EX: Extraversion	Extraverted, Socially participating
AX: Anxiety	Low anxiety, unperturbed
TM: Tough-Mindedness	Average tough-mindedness
IN: Independence	Independent, Persuasive, Wilful
SC: Self-Control	Average Self-control

Table 54. Personality Profile for Control (487) Participant.

<b>Primary Factor</b>	<b>Profile</b>
A: Warmth	Has a genuine, warm interest in people. Seeks close relationships.
B: Reasoning	Average number of reasoning items correct
C: Emotional Stability	Deals with life's demands and controls moods to the same extent as most people
E: Dominance	Likely to express views and state opinions whilst being assertive rather than aggressive and willing to defer lead when appropriate
F: Liveliness	Lively and enthusiastic, may not always fully think things through. Cheerful and happy go lucky.
G: Rule-Consciousness	Reasonably dutiful and guided by morals to a typical extent.
H: Social Boldness	Averagely socially confident
I: Sensitivity	Incorporates both subjective and objective viewpoints when evaluating issues
L: Vigilance	Questions motives of others even when there is no apparent reason for doubt. Less likely to take people at face value. Expects to be misunderstood..
M: Abstractedness	Tends to shift easily between facts and theories when processing information
N: Privatness	Likely to be as open and self-disclosive as most people
O: Apprehension	Accepts responsibility for mistakes without being overly self-critical
Q1: Openness to Change	Values traditional ideas and beliefs whilst remaining open to appropriate and useful change
Q2: Self-Reliance	Averagely self-sufficient but values a sense of belonging as much as most
Q3: Perfectionism	Organises and plans ahead to same extent as most
Q4: Tension	Lower levels of physical tension, easy going, generally satisfied.
EX: Extraversion	Extraverted, Socially participating
AX: Anxiety	Average anxiety
TM: Tough-Mindedness	Average tough-mindedness
IN: Independence	Average independence
SC: Self-Control	Average Self-control

#### **4.7 GENERAL HEALTH QUESTIONNAIRE (GHQ-30).**

An investigation of the General Mental Health of participants.

Participant A (ID 400) of the School Victim Group revealed low levels of Anxiety (6/30). This male participant did not show significant levels of Social Dysfunction (6/30) or Severe Depression (1/30). The total score for Participant A is 13 out of 90. These scores indicated no Social Dysfunction or Depression. Participant B (ID 417) of the Life-Long Victim Group revealed low levels of Anxiety (7/30), Social Dysfunction (6/30) and Severe Depression (2/30). This participant did not appear to suffer from Social Dysfunction or Depression. The next participant (ID 380) was from the Child Bully Group, Participant C (Male). This participant demonstrated low levels of Anxiety (8/30), Social Dysfunction (9/30) and Severe Depression (8/30). The total score for Participant C is 25 out of 90. These results indicated no Depression or Social Dysfunction.

Two participants who were both male from the Child Bully/Victim Group, Participant D (ID 003) and Participant E



(ID 025) showed low levels of anxiety. The responses for Participant D for Social Dysfunction (4/30) and Severe Depression (1/30) demonstrated no Depression or Social Dysfunction. The total score for Participant D is 10 out of 90. The answers provided by Participant E show low scores for Social Dysfunction (6/30) and Severe Depression (2/30), again indicated no presence. The total score for Participant E is 16 out of 90. In the Periodical Bully/Victim Group, Participant F (ID 476) revealed low levels of Anxiety (5/30) and low levels of Social Dysfunction (2/30) and no depression at all (0/30). The total score for Participant F is 7 out of 90.

Finally, four participants of the Control Group, completed the General Health Questionnaire (GHQ-30). Participant G (ID 491), Participant H (ID 487), Participant I (ID 486) and Participant J (517). The responses for Participant G, demonstrated high levels of Anxiety (17/30), Social Dysfunction (24/30) and Severe Depression (22/30). The total score for Participant G is 63 out of 90. Participant G was a female participant, the other three Control participants were male. The answers provided by Participant H demonstrated low levels of Anxiety (6/30). No Social Dysfunction (1/30) and no Depression (0/30) was

present with regard to this participant. The total score for Participant H is 7 out of 90. The responses for Participant I demonstrated low levels of Anxiety (7/30). No Social Dysfunction (3/30) or Depression (4/30) was present in relation to this participant. The total score for Participant I is 14 out of 90. The responses provided by Participant J demonstrated low levels of Anxiety (6/30), Social Dysfunction (2/30) and Severe Depression (3/30). The low scores on the Social Dysfunction and the Depression scale indicated an absence of them with regard to this participant. The total score for Participant J is 11 out of 90.

#### **4.8 SUMMARY.**

This chapter has looked at six separate questionnaires. The “Life at School” looked at the bullying patterns of the participants, examining the recollection the participants had of the first questionnaire they completed, then examining bullying patterns in secondary school and the workplace. Following that questionnaire, the Manifest Anxiety Scale, Rosenberg Self-Esteem Scale and The Revised NEO Personality Inventory all provided quantitative information relating to each of the bullying groups. A qualitative approach was adopted in relation to the Sixteen Personality Factor Fifth Edition and the General Health Questionnaire, providing information on the general mental health of the participants and a personality profile of each participant.

Chapter

Five.

## **5.1. INTRODUCTION.**

The aim of this research was to examine the adult lives of children who participated in bullying research in the academic year of 1987/88. Within this examination, specific areas were isolated and investigated more thoroughly. These areas include Anxiety, Self-Esteem, Personality, and General Health. The results from the previous chapter will be discussed in detail in the present chapter. Firstly, there will be an examination of the patterns of bullying behaviour throughout the lifespan. In the next section, there will be an overview of the findings, and a consideration of these findings with respect to existing research. Following this section, a discussion of the qualitative results will be presented. The final section will consist of limitations of the study, which may have affected the generality of the results and recommendations for further research in this area of study.

## **5.2 DISCUSSION OF BULLYING PATTERN THROUGHOUT LIFESPAN.**

The "Life at School" Questionnaire was divided into three specific areas primary school, secondary school and the workplace. Primary school was the only area analysed in the original study and therefore information gathered about both secondary school and the workplace provided information regarding lifelong patterns that may have existed. Furthermore, questions were also posed to gather information of any role the participants' children may play in bullying today. The questionnaire began by investigating the awareness the participants had regarding the issue of bullying. When questioned about what constitutes bullying behaviour, the participants appeared well aware of the issue of bullying within today's society. A comparison of bullying episodes in the original study was compared with the adult perception of the bullying that occurred to them as children. The adults reported that they had been bullied a great deal less than they had reported as children. Similarly, when an examination was carried out to compare the bullying they participated in as children and their memory of this as adults there was a large

difference, with a large proportion of the participants providing no response at all. This may suggest that the adult perception of what was appropriate behaviour to admit to differ with what they felt as children. Furthermore, a retrospective study carried out by Eslea and Rees (in prep.) indicates that adults recall secondary school bullying incidents more readily than primary incidents. However, different types of bullying were not distinguished in the retrospective study. Therefore, the time span of this study may be too long for the participants or perhaps the increased awareness into today's society regarding the issue of bullying prevents people from acknowledging that they once participated in this type of maladaptive behaviour.

Bullying had been long-regarded as a social activity, with the on-lookers playing a significant role (Salmivalli, 1998). Bullies appear to enjoy conflict and aggression, seeking out situations where their aggression can be witnessed by peers (Wachtel, 1973; Bowers, 1973). The sight of an aggressive model easily conquering a weak opponent can arouse positive expectations in some observers (Olweus, 1978). Witness reactions to bullying found that 44 (44.4%) of the participants in the original study answered that they did nothing to help the

victim but felt that they should have, compared to only 20 (20.2%) admitting to this as adults. Participants of the original study belonged to level I of Kohlberg's Theory of Moral Development (1963), which represents pre-conventional morality, in which moral reasoning is guided by punishments and rewards. In the first stage of this level, punishment and obedience guide reasoning. Stage 1 children think that rules should not be broken as punishment may follow. This stage is egocentric in that children do not really consider another persons' feelings. In stage 2 of pre-conventional morality, children's orientation shifts to individualism and exchange. Stage two children follow rules, but only when this may benefit them. In this stage of the first level what children consider to be morally correct is relative, depending on whatever they will be rewarded for doing. Therefore if they did not feel they would be rewarded for defending the victim, no incentive to do so may have existed. Whereas in the original study, only 21 (21.21%) participants admitted to defending the victim, this increased significantly in the "Life at School" questionnaire where 45 (50%) participants answered that they had defended the victim as children. Memory may factor into the differing responses to these questions. It may be easier for an adult to



imagine themselves assisting a troubled child rather than actually doing it when they were children. With regard to Kohlberg's Theory of Moral Development, the participants in the present study, belonged to level III, which comprises post-conventional morality. This comprises of stage 5, which recognises the importance of social contracts and individual rights and also stage 6, where Kohlberg believes that individuals are oriented toward universal principles of justice. This level of moral reasoning gives quite a different perspective to morality and a sense of social responsibility than did level I. Twenty-one (21.2%) provided no response in the original study to this question, an extra answer was provided in the follow-up questionnaire, where 26 (26.26%) people said that they didn't do anything until the bully left. In a study carried out by Whitney and Smith (1993) regarding children's attitude to bullying, it was found that about half of the junior/middle school pupils in the UK reported that they would try to help the victim, whereas only a third of the secondary school pupils felt they would. The majority of the pupils did not think they would join in the bullying: only about one fifth reported that they might do so. Furthermore, O' Moore et al (1997) found that 59% of primary and 47% of

post-primary students responded that they did try to help the victim in some way and another 27% primary and 38% post-primary students reported that they did not intervene but felt that they should have done something to help.

The final question in the primary section enquires if the participant thought that they were bullied in primary school, do they still feel this to be true. Only 18 (18.18%) of the participants felt this to be true. Nine (9.09%) of the participants replied that they did not feel they were bullied, 13 (13.13%) participants were unsure and 59 (59.59%) participants did not respond to this particular question. During the administration of the original questionnaire, teachers read a definition of bullying to the students and then asked them to fill out the questionnaire. The fact that their teachers who they knew well administered the questionnaires may have lead to social desirability. The original researchers attempted to counteract any social desirability and intimidation by having the questionnaires administered simultaneously. There is also a growing argument about the definition of bullying. Smith and Madsen (1999) found that younger children admit to a higher level of physical bullying than older children. Verbal and

indirect bullying is more characteristic of later years. Smith and Levan (1995) found that many six year olds could experience being the victim of bullying. They can distinguish indirect as well as physical and verbal forms of bullying but that their understanding of the word "bullying" may refer to someone who does something nasty to them, without the credentials of intention, discrepancy of power or frequent attacks, this is supported by a study carried out by Guerin and Hennessy (2002) to examine the definition of bullying which found that that repetition, provocation and intention appear irrelevant. Specifically, simply fighting with someone may be perceived as bullying. It is only in later primary years that fighting is not necessarily perceived as bullying. This would lead younger children to have a broader, more inclusive definition of bullying about physical acts and therefore would be consistent with the finding that younger children are more likely to report being bullied. Furthermore, the adults in the present study may have been inhibited to admit to being bullied as this may suggest a weakness within our Tiger society.

Participants were also asked in the next section of the questionnaire whether they continued to be bullied in secondary school. Twenty two (22.2%) participants reported that they continued to be bullied. The victimization appears to occur mainly in the early years of secondary school, with the episodes decreasing significantly in the latter half. This is supported by O' Moore et al (1997) where it was found that the incidence of bullying increased in second year, and then dropped away in 3<sup>rd</sup> and 4<sup>th</sup> year. However, those researchers found an escalation in fifth year before it dropped to its lowest level in 6<sup>th</sup> year. This may be connected with the fact that they were no longer the youngest in the school or perhaps they were simply replaced with victims that were more vulnerable. It also may be a result of academically able students being heavily involved in academics during the final year of school and those who are academically weak may simply not attend due to the increased focus on academia. The main type of bullying that occurred in secondary school appears to have been verbal bullying followed closely by exclusion. This supports O' Moore et al (1997) who identified that within Irish schools name-calling was the predominant method of bullying, 58% of primary school children and 55% of post primary pupils

being subjected to this form of bullying. This form of bullying is more often associated with female bullying tactics; however, it is also a more secretive type of bullying and therefore more difficult for teachers to isolate it. Rumour, malicious gossip, and social ostracism are the preferred modes of bullying among girls that perhaps reflects the vulnerability of these close relationships (La Fontaine, 1991). Slagging also appears to be deep-seated and specific within Irish culture, an acceptable method of communication and therefore difficult to patrol within the boundaries of bullying behaviour. The stability of victimization across the lifespan in this study appears to challenge the literature as only a small percentage of the participants, 4 males (4.04%) and 4 females (4.04%) were Lifelong victims of bullying, and fourteen males (14.14%) and ten females (10.10%) were victims throughout the school years only. A study carried out by Hodges et al (1995) found that victimization is highly stable over the school years and is concurrently associated with a wide variety of adjustment problems, including depression, anxiety, low self-esteem, loneliness (Bjorkqvist, Ekman and Lagerspetz, 1992), dislike and avoidance of school (Kochenderfer, 1995), poor academic performance (Olweus, 1978), rejection by peers and a lack of

friends (Hodges, Malone and Perry, 1997). Research links the quality of a child's peer relationships with self-perceptions of social competence. Negative self-perceptions of social competence have been linked with withdrawal and isolation, depression and loneliness. Slee and Rigby (1993) strongly suggest that victimisation is associated with a good deal of isolation and alienation at school. Coie, Dodge and Kupersmidt (1990) have noted that social isolation can have consequences in terms of peer rejection although the same authors observe that it is by no means clear whether children withdraw because they are rejected or are rejected and then withdraw. It was found that 10 (10.10%) of the participants in the present study bullied others in secondary school. Occurrences of bullying episodes appears evenly spread throughout the secondary years suggesting that perhaps the same students bullied at an even rate, which emphasises the lack of intervention or help given to students who bully by the school system. It appears that bullying is the fore runner of adult violence and has its roots in unchecked infant behaviour (Randall, 1996), the persistence of bullying throughout the secondary years, suggests that bullies often don't get the required counselling needed to bring an end to this maladaptive behaviour.

Slightly more participants admitted to assisting in the bullying act rather than starting the bullying itself. This is supported by Salmivalli et al (1996) where it was found that self-estimated scores were significantly lower than peer-estimated ones on the Bully scale, but no difference existed between the two scales in relation to the Assistant. Participants may not want to accept responsibility for the bullying act alone and perhaps find it easier to admit to the behaviour if they are not viewed as the ringleader. Those who were the victims of bullying in secondary school report high levels of verbal bullying. Perhaps those who bully do not understand that verbal bullying is as detrimental to the victim as physical bullying or perhaps it is simply more difficult to prove and therefore easier to get away with.

In the workplace section of the questionnaire, the occurrence of bullying in the workplace was examined. The majority of participants responded that they had not been the victims of bullying in the workplace. However, 13 (13.13%) of the participants replied that they had been bullied, the frequency of the bullying episodes varied. This type of bullying ranged from verbal bullying to exclusion; there were no reports of any

physical bullying at all. In a study carried out by O' Moore et al (1998) into workplace bullying it was found that all victims had been subjected to direct verbal aggression and indirect bullying such as damaging rumours been spread about them. The majority of them had their work interfered with, either by setting unrealistic targets or their workload been reduced, which may in the long term interfere with both work status and promotion opportunities.

A small number of participants admitted to bullying others in the workplace, the type of bullying they admit to carrying out is verbal and exclusion, which concurs with the victims reports. Furthermore in the O' Moore et al (1998) study 66.7% of the victims had experienced isolation in the workplace. Large proportions (33.33%) of the participants have defended victims when they have witnessed bullying in the workplace. However, 45.45% in the present study provided no response to this particular question at all. This may suggest a lack of awareness of bullying in the workplace or simply turning a blind eye. The participants were asked if they felt that bullying is a greater problem for children today than it was for them. The majority of participants (57.57%) felt that it was. This may be due to



the media exposure and schools curriculum's which address the issue of bullying today.

There is growing evidence that bullying is an intergenerational problem, where adult males who were known as bullies produce a new generation of bully. The model "cycle of violence" (Tattum, Tattum and Herbert, 1993) illustrates the cyclic progression from pre-teen bullying to juvenile delinquency and into violent adult criminality and family abuse. Several studies show the continuity between aggression in childhood and adolescence and later violent crime and supportive evidence of the final stage of the model, the intergenerational link is provided by Farrington (1993). It is presented in the new analysis of the Cambridge study in delinquent development which found that there was a significant tendency for study males who were bullies to have children who also became bullies, a total of 35% of the study males convicted of violent crimes had children who were bullies compared to the 7.9% of the remaining study. This may also apply to the victims of bullying. Perhaps they teach their children either directly or indirectly to behave in a way that makes them more prone to victimization. It may be that parents without the coping skills

to prevent victimization communicate the same characteristics to their children. The final part of this section of the questionnaire looked at bullying patterns of the children of the participants. Out of a total of 99 participants, four (4.04%) adults replied that their children had been victims of bullying and two (2.02%) participants answered that they had been informed by the school that their children had bullied others. One of the participant's children belonged to both the bully and victim group. The mother of this child was categorised as a Periodical Bully/Victim in this study. A second female participant who was categorised as Child Bully/Victim also had a child who was reported to have bullied other in school. A third female participant who also belonged to the Child Bully/Victim group in this study reported having a child who was victimised in school. A further two female participants who were controls in this study, reported that their children had been the victims of bullying. Three out of four who had children who were involved in bullying were involved themselves, which supports the literature of the intergenerational problem of bullying.

### **5.3 DISCUSSION OF THE MANIFEST ANXIETY SCALE FINDINGS.**

The following section examines the significant and non-significant results across the Manifest Anxiety Scale. The Manifest Anxiety Scale found that the Periodical Bully/Victim Group experienced more anxiety than the Child Bully/Victim Group. This result demonstrates that the Periodical Bully/Victim Group is still participating in the bullying situation and therefore still experiences anxiety. It was found also that the Child Bully/Victim Group experienced more anxiety than the Control Group. Even though they no longer participate in the bullying situation, they carry the remnants of childhood anxiety with them. The Bully/Victim group has long been established as more disturbed than the bully group (Olweus, 1989). The dual role of bully and victim periodically, appears to have a more detrimental effect than the presence of these behaviours in childhood only. Olweus (1993b) referred to high levels of anxiety in Bully/Victims, O' Moore and Kirkham (2001) found the Bully/Victims to be the most anxious of the groups and Besag (1989) also found that the bullies who were frequent victims were more anxious, less popular and unhappier than

bullies who were victimized only occasionally or moderately. Research by O' Moore and Hillery (1991) has shown that the Bully/Victims appear to have more conduct disorders than pure bullies, which may cause difficulty when socialising.

The Manifest Anxiety Scale found that the School Victim Group did not differ in the level of anxiety from the Life-Long Victim Group, the Adult Victim Group, the Child Bully/Victim Group, or the Periodical Bully/Victim Group. A trend suggests that the School Victim Group anxiety was lower than the Life-Long Victim and Periodical Bully/Victim Group but higher than the Adult Victim and Child Bully/Victim Group, however this did not reach statistical significance. Each of these groups have experienced victimisation at some point in their lives, perhaps being a victim leaves scars, regardless of what period of the lifespan it is experienced in. It was also found that the School Victim Group did not experience a difference in the level of anxiety than the Child Bully Group or the Control Group. Victims and bully/victims may be anxious as they feel in danger from the threat of being bullied at any time (Houston et al, 1972), perhaps the lack of a threatening environment contributed to the results. The Manifest Anxiety Scale measures

only trait anxiety perhaps if state anxiety had been measured this would have resulted in the Adult Victims having a higher score and finally, the highly driven society that we inhabit today may bring an element of anxiety into every persons life, and may account for the small difference with the control group.

In the Manifest Anxiety Scale, the Life-Long Victim Group did not experience a difference in the level of anxiety from the Adult Victim Group, the Child Bully Group, the Child Bully/Victim Group, or the Periodical Bully/Victim Group, however a trend suggests that the Life-Long Victim Group had higher levels of anxiety than these groups but not at a significant level. Furthermore the Life-Long Victim Group had lower levels of anxiety than the Control Group but this did not reach statistical significance. In this research the groups of participants who were victimised constantly throughout their lives do not appear to suffer more anxiety than any of the other groups involved in bullying. This is the opposite finding of Craig (1997) who carried out a study on depression and anxiety to examine the sex and grade differences among children who were classified as bullies, victims, bully/victims,

and controls. The participants were 546 children in grade five through to eight. The results found that victims reported significantly higher anxiety than bullies and those not involved in bullying. These findings are consistent with previous research (Slee, 1995).

The Adult Victim Group did not experience different levels of anxiety than the Child Bully Group. This research demonstrates that the Child Bully Group had a higher mean score of anxiety although this did not reach statistical significance. Research by O' Moore and Kirkham (2001) found that bullies had higher anxiety than those who were not involved in bullying and Connolly and O' Moore (in press) found that bullies at primary level had higher levels of neuroticism than controls. One might expect the Adult Victims to experience higher levels of anxiety as they have experienced bullying more recently, perhaps the issue of state and trait anxiety may factor in these results. The Adult Victim Group did not experience a difference in anxiety than Child Bully/Victim Group and the Control Group. The Adult Victim had higher mean scores than the Child Bully/Victim Group but this did not reach a level of significance. The Adult Victim is experiencing bullying at the present, therefore the

higher mean score may account for this despite the non-significant result. Furthermore, O' Moore and Kirkham (2001) found the primary and post-primary victims to have higher levels of anxiety than the controls. Finally, the Adult Victim Group did not experience a difference in anxiety than the Periodical Bully/Victim Group, despite a trend, which suggests higher levels of anxiety being demonstrated by the Periodical Bully/Victim Group. Troy and Sroufe (1987) have suggested that victims may exhibit an anxious vulnerability that may make them vulnerable to attack. For the Periodical Bully/Victim Group the uncertainty of when victimisation will occur may cause anxiety and rebuttal bullying. Therefore, anxious participants who are at risk of bullying and repeated victimisation may intensify already high levels of social anxiety. The Victim Group (combined) did not experience a significant difference in the levels of anxiety as compared with the Bully Group, Bully/Victims (combined), and Controls. A trend suggests lower levels of anxiety by the Bully Group and Bully/Victims (combined) and higher levels by the Control group but this did not reach a level of significance. Research by Olweus (1978) reported victims of bullying as anxious and insecure and children who are victimised are generally reported

to be anxious individuals (Besag, 1989). However, this was not evidenced across the victims (combined).

The Child Bully Group did not experience a difference in the level of anxiety than the Child Bully/Victim Group or the Periodical Bully/Victim Group. However, the Bully Group had a higher mean score than the Bully/Victims (combined) but this did not reach statistical significance. This supports research by Olweus (1991) who maintains that according to his findings, bullies are neither anxious nor insecure under a tough surface. On the contrary, they were less anxious and surer of themselves than other children. Yet it has also been reported that bullies feel bad about themselves after a bullying episode (Slee and Rigby, 1993a), which in turn could lead to anxiety. The Child Bully Group may no longer participate in bullying behaviour but the causes of the underlying behaviour may still exist, hence the presence of some anxiety. In addition, the Periodical Bully/Victim Group did not experience a difference in anxiety than the Control Group, where the controls had a higher mean score but not at a statistically significant level. Perhaps anxiety levels for adults involved in bullying is different than the literature suggests as adults encounter a



great deal of anxiety in their general daily living. The Bully/Victims (combined) did not vary significantly across anxiety when compared to the Controls either. However, other research by Olweus (1993b) found that high levels of anxiety characterised the bully/victims, furthermore, O' Moore and Kirkham (2001) found in relation to primary school only that bully/victims experienced significantly more anxiety. In addition, the results of the present study, found no significant difference for gender in relation to anxiety across the Victim Group (combined), Bully Group, Bully/Victim Group (combined), and Control Group. This may have been due to the small number of participants in certain groups.

#### **5.4 DISCUSSION OF THE ROSENBERG SELF-ESTEEM SCALE FINDINGS.**

In the Rosenberg Self Esteem Scale, the School Victim Group did not have different levels of Self-Esteem than the Life-Long Victim Group, the Adult Victim Group, the Child Bully Group, or the Periodical Bully/Victim Group. A trend suggests that each of these groups had higher mean levels of self-esteem than the School Victim Group but this did not reach statistical significance. With the cessation of bullying in adulthood, self-esteem levels did not improve for the School Victim Group. Perhaps the scars of bullying persist even after the behaviour ends. While there is research to show that victims usually have lower self-esteem than the other two groups (Boulton and Underwood, 1992; Olweus, 1978, 1984), a study by O' Moore and Kirkham (2001) found victim and bullies share a lower global self-esteem than those not involved in bullying. However, the School Victim in this study did not have significantly different levels of Self-Esteem than the Control Group, although the mean score for self-esteem was higher for the controls. It may be that the School Victim Groups' lack of participation in the bullying situation in adulthood may have

resulted in characteristics common with those in the Control Group. This may have prevented them from being further victimised. On the other hand, the self-esteem of those who have been subjected to ongoing victimisation since the original study may have suffered. In the Rosenberg Self Esteem Scale the School Victim Group had lower levels of Self-Esteem than the Child Bully/Victim Group. The School Victim Group was subjected to bullying throughout both primary and secondary school whereas the Child Bully/Victim Group only participated in the bullying situation in the primary school years, therefore not affecting levels of self-esteem to the same extent as the School Victim Group.

The present study indicated that the Life-Long Victim Group did not differ significantly in their level of Self-Esteem than the Adult Victim Group, the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group, or the Control Group. The trend suggests that all the groups except for the Child Bully/Victim Group had lower self-esteem than the Life-Long Victim Group but this was not at a statistically significant level. The association between bullying in school and low self-esteem in adulthood is a consistent finding. Matsui

and colleagues (1996) carried out a retrospective study and reported that pre-existing low self-esteem negatively influences self-reports about victimisation, and high self-esteem does not. The levels of self-esteem for all the groups in this study were relatively modest, with no group standing out in particular for either high or low Self-Esteem. One fact that must be addressed in this research is that some of the groups are small and do not conform to the traditional bully, victim and bully/victim groups and this may be the reason for the variation with previously published findings.

Research into workplace bullying has shown victims to be adversely affected socially and emotionally by episodes of bullying, it therefore would not be unexpected to find that the Adult Victims had greater feelings of inadequacy. However, the Adult Victim Group did not differ significantly across self-esteem than the Child Bully Group. A longitudinal study carried out by Sourander et al (2000) examined the factors associated with bullying and victimisation from age 8 to 16. The results found that both bullying and victimisation at age 16 was associated with a wide range of psychological problems. Studies of victims of bullying in middle childhood suggest that

these children tend to be generally insecure, (O' Moore, 1988), possess low self-esteem (O' Moore, 1997; Slee and Rigby, 1993b), weak and passive (Olweus, 1978, 1984). Research in Ireland has found that children who bully shared with victims' feelings of lower self-worth than children who were not involved in bullying behaviour (O' Moore and Hillery, 1991; Byrne, 1994; O' Moore, 1997; O' Moore and Kirkham, 2001). However, within this research the Adult Victim Group are only newly exposed to bullying and the Child Bully Group have not participated in bullying for several years. This may account for the lack of variation across the self-esteem levels. This reason may also be applicable to the fact that the Adult Victim Group did not differ significantly across Self-Esteem with the Child Bully/Victims, Periodical Bully/Victims, and the Controls. Furthermore, as adults exposed to this behaviour there may not be such deep-seated feelings of helplessness as with childhood bullying. The Victim Group (combined) did not experience a significant difference in the levels of self-esteem as compared with the Bully Group, Bully/Victims (combined), and Controls. However, a trend suggests that the Victim Group (combined) had lower levels of self-esteem than the other three groups but not at a statistically significant level. Byrne (1994) reported

lower levels of self-esteem among primary and post-primary children who either bully others or are victimized. Perhaps prolonged exposure to bullying would result in lower long-term self-esteem.

In the Rosenberg Self Esteem Scale, the Child Bully Group did not differ significantly in levels of Self-Esteem from the Child Bully/Victim Group, the Periodical Bully/Victim Group and Control Group. The Periodical Bully/Victim Group and Control had lower self-esteem than the Child Bully Group but not at a significant level. This result suggests that intervention or counselling for the Child Bully Group to put a stop to the behaviour may have increased their self esteem levels. The results with regard to the Control Group are supported by research by Boulton and Underwood (1992) who found that the bully group are liable to have similar levels to not involved children. Furthermore, Olweus (1993b) found that bullies do not appear to suffer from low self-esteem and Rigby and Slee (1992) found no significant relationship between self-esteem and the tendency to bully using the Rosenberg 10 item Self-Esteem Scale (Rosenberg, 1986). However, other research reported that higher scores on their 'Bullying Behaviour Scale'

were associated with lower global self worth (Austin and Joseph, 1996; Mynard and Joseph, 1997) and O' Moore (1997) found that bullies had a statistically lower self-esteem than children who had not bullied. Finally, the Bully Group did not vary significantly from the Bully/Victims (combined), but the mean self-esteem score for the later group was lower than the Bully Group, however not at a significant level. Both Austin and Joseph (1996) and Mynard and Joseph (1997) have found as have O' Moore and Hillery (1991) that bully/victims of 8-11 years have lower global self esteem than the bully only group. It was found that whereas children who were pure bullies had higher self-esteem than bully/victims did, they had significantly lower global self-esteem than children not involved in bullying (O'Moore et al, 1997b; O' Moore and Kirkham, 2001).

In the Rosenberg Self Esteem Scale, the Child Bully/Victim Group did not have significantly different levels of Self-Esteem than the Periodical Bully/Victim Group, with the latter group demonstrating lower mean scores but not at a statistically significant level. This lower level may be accounted for by the fact that they are still involved in the bullying situation to a certain extent. This continued participation is supported by evidence in the literature where the Bully/Victim group are

seen as the most troubled of all the bullying groups, O' Moore (2000) found that children and adolescents who were involved in a dual role of bully and victim had significantly lower levels of self-esteem than their peers who are classified as either bullies or victims. The Child Bully/Victim Group and the Periodical Bully/Victim Group did not have significantly different levels of Self-Esteem than the Control Group. There was no significant difference in the self-esteem levels across the groups. This may be accounted for by the small number of participants in each of the groups. Finally, the Bully/Victims (combined) did not vary significantly across self-esteem when compared to the Controls. The length of the questionnaire may be a positive aspect for time considerations however; it may not allow a deep enough analysis of the area of self-esteem. The literature only recently acknowledged that self-esteem could fluctuate (Harter, 1986; Rosenberg, 1986). It is suggested that the stability of self-esteem influences cognitive and emotional reactions following feedback (Kernis *et al*, 1993). Therefore, an eclectic approach to self-esteem assumes that, self-esteem revision is possible, self-esteem is a multi-faceted construct, self-esteem is a relatively enduring self-feeling that nonetheless can fluctuate depending upon



situational and individual characteristics and an individual's interpretations of success and failure play a key role in determining the impact those events will have on self-esteem. Therefore, the present life events of the participants may influence the results.

This may be related to Mead's (1934) contributions to this area, which were an expansion of James' social self. Mead concluded that self-esteem is mainly derived from the reflected assessment of others. The appraisal of self-evaluation is a mirror of the criteria employed by the important persons of our social world. To Mead, no man is an island in his self-appraisal. No matter how secluded and autonomous he may believe himself to be, internally he is reflecting the opinions of his social group. An explanation for the debate in relation to the self-esteem of children who bully may be because of failure to differentiate between the global self-esteem and the multi-dimensional nature of self-esteem (O' Moore, 1995). Decreases in state self-esteem often lead to negative affect (Heatherton and Polivy, 1991). Discovering that one falls short of ideals or violates one's proper standards of behaviour produces various negative affect states. The vague and sometimes contradictory

results found might be caused by overlooking the possibility that bullying, as aggression in general is connected to a Self Esteem structure not revealed by the traditional self-report measures (Higgins, 1987).

## **5.5 DISCUSSION OF THE REVISED NEO-PI FINDINGS.**

The following section examines the significant and non-significant results across the Revised NEO Personality Inventory. Examination of the level of Neuroticism using the Revised NEO Personality Inventory indicated that there were no significant differences between the School Victim Group and the Life-Long Victim Group, the Adult Victim Group, the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group or the Control Group. The School Victims had higher mean scores across Neuroticism for each group but this did not reach statistical significance. However, when the School Victim Group was compared with adult norms, it was found that the males were high in Neuroticism and the females had low levels. The foundations of neuroticism are levels of anxiety and volatility. Research of victims of bullying in middle childhood suggests that they tend to be generally anxious (O' Moore, 1988) and Byrne (1994) found that children who were bullied scored low on the neuroticism scale. The fact that the School Victim Group is not currently subjected to bullying may account for the lack of variation between these groups. A high neurotic scorer may be characterised as an anxious, moody

type of person and prone to depression. Some traits such as neuroticism are associated with poorer life adjustment (Ormel and Wohlfarth, 1991). The participants of this group may have a more positive view of life and therefore neuroticism levels may be more on par with that of others. The Life-Long Victim Group did not have significantly different levels of Neuroticism than the Adult Victim Group, the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group or the Control Group. The Life-Long Victims had higher mean scores than all the groups, except the Periodical Bully/Victim Group but not at a statistically significant level. When the Life-Long Victims were compared with adult norms, it was found that the participants had high levels of Neuroticism. This lack of variation may once again be due to the grouping of participants that varies from the traditional bullying groups.

The Revised NEO Personality Inventory found that the Adult Victims did not have significantly different levels of Neuroticism than the Child Bully Group, the Periodical Bully/Victim Group, the Child Bully/Victim Group, or Control Group. A trend suggests that the Child Bully/Victim Group and the Control Group had lower levels of Neuroticism than the

Adult Victim Group but not at a statistically significant level. Research has found no relationship between victimisation and neuroticism. This is surprising as victims are considered anxious people (Robins, 1966; Olweus, 1978). Therefore, Slee and Rigby (1993) suggest that the major personality factor differentiating victims from others is not neuroticism but introversion. When the males and females of the Adult Victims were compared with the adult norms for Neuroticism it was found that whereas the males were of average levels, the females scored high in Neuroticism. The Victim Group (combined) did not experience a significant difference in the levels of Neuroticism as compared with the Bully Group, Bully/Victims (combined), and Controls; the trend suggests that all of these groups scored lower on Neuroticism than the Victim Group (combined). Furthermore, there was no significant difference for gender in relation to Neuroticism across the Victim Group (combined), Bully Group, Bully/Victim Group (combined), and Control Group. Perhaps therefore the male/female ratio affected the results that differ from previous research findings.

Furthermore, the Revised NEO Personality Inventory found that the Child Bully Group did not have significantly different levels of Neuroticism than the Child Bully/Victim Group and the Periodical Bully/Victim Group. Eysenck's (1964, 1977) theory of criminality and anti-social behaviour hypothesizes that both juvenile delinquents and adult offenders are characterized by higher levels of neuroticism than normal groups. There are studies that have provided support for Eysenck's hypothesis (Saklofske, McKerracher and Eysenck, 1978; Allsopp and Feldman, 1976). High levels of Neuroticism are associated with bullies, however within the literature the bully/victim group is referred to as the most anxious with the greatest problems associated with their behaviour. Bully/victims perceive themselves, to be the least socially acceptable and are the most neurotic of the bullying groups (Austin and Joseph, 1996). When the males and females of the Child Bully Group were compared with the adult norms for Neuroticism it was found that whereas the males had high levels, the females had an average score in Neuroticism. The Bully Group did not vary significantly from the Bully/Victims (combined) across Neuroticism. Research by Connolly and O' Moore (in press)

found that bullies had higher levels of Neuroticism than controls.

In this study, the Child Bully/Victim Group did not have significantly different levels of Neuroticism than the Periodical Bully/Victim Group or Controls. The magnitude of the differences in the means was large ( $\eta^2=0.2$ ), demonstrating a 20% difference in the mean level of the Child Bully/Victim Group and the Periodical Bully/Victim Group. When the males and females of this group were compared with British adult norms, it was found that both the males and females had average scores of Neuroticism. However, in a study carried out by Mynard and Joseph (1997) the Bully/Victims scored higher in the neuroticism scales than children who were not involved in bullying. Finally, the Periodical Bully/Victim Group did not have significantly different levels of Neuroticism (N) than the Control Group. When the Control Group was compared with adult norms, it was found that the males had average levels but that the females possessed high levels of Neuroticism. The Bully/Victims (combined) did not vary significantly across Neuroticism when compared to the Controls. Neuroticism comprises more than vulnerability to psychological distress.

Perhaps because distracting emotions hinder adaptation, men and women high in Neuroticism are also prone to have illogical ideas, to be less able to control their impulses and to cope more poorly than others with stress.

The Extraversion factor of the Revised NEO Personality Inventory was examined across all the groups. It was found that the School Victim Group did not have significantly different levels of Extraversion than the Life-Long Victim Group, despite the 28% difference between the means. Research has found that children who were bullied scored low on the extraversion scale (Slee and Rigby, 1993; Mynard and Joseph 1997). The School Victim Group did not have significantly different levels of Extraversion than the Adult Victim Group. In a study of personality, Rigby (1993) argued that introversion might be the major personality factor differentiating victims from others. Withdrawal might be more typical of children and adolescents that are unsure of themselves. An element of introversion may remain in adulthood. As adults this may not be a negative aspect of their personality any longer however, it may cause them to be more vulnerable to attack in the future. The School Victim Group did



not show significant difference of Extraversion than the Child Bully Group, the Periodical Bully/Victim Group and Controls. Bullying groups tend to have high levels of Extraversion, as they are more aggressive. This can also be applied to the Bully/Victim group. When the School Victim Group was compared with Adult norms, it was found that whereas the males were of average levels, the females had lower levels of Extraversion.

The Life-Long Victim Group did not demonstrate a significant difference in the levels of Extraversion than the Adult Victim Group, Child Bully Group, the Child Bully/Victim Group, Periodical Bully/Victim Group, and the Control Group. A trend suggests that the Life-Long Victim had a higher mean score than all the other groups except for the Child Bully/Victim Group, but this did not reach a level of statistical significance. Introversion is the other end of the Extraversion spectrum; introverts tend to be quiet, retiring, and introspective. They enjoy spending time alone and are often reserved and distant with all but their closest friends. When the Life-Long Victim Group was compared with adult norms, it was found that the males had high levels of Extraversion. This may be connected

to the aggressive aspect of Extraversion. The frustration of being subjected to a lifetime of bullying may cause aggressive tendencies in the victims. Furthermore, the Adult Victim Group did not display a significant difference in the levels of Extraversion than the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group, and the Control Group. When the Adult Victim Group was compared with the Adult norms, it was found that the males displayed average levels of Extraversion and the females displayed high levels. Most victims are lonely and socially isolated (La Fontaine, 1991; Boulton and Underwood, 1992; Nabuzoka and Smith, 1993). The question remains as to why the Adult Victim Group avoided being bullied throughout the school years but then as adults are subjected to this behaviour. They appear to have introversion tendencies, which can make a person more vulnerable to bullying if they are perceived as unfriendly. Even students not directly involved in bullying were unlikely to stand up for a person who is perceived as being unfriendly (Hodges et al, 1997). Perhaps through school belonging to a social group provided protection from bullying but young adulthood may not provide these same protective aspects and therefore isolating them for victimisation. The Victim Group (combined)

did not experience a significant difference in the levels of Extraversion as compared with the Bully Group, Bully/Victims (combined), and Controls. People who have a temperamental vulnerability tend to have high scores on measures of introversion and neuroticism. Eysenck's theory of criminality (1964) and theory of anti-social behaviour (Eysenck, 1977), suggests that such conduct would be found more frequently in people with high scores on extraversion, neuroticism and psychoticism dimensions of personality. The tendency to bully was significantly associated with psychoticism while the tendency to be victimised was significantly associated with introversion and low self-esteem. Slee and Rigby (1993) suggest that the major personality factor differentiating victims from others is not neuroticism but introversion.

Examination of the Extraversion factor found that the Child Bully Group did not demonstrate a significant difference in the levels of Extraversion scores than the Child Bully/Victim Group, the Periodical Bully/Victim Group, and the Control Group. The Bully Group did not vary significantly from the Bully/Victims (combined) with regards to Extraversion. With respect to the Control Group, it appears that other research has presented

contradictory results. Eysenck (1964, 1977) found that there appears to be a relationship between this behaviour and Extraversion. Studies relating delinquency to extraversion among schoolboys have consistently shown strong results in the predicted direction (Gibson, 1967b; Saxby, Norris and Feldman, 1970). Furthermore, in research by Connolly and O' Moore (in press), bullies demonstrated higher levels of extraversion than the Controls. When the Child Bully Group was compared to a normal adult population, the males had an average score on the Extraversion scale and the females had high levels. In adult studies no significant relationship was observed between Extraversion and self-reported delinquency among a sample of 18-25 year olds (Furnham and Thompson, 1991), but using a shortened version of the revised Extraversion Scale (Eysenck, Eysenck and Barrett, 1985) among two different samples of Australian teenagers, Heaven (1993) found the projecting ability of Extraversion to vary from sample to sample.

The Revised NEO Personality Inventory revealed that the Bully/Victims (combined) did not vary significantly across Extraversion when compared to the Controls. Furthermore, the

Child Bully/Victim Group did not have significantly different levels of Extraversion than the Periodical Bully/Victim Group. Extraverts are more prone to crime and anti-social behaviour, because they pursue rewards without fear of consequences, and are impatient and impulsive. The Bully/Victim Group are more likely than others to be aggressive to those younger and more vulnerable. As adults the Child Bully/Victim Group still possesses some of the extraverted tendencies that may have contributed to their alternating between the bully and victim role as children. Furthermore, the Child Bully/Victim Group did not have higher levels of Extraversion than the Control Group. When compared with adult norms across the Extraversion scale, both the males and females of Child Bully/Victim Group had high levels. There is confusion connected with being a bully and a victim, where some victimised children have internalising difficulties and others have externalising problems, such as disruptiveness, aggression, and argumentativeness (Boivin and Hymel, 1997; Olweus, 1978; Perry et al, 1988). Finally, the Periodical Bully/Victim Group did not have significantly different levels of Extraversion than the Control Group. The magnitude of the differences in the means was small ( $\eta^2=0.02$ ), therefore there was a 2% difference between

the means. When compared with adult norms across the Extraversion scale, both the males and females of Periodical Bully/Victim Group had high levels and with reference to the Control Group, the males had high levels of Extraversion and the females had very low levels. It may be that the gender ratio within the Child Bully/Victim Group and the Periodical Bully/Victim Group are responsible for these results. Furthermore, there was no significant difference for gender in relation to Extraversion across the Victim Group (combined), Bully Group, Bully/Victim Group (combined), and Control Group.

Analysis of the factors of Openness, Agreeableness, and Conscientiousness in the Revised NEO Personality Inventory found that the School Victim Group did not display a significant difference in levels of Openness, Agreeableness, and Conscientiousness than the Life-Long Victim Group. The reasons as to why the School Victims avoid the tyranny of bullying as adults are unclear. An increase in levels of Openness, Agreeableness, and Conscientiousness would indicate some protection against it; however, these levels did not seem to increase in adulthood. It was also found that the School Victim Group did not have significant differences in the

levels of Openness and Conscientiousness than the Adult Victim Group. When the School Victim Group was compared across the Openness Facet with adult norms, it was found that whereas the males had high levels the females had low levels. With regards to the Agreeableness factor a significant result revealed that the School Victim Group was lower in Agreeableness than the Adult Victim Group. Most victims are lonely, unhappy at school (Slee and Rigby, 1993a) socially isolated, cry readily, are unpopular in the group and have below average school attainment (La Fontaine, 1991). These are not qualities that would result readily in Agreeableness. The School Victim Group was bullied throughout the school years, which suggests that certain traits were present which made them more susceptible to being bullied. The personality does not become set until the early 20s; therefore, changes after leaving school may be attributed to not being bullied. The School Victim Group did not have a significant difference in the levels of Openness, Agreeableness, and Conscientiousness than the Child Bully, Child Bully/Victims, Periodical Bully/Victims, and Controls. One of the factors which makes a child more disposed to bullying, is lack of friends and perhaps this lack of social interaction prevents them from putting others first, or

giving them any consideration at all. One study found that people low in psychoticism tend to be high in conscientiousness (Goldberg and Rosolack, 1994). This may be a trait common to all the victim groups, where they feel the pain of others. The Controls were compared with adult norms where it was found that the males had high Openness levels and the females had low openness levels. Open individuals are unconventional, willing to question authority and prepared to entertain new ethical, social, and political ideas. A study carried out by Ramanaiah et al, (1997) examined the hypothesis using the Satisfaction with Life Scale (Diener et al, 1985) and the NEO Personality Inventory (Costa and McCrae, 1985) that people who report high satisfaction with life have different personality profiles than those reporting low life satisfaction. The participants were 245 Introductory to Psychology students (111 males and 134 females) for partial course credit. The results found that people who report being satisfied in life have different personality profiles than those reporting low satisfaction. The high satisfaction group scored significantly lower on the Neuroticism scale and significantly higher on the Extraversion, Agreeableness, and Conscientiousness scales than the low satisfaction group.



The Revised NEO Personality Inventory found that the Life-Long Victim Group did not have significantly different levels of Openness and Conscientiousness than the Adult Victim Group, but did vary significantly in Agreeableness, demonstrating lower levels. This may be related to personality development. Provocative victims are disruptiveness, aggressive and argumentative (Boivin and Hymel, 1997), however, the present study did not distinguish the provocative victim. These behaviours have been hypothesised to irritate other children and provoke bullies. Openness may sound healthier or more mature to many psychologists, but the value of openness or closedness depends on the requirements of the situation and both open and closed individuals perform useful functions in society. These traits may cause these participants to be targeted as victims early on in life or the Agreeableness factor may reflect scarring due to negative experience. Furthermore, the Life-Long Victim Group did not demonstrate a significant difference in levels of Openness, Agreeableness, and Conscientiousness than the Child Bully Group, the Child Bully/Victim Group, the Periodical Bully/Victim Group, or the Control Group. Both men and women who score low on Openness tend to be conventional in behaviour and

conservative in outlook. They favour the familiar and their emotions are subdued. Although openness or being closed may influence the form of psychological defence used (McCrae and Costa, in press-a), there is no evidence that being closed itself is a generalised defensive reaction. In an examination of Openness and Conscientiousness, it was found that the Adult Victim Group did not have significantly different levels than the Child Bully Group, the Periodical Bully/Victim Group, and the Control Group. The Adult Victim Group demonstrated a significant difference in Agreeableness than the Child Bully Group and the Periodical Bully/Victim Group. These participants were not victimised throughout the school years and to be targeted as a victim in adulthood alone raises many questions. Agreeableness appears to have developed normally for the Adult Victim Group, unlike the Child Bully and Periodical Bully/Victim Groups. This new period in the lifespan may result in need for new social networks, which do not materialise, leaving them susceptible to bullying. Studies have revealed that having one or more friends help to protect against victimisation (Kochenderfer and Ladd, 1997). Furthermore, the Adult Victim Group did not have a significantly different level of Openness, Agreeableness, and Conscientiousness than the

Child Bully/Victim Group, but did demonstrate a significant difference in Agreeableness than the Control Group. The Control Groups are normally well-rounded individuals. They have never been the victim or the perpetrator of bullying. They are those who are socially sensitive, unselfish, flexible and conforming to group norms, (Lowenstein, 1978b). Being very agreeable may have a disadvantage. It may be appealing to see the agreeable side of this domain as both socially favourable and psychologically healthier, and it is certainly the case that agreeable people are more popular than antagonistic individuals. However, the willingness to fight for one's own interests is often advantageous and agreeableness is not a virtue on the battlefield or in the courtroom. They may become a target for bullies, simply because they are too accommodating. In addition, the Victim Group (combined) did not experience a significant difference in the levels of Openness, Agreeableness, or Conscientiousness as compared with the Bully Group, Bully/Victims (combined), and Controls. The agreeable person is essentially humane. He or she is caring to others and eager to help them, and believes that others will be equally helpful in return. In contrast, the disagreeable or antagonistic person is self-centred, dubious of

others' intentions and competitive rather than cooperative. Just as neither pole of this dimension is inherently better from society's point of view, so neither is necessarily better in terms of the individual's mental health.

In the Revised NEO Personality Inventory, the Child Bully Group did not have significantly different levels of Openness, Agreeableness, and Conscientiousness than the Child Bully/Victim Group, the Periodical Bully/Victim Group, and the Control Group. Furthermore, the Bully Group did not vary significantly from the Bully/Victims (combined) with regards to Openness, Agreeableness or Conscientiousness. In a study by Connolly and O' Moore (in press), the psychoticism scale was found to be higher for bullies than controls, this variable suggests a lack of conscientiousness. With reference to the Child Bully/Victim Group, it was found that they did not have significantly different levels of Openness, Agreeableness, and Conscientiousness than the Periodical Bully/Victim Group or the Control Group. In addition, the Periodical Bully/Victim Group did not have lower levels of Openness, Agreeableness, and Conscientiousness than the Control Group. The Bully/Victims (combined) did not vary significantly across Openness,

Agreeableness, or Conscientiousness when compared to the Controls and there was no significant difference for gender in relation to Openness, Agreeableness, or Conscientiousness across the Victim Group (combined), Bully Group, Bully/Victim Group (combined), and Control Group. Further research by Costa and McCrae (1985) of participants aged between 16 and 19 years (108 females and 106 males); found using the NEO Personality Inventory no significant relationship between Openness and delinquency for males and females. The results lend partial support that variations of Neuroticism, Agreeableness, and Conscientiousness are implicated in self-reported delinquency.

## **5.6 DISCUSSION OF QUALITATIVE RESULTS.**

The following section combines the results from the 16PF5 and the General Health Questionnaire for each of the participants. The small group of participants made it possible to obtain a deeper analysis of each participant's personality, which may reveal the answers to the change in their bullying group status throughout the lifespan.

The School Victim Participant was of average warmth, this trait appears to have a substantial genetic component (Costa and McCrae, 1992). The trait decreases until about the age of 10 then there is a steady and relatively rapid increase to age 30, where it levels off. The School Victim showed a high level of intelligence and tended to shift easily between facts and theories when processing information. This fits in with the participant's profession as a distributor of chemicals. Deals with life's demands and controls moods to the same extent as most people. This may be a reason that the School Victim was no longer bullied as an adult. Within the dominance factor, the School Victim tends to be forceful, eager to take the lead and be in control but may be less tolerant of contrary views. The

dominance factor seems surprising for a victim of bullying, but this may be a trait that has emerged in adulthood. The fact that the participant is less tolerant of others suggests that it may be difficult for him to establish and maintain friendships and this fact may have played a role in victimisation. Having friends and being liked by one's peers were protective factors against victimisation (Hodges et al, 1997). The participant thinks things through and exercises caution to the same extent as most. He has a typical need for excitement and variety. He is guided by morals to a typical extent and is reasonably dutiful. Being so dutiful may have allowed the bullying to continue, as there may have been a misguided loyalty to the bully and the secrecy of not telling. A surprising trait that has emerged is that the School Victim appears to be more socially at ease than would be expected for someone who has been victimised through childhood. Extraversion is principally accounted for by the four primary factors of warmth (high A), impulsivity (high F), boldness (high H) and group dependence (low Q2). The GHQ factor of Social Dysfunction can be correlated to Extraversion. The participant meets one of these criteria which implies an element of extraversion in his personality. Furthermore, the GHQ, suggests that the

participant does not display social dysfunction. This may be one of the reasons that bullying ceased in adulthood. As a distributor, the participant would have many dealings with people in a professional manner, perhaps having to deal with people promoted socially positive communication. The School Victim based on sensitivity incorporates both subjective and objective viewpoints when evaluating issues. The participant is as open and self-disclosive as most people and tends to be trusting, easygoing, and cooperative. This may be a result of bullying. The Participant knows how it feels to be isolated and have to keep something inside. The participant accepts responsibility for mistakes without being overly self-critical; this suggests high levels of self-esteem. Averagely self-sufficient but values a sense of belonging as much as most, the participant has highly defined personal standards. Furthermore, he is highly independent, persuasive, and wilful with average self-control. High levels of independence may have made him appear unfriendly in childhood but are seen as positive traits in adulthood. The high standards may have isolated the participant in school; the bully may have seen them as a "class swot" and therefore isolated them. However, as an adult this quality can be positive in the workplace. Within the area of



anxiety, the participant experienced typical levels of physical tension and had average anxiety levels. The GHQ results showed low anxiety. Within the 16PF5 anxiety can principally be accounted for by the primary factors of emotional instability (low C), suspiciousness (high L) guilt (high O), and tension (high Q4). The participant did not meet any of these criteria and therefore the reports of low anxiety are supported. The 16PF5 showed the participant to be averagely tough-minded and the GHQ showed no depression. Social exclusion was found to be a good predictor of associated internalised problems such as depression, loneliness, anxiety and a reduction in self worth (Hawker and Boulton, 1996a). The School Victim does not appear to suffer from any of these problems and seems to have emerged into adulthood with traits that prevent him from being victimised.

The Participant of the Life-Long Victim Group reveals low levels of Anxiety on the GHQ, whereas average levels of anxiety and experience of typical levels of physical tension were found on the 16PF5. Only one criteria of anxiety, emotional instability (low C) is met which does suggest an element of anxiety but only a small amount. An absence of Social Dysfunction on the

GHQ was substantiated by average levels of warmth, being as open and self-disclosive as most people and averagely extraverted. However, slight social problems may be seen through being only of average independence and likely to express views and state opinions whilst being assertive rather than aggressive and willing to defer lead when appropriate. In addition, the results showed that the participant was only averagely socially confident and likes to feel a sense of belonging. Prefers to work as part of a team and consult others when making decisions. These traits characterise someone who is not able to stand on own two feet and seeks comfort within the group. She appears to defer control to others without question and perhaps this is the cause of the continuing victimisation in adulthood. Low levels of Depression were isolated on the GHQ; however, the 16PF5 revealed that the participant is changeable in mood and had an average level of Tough-mindedness. The participant may suffer from bouts of depression associated with being bullied, but is still able to cope with the torment. Children aged between 5 and 18 years of age in Australia who were identified as victims of bullying in school showed significantly more mental health problems (Zubrick et al, 1997). It has been reported that relatively poor

mental and physical health of schoolchildren can be linked to the experience of being frequently bullied by peers (Rigby, 1997a; Boulton and Smith, 1994). Depression may be a common outcome of being bullied (Neary and Jones, 1994) and one firmly established finding in the area of self-esteem is the inverse association between self-esteem and depression where studies of children, adolescents, adults and the elderly all show the same pattern (Rosenberg, 1985; Wylie, 1979). The results further indicated that the participant of the Life-Long Group prefers factual data, adapts to routine easily, pays attention to detail, which all assist in her profession as a computer technician. The participant has chosen a career, which does not involve a lot of social interaction. This is probably due to lack of social skills and the desire to work alone rather than as part of a team where bullying is more likely to occur. The traits of the Life-Long Participant are characteristic of someone who has been bullied.

Participant C of the Child Bully Group revealed low levels of Anxiety. The area of anxiety to bullies has not been given great emphasis within the literature (Olweus, 1984). The personality of bullies demonstrates a high level of neuroticism,

which encapsulates anxiety (Connolly, 1999). The 16PF5 revealed typical experiences of physical tension and average anxiety for Participant C. The participant had average levels of extraversion, whereas high levels are normally associated with anti-social or bullying behaviour (Eysenck, 1976). Furthermore, no Social Dysfunction was established for this participant across the GHQ. However, the results from the 16PF5 show the participant to be less at ease socially, with only an average level of warmth towards others and a preference for a stable and predictable environment. Nevertheless, there did exist a typical need for excitement and variety. A finding that may be one of the explanations for the lack of bullying since primary school is the fact that this participant is more likely to accommodate others' wishes and to avoid conflict and make fewer demands. This may be due to intervention during childhood bullying. Many bullies are unaware of the torment they are causing the victim until intervention occurs. As a result, the Child Bully may have realised that this would not be tolerated any more and therefore had to attempt to be more accommodating to others, which may over the years have become part of his personality. The participant of the Child Bully Group revealed low levels of depression on the GHQ but

appeared changeable in mood with average tough-mindedness. This is the term used by Eysenck (1976) for the trait of Psychoticism which implies that the participant does still possess this trait which may have contributed to bullying behaviour as a child. This participant is a Sales Person by profession; he generally deals less calmly with life's demands but is intelligent. Lack of academic ability is often linked with bullying behaviour, where boy bullies having been found to be below average on school grades and intelligence (Olweus, 1978; Roland, 1980, 1987). The Child Bully in this study reflected an ability to shift easily between facts and theories when processing information and is self-sufficient, preferring to make independent decisions. Perhaps higher levels of intelligence helped the bully to understand anti-bullying policies or the repercussions of bullying within school. This participant values freedom and privacy and tends to concentrate on tasks as opposed to people. He is reasonably dutiful and guided by morals to a typical extent. The Child Bully personality appears to have altered throughout life in order to put an end to bullying behaviour. However, certain traits that are still present are more typical of bullying personalities.

Both participants of the Child Bully/Victim Group demonstrated low levels of Anxiety, no Social Dysfunction, and no Depression within the GHQ. Children who have been classified as Bully/Victims have been found to be more depressed than children classified as Bully only (Austin and Joseph, 1996) however as indicated by the GHQ these participants were not suffering from depression at the time of this research. The results from Participant D and Participant E in 16PF5 confirmed low levels of anxiety. Participant D shows an average level of warmth towards others whereas Participant E has a genuine, warm interest in people and seeks close relationships; nevertheless, both participants show average levels of tough-mindedness. Participant D experiences typical levels of physical tension while Participant E has lower level of physical tension and is easy going. Pertaining to emotional stability both participants tend to adjust to the facts of the situation, are realistic about self and the world and generally deal more calmly with life's demands than most people. Participant D is likely to express views and state opinions whilst being assertive rather than aggressive and willing to defer lead when appropriate where as when it comes to the area of dominance for Participant E he is more likely to accommodate to others'

wishes and to avoid conflict and likely to make fewer demands. Participant E is a camera operator by profession; this can involve working within a team or working independently. When working in a team it is important to be able to communicate well. Both participants prefer to work as part of a team and consult others when making decisions. Participant D prefers factual data, adapts to routine easily, and pays attention to detail. This participant is a student and may require these skills to successfully complete education. Participant D is less at ease socially than most and Participant E is averagely socially confident. Despite no Social Dysfunction across the GHQ for both participants it appears as though neither one does very well socially. Participant E has high levels of Extraversion this is concomitant with research which shows bullies to be higher in extraversion (Eysenck, 1976; Connolly and O' Moore, in press) but Participant D is of average extraversion. Research by O' Moore and Hillery (1991) has shown that the Bully/Victim Groups appear to have more conduct disorders than pure bullies, which may cause difficulty when socialising. Participant D makes decisions based on objective observations; he values the tangible, practical, and possible. Whereas Participant E incorporates both subjective

and objective viewpoints when evaluating issues. This demonstrates different levels of sensitivity within this group. In reference to vigilance, Participant D is likely to be aware of any real grounds for scepticism but not overly suspicious yet Participant E tends to be trusting, easygoing and cooperative. The concept of suspiciousness goes back to the tender-versus-tough minded of William James. It has significantly positive relations to lax discipline in the home background, inadequate behavioural control, warmth in permitting free aggression, more control by reasoning than by punishment. The high scoring individual was hesitant and lacked confidence as a child. It is significantly higher in neurotics and antisocial deviants, both of which are elements of the bully/victim characteristic. The characteristic of these two participants can vary but there are certain traits which isolate them and may have contributed to the bully/victim behaviour as children.

The Participant of the Periodical Bully/Victims displays characteristics, which are conducive to the continuing of this behaviour throughout the lifespan. Stephenson and Smith, (1988) found bully/victims to be physically strong and able to assert themselves, but are less popular with their peers than



the main group of bullies. The Periodical Bully/Victim in this study is the first to reveal lower levels of warmth, even the Child Bully revealed an average level of warmth. The Bully/Victim children also demonstrate more disturbed behaviour than the typical bully (Olweus, 1989). The participant is also less inclined to seek personal involvement and tends to be more detached than others. In reference to emotional stability the participant had a high score where she tends to adjust to the facts of the situation, is realistic about self and world and generally deals more calmly with life's demands than most people. Clinical associations include psychopaths and some kinds of juvenile delinquents are the only high instances. Virtually all forms of pathology, neurotic and psychotic show statistically significantly lower C (Cattell et al, 1970). A high C may have been expected here but the participant did not display it. Dominance levels are average where she is likely to express views and state opinions whilst being assertive rather than aggressive and willing to defer the lead when appropriate. This would appear to link in with the victimisation aspect of the participant, where she does not appear to have the confidence to stand her ground. The participant is averagely socially confident, averagely

extraverted and according to the GHQ has no social dysfunction. Bully/victims perceive themselves, to be the least socially acceptable group (Austin and Joseph, 1996). This participant is a post-graduate student. She possesses an average level of abstractedness and average perfectionism, both of which would be very important traits to possess in the area of post-graduate research. This may be linked to the area of low self-reliance and average independence, where there appears to be a need for others. The GHQ revealed low levels of anxiety and no depression for the Periodical Bully/Victim participant. The 16PF5 agrees with this as average levels of anxiety, tension and tough-mindedness are reported. This participant displays some interesting traits. In certain areas, she appears to be doing well but there appears to be an underlying lack of confidence. Bullies who had been victims possess more feelings of inadequacy than pure bullies do. They are more troublesome, anxious, less popular, more unhappy and dissatisfied than pure bullies (O' Moore, 1997). It appears that victims may want to demonstrate their own superiority and do so by becoming a bully themselves (Austin and Joseph, 1996).

The Control Group in the present study consisted of four participants, Participant G, Participant H, Participant I and Participant J. In an examination of anxiety across the GHQ, the anxiety levels of the Controls varied significantly, Participant G had high levels of anxiety, which was confirmed by the 16PF5. Participant I scored low on the anxiety factor in the GHQ but then reported high anxiety on the 16PF5. Both participant H and J had low levels of anxiety on the GHQ, only Participant J reported low anxiety on the 16PF5, Participant H reported average anxiety. Examination of the criteria that go to make up anxiety, indicate that Participant G meets two of the anxiety criteria, emotional instability (low C), and guilt (high O), which suggests an element of anxiety. Participant H only meets one of the criteria suspiciousness (high L), which suggests little anxiety. Participant I meets two of the criteria, emotional instability (low C) and suspiciousness (high L) this also suggests the presence of anxiety. Participant J did not meet any of the criteria which supports the low anxiety responses given on both the GHQ and 16PF5.

Participant G who is a student by profession demonstrated high levels of Social Dysfunction on the GHQ; this was substantiated

by the fact that this participant did not meet any of the criteria for the Extraversion factor implying introverted tendencies. Participant H who is a General Operative by profession showed no Social Dysfunction on the GHQ. Concerning the Extraversion Factor, this participant meets two of the criteria warmth (high A), impulsivity (high F), which suggests a balance of extraversion-introversion. Participant I who is a Sheet Metal Worker by profession reported no Social Dysfunction on the GHQ however did not meet any of the criteria for Extraversion on the 16PF5. Finally, Participant J who is an Engineer by profession reported no Social Dysfunction on the GHQ but also failed to meet any criteria for the Extraversion Factor on the 16PF5. Bullies tend to score higher on Extraversion as do adult criminals (Eysenck, 1976). Therefore lower levels of Extraversion are a positive result to find in relation to the control group.

Participant H, J, and I all reported low levels of Depression on the GHQ; however, Participant G did report very high levels of Depression. Participant G is a student and the stress and pressure of this may account for the results for this participant. The Controls do not appear to suffer greatly from

anxiety, depression, or social dysfunction, all of which are factors that contribute to their lack of participation in bullying. The Impression Management (IM) is low for all the participants other than the Child Bully/Victim Participant and the Male Control (517). This may suggest an element of social desirability on the part of these two participants. However, the Infrequency Scale and Acquiescence Scale produced low scores across all participants which suggests that they answered the questions in a structured and correct manner without dissimulation.

## **5.7 LIMITATIONS OF THE STUDY.**

1. A limitation of the study was the fact the one of the schools had closed down and there was no records available to trace the participants. Despite contacting the sister secondary school and the parish church in which the school had resided, the researcher was informed that the pupil records were no longer available. This was a huge loss to the research as 139 female participants were immediately withdrawn from the study.
2. Furthermore, a second school had a great deal of movement and many of the students' addresses weren't traceable. This school was located in a disadvantaged area of Dublin, where the students attending the school mainly came from a block of council flats next to the school. The principal explained that sometimes students were present for such a short length of time that they were never officially registered. Many addresses were not supplied from this school for this reason. Furthermore, many of the envelopes distributed to the sample were returned to the researcher by An Post. The reason stated

on the envelope was that the person was not known at that address.

3. Questionnaires distributed through the post allowed many participants to withdraw easily from the research. The number of questionnaires returned was less than anticipated. However this was partly due to the previous reason. Despite sending the "Life at School" questionnaire a second time to the participants who did not return it by the due date, there was still a small response rate.
  
4. The lack of longitudinal research in this area made comparison difficult. Other longitudinal research carried out into bullying e.g. Olweus (1991) tends to be over a shorter period of time.
  
5. The numbers in participant groups fell with each round of distribution, this caused group statistical problems. Analysis of gender was difficult due to the small groups

and post hoc tests were not calculated by SPSS due to the small number of participants in the Child Bully Group.



## **5.8 RECOMMENDATIONS FOR FURTHER RESEARCH.**

1. This research is a longitudinal study however; the results of the Piers-Harris Self Concept Scale (Piers, 1984) and the Behaviour Questionnaire (Rutter, 1967) which were distributed in the original study were unavailable to this researcher within the timeframe of this research. An area of further research may be to obtain these results and compare the results from the Rosenberg Self-Esteem Scale and the Piers-Harris Self Concept for each participant and furthermore, the scores of anti-social and neurotic behaviour may be compared with the Revised NEO Personality or the Sixteen Personality Factor Fifth Edition. This would demonstrate any changes in self-esteem or anti-social/neurotic behaviour that occurred from childhood through to adulthood.

2. Relationships were not examined within this research however; an interesting area to examine with this group would be the quality of their relationships with their parents, partners/spouses and their own children. Bullying has been established as a cyclical occurrence, bullies and victims grow up in environments that make them more likely to be part of the bullying situation. The family plays a role in this and therefore using a test such as the Family Relations Test (Bene and Anthony, 1957) for spouses and for children may reveal a great deal as to the affect familial relationships have on bullying behaviour. An individual's self-esteem and anxiety may be directly affected by the type of familial relationships that exist and therefore further examination of any relationship between these could be examined.

3. Finally, this group of participants is unique within the literature, particularly with regards to Irish Society. This participant group provides an opportunity to gather information regarding the bullying groups across the lifespan. The questionnaires used in this research were the first step in gathering this information; however a deeper analysis may reveal more information. Interviews with the participants or counselling to examine family relationships, looking at their life's experiences to see if something in particular happened which caused them to stop, begin or continue being involved in the bullying situation.

## **5.9. CONCLUSION.**

The aim of this research was to examine the patterns of bullying throughout the lifespan, and to investigate the anxiety, self-esteem, personality and general health of the participants, in an attempt to help professionals to gain a deeper understanding of the persistence of bullying and victimisation from childhood to adulthood and factors that determine the behaviour. One participant wrote on her "Life at School" questionnaire that they used to sing a song from the film "Grease" to a girl called "Sandra C". She thought it seemed silly now as an adult looking back but realised the torment that they caused the girl, whose surname she couldn't even remember now. There may be many other stories out there reminiscent of this one, where children, caused anguish to other children, but only realise it as adults looking back. Furthermore, none of the research males were married, and few of the females were. This suggests that those involved in bullying, regardless of the role throughout the lifespan may have relationship problems that prevent them from committing to another person. Gilmartin (1987) in a study of love-shy men regarding the nature and quality of their social relationships

with peers found that these men learn early in life to perceive peer interaction as painful. The results suggest that chronic love-shyness in adulthood is associated with a tendency to recall a great deal of victimisation by bullies during the formative years. Anti-bullying policies and an awareness of the detrimental affect of bullying is highlighted a great deal in today's society. In connection with these policies, children must be taught to respect one another for their similarities and their differences and to realise that words and actions they use can have a lasting effect. There also needs to be a greater commitment to develop rehabilitative programmes for children and adolescents who are involved in bullying behaviour.

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# Appendix A

Trinity College,  
Dublin 2.  
13/01/00.

Dear Sir/ Madam,

I am sending you the names of the students who participated in the research carried out by Brendan Hillery and Mona O' Moore during the academic year of 1987-88. As I discussed with you on the phone I require the addresses on file for these students as part of my Ph.D. with the Department of Education in Trinity College Dublin. I ask that the information be sent to the above address. I thank you sincerely for all your help with this matter and will keep you informed of the results obtained.

Yours Sincerely.  
Irene Connolly (M.Litt)

# Appendix B



## LIFE AT SCHOOL.

**INSTRUCTIONS:** You will find questions in this booklet about your life in school. There are several answers next to each question. You answer by putting a circle around one or more of the answers.

1. Which of the following behaviours can be defined as bullying?  
(You may choose more than one)
  - A Physical (direct) -Hitting and Kicking
  - B Physical (indirect)-Threats
  - C Verbal (direct) – Called names
  - D Verbal (indirect)-Spreading rumours
  - E Exclusion-Being left out of activities
  - F Gesture – Hand Signals
  - G Extortion-Belongings taken
  - H Other-Please specify if you wish to do so
  
2. In the questionnaire “Life at School” which you filled out in 1987/88 did you say you were the victim of bullying?
  - A Yes
  - B No
  - C Don’t know
  
3. If you said yes, how often did it occur?
  - A I was bullied once or twice
  - B I was bullied sometimes
  - C I was bullied once a week or more often
  
4. What type of bullying occurred?  
(You may choose more than one)
  - A I was called names
  - B I had rumours spread about me
  - C I was hit and kicked
  - D I was excluded (Wasn’t allowed to play or join in activities)
  - E My belongings were taken
  - F I was threatened by gestures (e.g. held fist up to me)
  - G Other – Please specify if you wish to do so.
  
5. In the “Life at School” questionnaire did you say you bullied others at school?
  - A Yes
  - B No
  - C Don’t Know
  
6. If yes, how often did it occur?
  - A I only bullied once or twice
  - B I bullied sometimes
  - C I bullied once a week or more often

7. What type of bullying did you engage in?  
(You may choose more than one)
- A I called names
  - B I spread rumours
  - C I hit and kicked
  - D I excluded others (e.g. left them out of games)
  - E I took their belongings
  - F I threatened using gestures
  - G Other – Please specify if you wish to do so
8. If you bullied others in school, what role did you play?
- A I started the bullying – the idea was mine
  - B I assisted the bully
9. If you were a witness to bullying at school what role did you play?
- A I did nothing-it was none of my business
  - B I did nothing but felt that I should have
  - C I defended the victim
10. If you said that you were bullied as a child in the “Life at School” study are you now of the opinion that you really were bullied?
- A Yes
  - B No
  - C Don’t Know
11. Did you go to secondary school?
- A Yes
  - B No
12. If yes, did you continue to be bullied by others? If no please go to question No. 18.
- A Yes
  - B No
  - C Don’t Know
13. If yes, in which years in secondary school were you bullied and how often? Answer by circling one or more of the letters. Please also underline how frequently you were bullied.
- |                                |               |           |       |  |
|--------------------------------|---------------|-----------|-------|--|
| A I was not bullied            |               |           |       |  |
| B I was bullied in first year  | once or twice | sometimes | often |  |
| C I was bullied in second year | once or twice | sometimes | often |  |
| D I was bullied in third year  | once or twice | sometimes | often |  |
| E I was bullied in fourth year | once or twice | sometimes | often |  |
| F I was bullied in fifth year  | once or twice | sometimes | often |  |
| G I was bullied in sixth year  | once or twice | sometimes | often |  |

14. What type of bullying occurred?  
(You may choose more than one)
- A I was called names
  - B I had rumours spread about me
  - C I was hit and kicked
  - D I was excluded (Wasn't allowed to play or join in activities)
  - E My belongings were taken
  - F I was threatened by gestures (e.g. held fist up to me)
  - G Other – Please specify if you wish to do so
15. Did you bully others in secondary school?
- A Yes
  - B No
  - C Don't Know
- 15A. In which years did you bully others in secondary school and how often? Answer by circling one or more of the letters. Please also underline how frequently the behaviour occurred.
- |   |                                 |               |           |       |  |  |
|---|---------------------------------|---------------|-----------|-------|--|--|
| A | I did not bully others          |               |           |       |  |  |
| B | I bullied others in first year  | once or twice | sometimes | often |  |  |
| C | I bullied others in second year | once or twice | sometimes | often |  |  |
| D | I bullied others in third year  | once or twice | sometimes | often |  |  |
| E | I bullied others in fourth year | once or twice | sometimes | often |  |  |
| F | I bullied others in fifth year  | once or twice | sometimes | often |  |  |
| G | I bullied others in sixth year  | once or twice | sometimes | often |  |  |
16. What role did you play? Answer by circling one or more of the letters and please underline in which year the behaviour occurred.
- |   |                        |      |   |   |   |   |   |   |
|---|------------------------|------|---|---|---|---|---|---|
| A | I started the bullying | Year | 1 | 2 | 3 | 4 | 5 | 6 |
| B | I assisted the bully   | Year | 1 | 2 | 3 | 4 | 5 | 6 |
17. What type of bullying occurred? Answer by circling one or more of the letters and please underline in which year the behaviour occurred.
- |   |                                   |      |   |   |   |   |   |
|---|-----------------------------------|------|---|---|---|---|---|
| A | I called names and spread rumours | Year | 1 | 2 | 3 | 4 | 5 |
| B | I hit and kicked                  | Year | 1 | 2 | 3 | 4 | 5 |
| C | I excluded others                 | Year | 1 | 2 | 3 | 4 | 5 |
| D | I took their belongings           | Year | 1 | 2 | 3 | 4 | 5 |
| E | I threatened using gestures       | Year | 1 | 2 | 3 | 4 | 5 |
| F | Other – Please specify:           | Year | 1 | 2 | 3 | 4 | 5 |

**Workplace bullying is defined as negative behaviour, which can be direct or indirect, verbal, non-verbal or physical, initiated or conducted by one or more persons against another or others in a systematic and on-going manner. Isolated incidents of aggressive behaviour can also be described as bullying if they are unjustified and serve to intimidate on an on – going basis.**

18. In your present job have you been the victim of bullying?
- A No
  - B Yes, now and then
  - C Yes, sometimes
  - D Yes, once a week or more often
19. What type of bullying have you experienced? (You may circle more than one answer)
- A I have been verbally threatened
  - B I have been verbally attacked
  - C I have had rumours spread about me
  - D I have been physically attacked
  - E I have been physically threatened with physical abuse
  - F I have been excluded
  - G My belongings have been taken or interfered with.
  - H The nature of my work has been interfered with e.g. overloaded or deprived of responsibility
  - I Other – Please specify if you wish to do so
20. In your present job have you bullied others?
- A No
  - B Yes, now and then
  - C Yes, sometimes
  - D Yes, once a week or more often
21. What type of bullying has occurred? (You may circle more than one answer)
- A I have used verbal threats
  - B I have used verbal abuse
  - C I have spread rumours
  - D I have excluded others
  - E I have interfered with their jobs
  - F I have physically abused them
  - G I have threaten them with physical abuse
  - H Other – Please specify if you wish to do so
22. In your present workplace, what role did you play in the bullying of others?
- A I have not bullied others
  - B I have started the bullying
  - C I have assisted the bully
- 22A. If you have seen others being bullied in your present workplace, what did you do?
- A I have done nothing
  - B I have done nothing but felt that I should have
  - C I have defended the victim

23. Do you think bullying is a greater problem for children today than when you were at school?  
A Yes, I think so  
B No, I don't think so  
C I don't know

24. Do you have any children?  
A Yes  
B No

24A. If yes, how many children do you have?  
Please state:

25. Have any of your children been bullied at school?  
A Yes  
B No  
C Don't Know

25A. If yes, how many of your children have been bullied?  
Please state:

26. Have you ever been informed by the school that any of your children have bullied other?  
A Yes  
B No

26A. If yes, how many of your children bullied others?  
Please state:

Please complete the following:

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Gender \_\_\_\_\_

Address \_\_\_\_\_

Occupation \_\_\_\_\_ Marital Status \_\_\_\_\_

**THANK YOU FOR GIVING YOUR TIME TO COMPLETE THIS QUESTIONNAIRE.**

# Appendix C

Trinity College,  
Dublin 2.

Dear

I am writing to you in connection with some research that I am carrying out with the Department of Education in Trinity College Dublin. This is a follow up study, looking at the adult lives of the children who participated in the previous research "Life at School" while attending primary school. As you are one of these adults I am interested in asking you to take part in this new research. I would be grateful if you would complete the short questionnaire enclosed and return it in the pre-paid envelope provided by the 4<sup>th</sup> of May. I assure you that all information is completely confidential and will be used for research purposes by this department only.

If the person to whom this letter is addressed is not at this address I request that it be forwarded to them. In the event that the person has emigrated or for some other is unable to be contacted, I ask the reader of the letter to return the enclosed envelope stating the reason.

I thank you for your co-operation.

Yours Sincerely.

Irene Connolly (M.Litt)

# Appendix D



Trinity College,  
Dublin 2.

Dear

This is the second round of questionnaires being sent out to participants of the "Life at School" study in 1987. This is a follow up study, looking at the adult lives of the children who participated in the previous research. I would be grateful if you would complete the short questionnaire enclosed and return it in the pre-paid envelope provided by the 13th of August. I assure you that all information is completely confidential and will be used for research purposes only.

If the person to whom this letter is addressed is not at this address I request that it be forwarded to them. In the event that the person has emigrated or for some other is unable to be contacted, I ask the reader of the letter to return the enclosed envelope stating the reason.

I thank you for your co-operation.

Yours Sincerely,

Irene Connolly (M.Litt)

# Appendix E

Trinity College,  
Dublin 2.

Dear

I would like to thank you for completing and returning the "Life at School" questionnaire. There was a great response, with some interesting results. On the basis of these results I have decided to investigate a little further and have included three questionnaires which I would like you to complete. These three questionnaires consist of a Self-Esteem Scale, an Anxiety Inventory and a Personality questionnaire. I do understand that the completion of these questionnaires is a little time-consuming but I ask that you take this time to complete them as the information gained may assist in further research. I ask that you read the instructions carefully and complete them in a quiet room. There are no right or wrong answers, you should simply answer what you feel is correct for you. Once completed I ask that you return all three questionnaires in the Self-Addressed Envelope. I would like to reiterate that all information is confidential and used for research purposes only. Once again I thank you for your co-operation.

Yours Sincerely,  
Irene Connolly (M.Litt)

# Appendix F

# Taylor Manifest Anxiety Scale.

Read each statement and decide whether it is true or false for you. If you are uncertain, decide which is more applicable to how you feel at the moment. Try to answer based on your first reaction; don't spend too long on any single statement.

1. I do not tire quickly	TRUE	FALSE
2. I am often sick to my stomach	TRUE	FALSE
3. I am at least about as nervous as other people	TRUE	FALSE
4. I have very few headaches	TRUE	FALSE
5. I work under a great deal of strain	TRUE	FALSE
6. I cannot keep my mind on one thing	TRUE	FALSE
7. I worry over money and business	TRUE	FALSE
8. I frequently notice my hands shake when I try to do something	TRUE	FALSE
9. I blush as often as others.	TRUE	FALSE
10. I have diarrhea once a month or more	TRUE	FALSE
11. I worry quite a bit over possible troubles	TRUE	FALSE
12. I practically never blush	TRUE	FALSE
13. I am often afraid that I am going to blush	TRUE	FALSE
14. I have nightmares every few nights.	TRUE	FALSE
15. My hands and feet are usually warm enough.	TRUE	FALSE
16. I sweat very easily, even on cool days.	TRUE	FALSE
17. When I am embarrassed I often break out in a sweat, which is very annoying.	TRUE	FALSE
18. I do not often notice my heart pounding and I am seldom short of breath.	TRUE	FALSE
19. I feel hungry almost all the time	TRUE	FALSE
20. Often my bowels don't move for several days at a time.	TRUE	FALSE
21. I have a great deal of stomach trouble.	TRUE	FALSE
22. At times I lose sleep over worry.	TRUE	FALSE
23. My sleep is restless and disturbed.	TRUE	FALSE
24. I often dream about things I don't like to tell other people.	TRUE	FALSE
25. I am easily embarrassed.	TRUE	FALSE

26. My feelings are hurt more easily than those of other people.	TRUE	FALSE
27. I often find myself worrying about something.	TRUE	FALSE
28. I wish I could be as happy as others.	TRUE	FALSE
29. I am usually calm and not easily upset.	TRUE	FALSE
30. I cry easily.	TRUE	FALSE
31. I feel anxious about someone or something almost all of the time.	TRUE	FALSE
32. I am happy most of the time	TRUE	FALSE
33. It makes me nervous to have to wait.	TRUE	FALSE
34. At times I am so restless that I cannot sit in a chair for very long.	TRUE	FALSE
35. Sometimes I get so excited I find it hard to sleep	TRUE	FALSE
36. I have often felt that I faced so many difficulties that I could not overcome them.	TRUE	FALSE
37. At times I have been worried beyond reason about something that really did not matter.	TRUE	FALSE
38. I do not have as many fears as my friends.	TRUE	FALSE
39. I have been afraid of things or people I know could not have hurt me.	TRUE	FALSE
40. I certainly feel useless at times	TRUE	FALSE
41. I find it hard to keep my mind on a task or a job.	TRUE	FALSE
42. I am more self conscious than most people	TRUE	FALSE
43. I am the kind of person who takes things hard.	TRUE	FALSE
44. I am a very nervous person.	TRUE	FALSE
45. Life is often a strain on me.	TRUE	FALSE
46. At times I think I am no good at all.	TRUE	FALSE
47. I am not confident of myself.	TRUE	FALSE
48. At times I feel that I am going to crack up.	TRUE	FALSE
49. I don't like to face a difficulty or make an important decision.	TRUE	FALSE
50. I am very confident of myself.	TRUE	FALSE

# Appendix G

## ROSENBERG SELF-ESTEEM SCALE

Name: .....

Date: .....

Record Number: .....

Here is a list of statements dealing with your general feelings about yourself. If you **agree** with the statement, circle A. If you **strongly agree**, circle SA. If you **disagree**, circle D. If you **strongly disagree**, circle SD. Thank You.

	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
1. On the whole, I am satisfied with myself.	SA	A	D	SD
2. At times I think I am no good at all.	SA	A	D	SD
3. I feel that I have a number of good qualities.	SA	A	D	SD
4. I am able to do things as well as most other people	SA	A	D	SD
5. I feel I do not have much to be proud of.	SA	A	D	SD
6. I certainly feel useless at times.	SA	A	D	SD
7. I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
8. I wish I could have more respect for myself.	SA	A	D	SD
9. All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10. I take a positive attitude toward myself.	SA	A	D	SD



# Appendix H

## **NEO PI-R (Form S Items).**

### **Neuroticism Facets**

N1: anxiety

I am not a worrier. (R)

I am easily frightened.

I rarely feel fearful or anxious. (R)

I often feel tense and jittery.

I'm seldom apprehensive about the future. (R)

I often worry about things that might go wrong.

I have fewer fears than most people. (R)

Frightening thoughts sometimes come into my head.

N2: Angry Hostility

I often get angry at the way people treat me.

I'm an even-tempered person. (R)

I am known as hot-blooded and quick-tempered.

I am not considered a touchy or temperamental person (R)

I often get disgusted with people I have to deal with.

It takes a lot to get me mad. (R)

At times I have felt bitter and resentful.

Even minor annoyances can be frustrating to me.

N3: Depression

I rarely feel lonely or blue (R).

Sometimes I feel completely worthless.

I am seldom sad or depressed (R).

I have sometimes experienced a deep sense of guilt or sinfulness.

I tend to blame myself when anything goes wrong.

I have a low opinion of myself.

Sometimes things look pretty bleak and hopeless to me.

Too often, when things go wrong, I get discouraged and feel like giving up.

N4: Self-Consciousness

In dealing with other people, I always dread making a social blunder.

I seldom feel self-conscious when I'm around people (R).

At times I have been so ashamed I just wanted to hide.

It doesn't embarrass me too much if people ridicule and tease me (R).

I often feel inferior to others.

I feel comfortable in the presence of my bosses or other authorities (R).

If I have said or done then wrong thing to someone, I can hardly bear to face them again.

When people I know do foolish things, I get embarrassed for them.

#### N5: Impulsiveness

I rarely overindulge in anything (R).  
I have trouble resisting my cravings.  
I have difficulty resisting temptation (R).  
When I am having my favourite food, I tend to have too much.  
I seldom give into my impulse (R).  
I sometimes eat myself sick.  
Sometimes I do things on impulse that I later regret.  
I am always able to keep my feeling under control (R).

#### N6: Vulnerability

I often feel helpless and want someone else to solve my problems.  
I feel I am capable of coping with most of my problems (R).  
When I'm under a great deal of stress, sometimes I feel like I'm going to pieces.  
I keep a cool head in emergencies (R).  
It's often hard for me to make up my mind.  
I can handle myself pretty well in a crisis (R).  
When everything seems to be going wrong, I can still make good decisions (R).  
I'm pretty stable emotionally (R).

### **Extraversion Facets.**

#### E1: Warmth

I really like most people I meet.  
I don't get much pleasure from chatting with people (R).  
I'm known as a warm and friendly person.  
Many people think of me as somewhat cold and distant (R).  
I really enjoy talking to people.  
I find it easy to smile and be outgoing with strangers.  
I have a strong emotional attachment to my friends.  
I take a personal interest in the people I work with.

#### E2: Gregariousness

I shy away from crowds of people (R).  
I like to have a lot of people around me.  
I usually prefer to do things alone (R).  
I really feel the need for other people if I am by myself for long.  
I prefer jobs that let me work alone without being bothered by other people. (R)  
I'd rather vacation at a popular beach than an isolated cabin in the woods.  
Social gatherings are usually boring to me (R).  
I enjoy parties with lots of people.

### E3: Assertiveness

I am dominant, forceful and assertive.

I sometimes fail to assert myself as much as I should (R).

I have often been a leader of groups I have belonged to.

In meetings, I usually let others do the talking (R).

Other people often look to me to make decisions.

I would rather go my own way than be a leader of others (R).

In conversation, I tend to do most of the talking.

I don't find it easy to take charge of a situation (R).

### E4: Activity

I have a leisurely style in work and play (R).

When I do things I do them vigorously.

My work is likely to be slow but steady.

I often feel as if I'm bursting with energy.

I'm not as quick and lively as other people (R).

I usually seem to be in a hurry.

I am a very active person.

### E5: Excitement-Seeking

I often crave excitement.

I wouldn't enjoy vacationing in Las Vegas (R).

I have sometimes done things just for "kicks" or "thrills".

I tend to avoid movies that are shocking or scary (R).

I like to be where the action is.

I love the excitement of roller coasters.

I'm attracted to bright colours and flashy styles.

I like being part of the crowd at sporting events.

### E6: Positive Emotions

I have never literally jumped for joy (R).

I have sometimes experienced intense joy or ecstasy.

I am not a cheerful optimist. (R)

Sometimes I bubble with happiness.

I don't consider myself "lighthearted". (R)

I am a cheerful, high-spirited person.

I rarely use words like "fantastic!" or "sensational!" to describe my experiences. (R)

I laugh easily.

## **Openness Facets.**

### **O1: Fantasy**

I have a very active imagination.

I try to keep all my thoughts directed along realistic lines and avoid flights of fancy. (R)

I have an active fantasy life.

I don't like to waste my time daydreaming. (R)

I enjoy concentrating on a fantasy or daydream and exploring all its possibilities, letting it grow and develop.

If I feel my mind starting to drift off into daydreams, I usually get busy and start concentrating on some work or activity instead. (R)

As a child I rarely enjoyed games of make believe. (R)

I would have difficulty just letting my mind wander without control or guidance. (R)

### **O2: Aesthetics**

Aesthetic and artistic concerns aren't very important to me. (R)

I am sometimes completely absorbed in music I am listening to.

Watching ballet or modern dance bores me. (R)

I am intrigued by the patterns I find in art and nature.

Poetry has little or no effect on me. (R)

Certain kinds of music have an endless fascination for me.

Sometimes when I am reading poetry or looking at a work of art, I feel a chill or wave of excitement.

I enjoy reading poetry that emphasizes feelings and images more than story lines.

### **O3: Feelings**

Without strong emotions, life would be uninteresting to me.

I rarely experience strong emotions. (R)

How I feel about things is important to me.

I seldom pay much attention to my feelings at the moment. (R)

I experience a wide range of emotions or feelings.

I seldom notice the moods or feelings that different environments produce. (R)

I find it easy to empathize.

Odd things, like certain scents or the names of distant places evoke strong moods in me.

### **O4: Actions**

I am pretty set in my ways. (R)

I think it's interesting to learn and develop new hobbies.

Once I find the right way to do something, I stick to it.

I often try new and foreign foods.

I prefer to spend my time in familiar surroundings. (R)

Sometimes I make changes around the house just to try something different.

On a vacation, I prefer going back to a tried and true spot. (R)

I follow the same route when I go someplace.

#### O5: Ideas

I often enjoy playing with theories or abstract ideas.

I find philosophical arguments boring. (R)

I enjoy solving problems or puzzles.

I sometimes lose interest when people talk about very abstract, theoretical matters. (R)

I enjoy working on "mind-twister" type puzzles.

I have little interest in speculating on the nature of the universe or the human condition. (R)

I have a lot of intellectual curiosity.

I have a wide range of intellectual interests.

#### O6: Values

I believe letting students hear controversial speakers can only confuse and mislead them. (R)

I believe that laws and social policies should change to reflect the needs of a changing world.

I believe we should look to our religious authorities for decisions on moral issues. (R)

I believe that the different ideas of right and wrong that people in other societies have may be valid for them.

I believe that loyalty to one's ideals and principles is more important than "open-mindedness". (R)

I consider myself broad minded and tolerant of other people's lifestyles.

I think that if people don't know what they believe in by the time they're 25, there's something wrong with them. (R)

I believe that the "new morality" of permissiveness is no morality at all. (R)

### **Agreeableness Facets.**

#### A1: Trust

I tend to be cynical and sceptical of others' intentions. (R)

I believe that most people are basically well-intentioned.

I believe that most people will take advantage of you if you let them. (R)

I think that most of the people I deal with are honest and trustworthy.

I'm suspicious when someone does something nice for me. (R)

My first reaction is to trust people.

I tend to assume the best about people.  
I have a good deal of faith in human nature.

#### A2: Straightforwardness

I'm not crafty or sly.  
If necessary, I am willing to manipulate people to get what I want. (R)  
I couldn't deceive anyone even if I wanted to.  
Being perfectly honest is a bad way to do business. (R)  
I would hate to be thought of as a hypocrite.  
Sometimes I trick people into doing what I want. (R)  
At times I bully or flatter people into doing what I want them to (R).  
I pride myself on my shrewdness in handling people. (R)

#### A3: Altruism

Some people think I'm selfish and egotistical. (R)  
I try to be courteous to everyone I meet.  
Some people think of me as cold and calculating. (R)  
I generally try to be thoughtful and considerate.  
I'm not known for my generosity. (R)  
Most people I know like me.  
I think of myself as a charitable person.  
I go out of my way to help others if I can.

#### A4: Compliance

I would rather cooperate with others than compete with them.  
I can be sarcastic and cutting when I need to be. (R)  
I hesitate to express my anger even when it's justified.  
If I don't like people, I let them know it. (R)  
When I've been insulted, I just try to forgive and forget.  
If someone starts a fight, I'm ready to fight back. (R)  
I'm hard-headed and stubborn. (R)  
I often get into arguments with my family and co-workers. (R)

#### A5: Modesty

I don't mind bragging about my talents and accomplishments. (R)  
I'd rather not talk about myself and my achievements.  
I'm better than most people and I know it. (R)  
I try to be humble.  
I have a very high opinion of myself. (R)  
I feel that I am no better than others, no matter what their condition.  
I would rather praise others than be praised myself.  
I'm a superior person. (R)

#### A6: Tender-Mindedness

Political leaders need to be more aware of the human side of their policies.

I'm hard-headed and tough-minded in my attitudes. (R)

We can never do too much for the poor and the elderly.

I have no sympathy for panhandlers. (R)

Human need should always take priority over economic considerations.

I believe that all human beings are worthy of respect.

I have sympathy for others less fortunate than me.

I would rather be known as "merciful" than as "just"

#### **Conscientiousness Facets.**

##### C1: Competence

I'm known for my prudence and common sense.

I don't take civic duties like voting very seriously. (R)

I keep myself informed and usually make intelligent decisions.

I often come into situations without being fully prepared. (R)

I pride myself on my sound judgment.

I don't seem to be completely successful at anything. (R)

I'm a very competent person.

I am efficient and effective at my work.

##### C2: Order

I would rather keep my options open than plan everything in advance. (R)

I keep my belongings neat and clean.

I am not a very methodical person. (R)

I like to keep everything in its place so I know where it is.

I never seem to be able to get organized. (R)

I tend to be somewhat fastidious or exacting.

I'm not compulsive about cleaning. (R)

I spend a lot of time looking for things I've misplaced. (R)

##### C3: Dutifulness

I try to perform all the tasks assigned to me conscientiously.

Sometimes I'm not dependable or reliable as I should be. (R)

I pay my debts promptly and in full.

Sometimes I cheat when I play solitaire. (R)

When I make a commitment, I can always be counted on to follow through.

I adhere strictly to my ethical principles.

I try to do jobs carefully, so that they won't have to be done again.



I'd really have to be sick before I'd miss a day or work.

#### C4: Achievement Striving

I am easy going and lackadaisical. (R)

I have a clear set of goals and work toward them in an orderly fashion.

When I start a self-improvement program, I usually let it slide after a few days. (R)

I work hard to accomplish my goals.

I don't feel like I'm driven to get ahead. (R)

I strive to achieve all I can.

I strive for excellence in everything I do.

I'm something of a "workaholic".

#### C5: Self-Discipline

I'm pretty good at pacing myself so as to get things done on time.

I waste a lot of time before settling down to work. (R)

I am a productive person who always gets the job done.

I have trouble making myself do what I should. (R)

Once I start a project, I almost always finish it.

When a project gets too difficult, I'm inclined to start a new one. (R)

There are so many little jobs that need to be done that I sometimes just ignore them all. (R)

I have a lot of self-discipline.

#### C6: Deliberation

Over the years I've done some pretty stupid things. (R)

I think things through before coming to a decision.

Occasionally I act first and think later. (R)

I always consider the consequences before I take action.

I often do things on the spur of the moment. (R)

I rarely make hasty decision.

I plan ahead carefully when I go on a trip.

I think twice before I answer a question.

Note. Items marked "(R)" are reversed scored.

# APPENDIX I

Trinity College,  
Dublin 2.

Dear

I would like to thank you for completing and returning the Manifest Anxiety Scale, the Rosenberg Self-Esteem Scale and the NEO Personality Inventory. I have included a further two questionnaires which I ask you to complete. I guarantee that these are the last questionnaires that I will ask you to fill out. The questionnaires are the Sixteen Personality Factor and the General Health Questionnaire. I ask that you read the instructions carefully and complete them in a quiet room. There are no right or wrong answers, you should simply answer what you feel is correct for you. Once completed I ask that you return the questionnaires in the Self-Addressed Envelope. I would like to reiterate that all information is confidential and used for research purposes only. Once again I thank you for your co-operation.

Yours Sincerely,  
Irene Connolly (M.Litt)

# APPENDIX J

Table 4. Test-Retest Reliability Data of 16PF5.

<b>Primary Factor</b>	<b>Two Week (N=204)</b>	<b>Two Month (N=159)</b>
A	0.83	0.77
B	0.69	0.65
C	0.75	0.67
E	0.77	0.69
F	0.82	0.69
G	0.8	0.76
H	0.87	0.79
I	0.82	0.76
L	0.76	0.56
M	0.84	0.67
N	0.77	0.7
O	0.79	0.64
Q1	0.83	0.7
Q2	0.86	0.69
Q3	0.8	0.77
Q4	0.78	0.68
Mean	0.8	0.7
<b>Global Factor</b>		
Extraversion	0.91	0.8
Anxiety	0.84	0.7
Tough-Mindedness	0.87	0.82
Independence	0.84	0.81
Self-Control	0.87	0.79
Mean	0.87	0.78

Table 5. Internal Reliability Data of 16PF5 (Cronbach Coefficient Alpha). Based on Norm Sample, N=2500

Factor	Alpha
A Warmth	0.69
B Reasoning	0.77
C Emotional Stability	0.78
E Dominance	0.66
F Liveliness	0.72
G Rule-Consciousness	0.75
H Social Boldness	0.85
I Sensitivity	0.77
L Vigilance	0.74
M Abstractedness	0.74
N Privateness	0.75
O Apprehension	0.78
Q1 Openness to change	0.64
Q2 Self-Reliance	0.78
Q3 Perfectionism	0.71
Q4 Tension	0.76
Mean	0.74

# Appendix K

## SIXTEEN PERSONALITY FACTOR FIFTH EDITION.

1. I'd enjoy being a counsellor more than being an architect.
- a. true.
  - b. ?
  - c. false.

9. My friends think I'm slightly absent-minded and not always practical.
- a. true.
  - b. ?
  - c. false.

2. When something upsets me, I usually get over it quite soon.
- a. true.
  - b. ?
  - c. false.

10. I find it easy to talk about my life, even about things that others might consider quite personal.
- a. true.
  - b. ?
  - c. false.

3. I'm not comfortable talking about or showing my feelings of affection or caring.
- a. true, I'm not.
  - b. ?
  - c. false, I am.

11. I get into trouble because I sometimes pursue my own ideas without talking them over with the people involved.
- a. true.
  - b. ?
  - c. false.

4. I usually enjoy spending time talking with friends about social events or parties.
- a. true.
  - b. ?
  - c. false.

12. When I find I differ with someone on social views, I prefer to:
- a. discuss what our basic differences mean.
  - b. ?
  - c. discuss something else.

5. I'd rather see a home that:
- a. has strict standards of behaviour.
  - b. ?
  - c. doesn't have too many rules.

13. I'd rather spend a free evening:
- a. reading or working alone on a project.
  - b. ?
  - c. working on a task with friends.

6. I tend to get embarrassed if I suddenly become the centre of attention in a social group.
- a. true.
  - b. ?
  - c. false.

14. If I had to cook or build something, I'd follow the directions exactly.
- a. true, why take chances?
  - b. ?
  - c. false, I'd probably try to make it more interesting.

7. If a bank were careless and didn't charge me for something, I'd feel:
- a. I had to point it out and pay.
  - b. ?
  - c. it's not my business to tell them.

15. I like to join in with people who are doing something together such as going to a park or a museum.
- a. true.
  - b. ?
  - c. false.

8. There's usually a big difference between what people say they'll do and what they actually do.
- a. true.
  - b. ?
  - c. false.

Go on to the next page ▶



16. I get frustrated when people take too long to explain something.

- a. true.
- b. ?
- c. false.

24. I find it hard to speak in front of a large group.

- a. true, I usually find it very hard.
- b. ?
- c. false, it doesn't bother me.

17. When asked to do volunteer work, I say I'm too busy.

- a. sometimes.
- b. ?
- c. rarely.

25. In making a decision, I always think carefully about what's right and proper.

- a. true.
- b. ?
- c. false.

18. If my carefully made plans have to be changed because of other people:

- a. it annoys me.
- b. ?
- c. I'm happy to change plans.

26. I suspect that people who seem friendly to me could be disloyal behind my back.

- a. hardly ever.
- b. ?
- c. often.

*End of column 1 on Answer Sheet*

19. I like people who show their emotions openly.

- a. true.
- b. ?
- c. false.

27. I get so interested in thinking about ideas that I sometimes overlook practical details.

- a. true.
- b. ?
- c. false.

20. I usually go to bed at night feeling satisfied with how my day went.

- a. true.
- b. ?
- c. false.

28. I'm very careful when it comes to choosing someone to really 'open up' with.

- a. true.
- b. ?
- c. false.

21. I enjoy having some competition in the things I do.

- a. true.
- b. ?
- c. false.

29. Sometimes I don't fit in very well because my ideas are not conventional or ordinary.

- a. true.
- b. ?
- c. false.

22. I greatly enjoy inviting guests over and amusing them.

- a. true.
- b. ?
- c. false.

30. I like to think out ways in which our world could be changed to improve it.

- a. true.
- b. ?
- c. false.

23. Teachers, ministers, and others spend too much time trying to stop us from doing what we want to do.

- a. true.
- b. ?
- c. false.

Go on to the next page ▶

31. I get things done better working alone rather than working with a committee.

- a. true.
- b. ?
- c. false.

39. When others don't see things my way, I can usually get them to change their minds.

- a. true.
- b. ?
- c. false.

32. In my newspaper, I'd rather read:

- a. articles on current social problems.
- b. ?
- c. all the local news.

40. People think of me as a happy-go-lucky, carefree person.

- a. true.
- b. ?
- c. false.

33. I prefer to eat lunch:

- a. with a group of people.
- b. ?
- c. by myself.

41. I admire more:

- a. a person who has average abilities, but strict morals.
- b. ?
- c. a person who is very talented, but is sometimes not very responsible.

34. When I'm feeling tense, even small things get on my nerves.

- a. true.
- b. ?
- c. false.

42. In social groups I tend to feel shy and unsure of myself.

- a. true.
- b. ?
- c. false.

35. I frequently have periods when it's hard to stop a mood of self-pity.

- a. true.
- b. ?
- c. false.

43. I'd usually appreciate the beauty of a poem more than an expert football strategy.

- a. true.
- b. ?
- c. false.

36. If people interrupt me while I'm trying to do something, it doesn't bother me.

- a. true, it doesn't.
- b. ?
- c. false, it does.

44. It seems that more than half the people I meet can't really be trusted.

- a. true, they can't be trusted.
- b. ?
- c. false, they can be trusted.

*End of column 2 on Answer Sheet*

37. In a business it would be more interesting to be in charge of:

- a. machinery or keeping records.
- b. ?
- c. talking to and hiring new people.

45. My thoughts are too deep and complicated for many people to understand.

- a. hardly ever.
- b. ?
- c. often.

38. In my personal life I reach the goals I set, almost all the time.

- a. true.
- b. ?
- c. false.

Go on to the next page ▶

46. I talk about my feelings:

- a. readily when people seem interested.
- b. ?
- c. only if I can't avoid it.

47. I'm the type of person who:

- a. is always doing practical things that need to be done.
- b. ?
- c. daydreams and thinks up things on my own.

48. I like to think up better ways of doing things rather than to follow well-trying ways.

- a. true.
- b. ?
- c. false.

49. The best hours of the day are usually when I'm alone with my own thoughts and projects.

- a. true.
- b. ?
- c. false.

50. What this world needs is:

- a. more steady, solid citizens.
- b. ?
- c. more reformers with opinions about how to improve the world.

51. I prefer games where:

- a. you're on a team or have a partner.
- b. ?
- c. people are on their own.

52. In carrying out a task, I'm never satisfied unless I give careful attention even to small details.

- a. true.
- b. ?
- c. false.

53. I take advantage of people.

- a. sometimes.
- b. ?
- c. never.

54. I've trained myself to be patient with all kinds of people.

- a. true.
- b. ?
- c. false.

*End of column 3 on Answer Sheet*

55. I enjoy taking care of other people's needs.

- a. true.
- b. ?
- c. false.

56. When the time comes for something I have planned and looked forward to, I occasionally do not feel up to going.

- a. true.
- b. ?
- c. false.

57. If I notice that another person's line of reasoning is wrong, I usually:

- a. point it out.
- b. ?
- c. let it pass.

58. I love to make people laugh with witty stories.

- a. true.
- b. ?
- c. false.

59. I value respect for rules and good manners more than easy living.

- a. true.
- b. ?
- c. false.

60. I'm usually the one who takes the first step in making new friends.

- a. true.
- b. ?
- c. false.

Go on to the next page ▶

61. At school I preferred (or prefer) Maths more than English.

- a. true.
- b. ?
- c. false.

69. I can easily go a whole morning without wanting to speak to anyone.

- a. true.
- b. ?
- c. false.

62. Many people are too fussy and sensitive and should toughen up for their own good.

- a. true.
- b. ?
- c. false.

70. I like to plan ahead so that I don't waste time between tasks.

- a. rarely.
- b. ?
- c. often.

63. My thoughts tend to be about sensible, down-to-earth things.

- a. true.
- b. ?
- c. false.

71. Sometimes I would like to get my own back, rather than forgive and forget.

- a. true.
- b. ?
- c. false.

64. If someone asks me a question that is too personal, I carefully try to avoid answering.

- a. usually true.
- b. ?
- c. usually false.

72. Sometimes I get frustrated with people too quickly.

- a. true.
- b. ?
- c. false.

65. Sometimes I get so lost in my thoughts that, unless I watch out, I misplace things, have small mishaps, or lose track of time.

- a. true.
- b. ?
- c. false.

*End of column 4 on Answer Sheet*

73. I enjoy listening to people talk about their personal feelings more than about other things.

- a. true.
- b. ?
- c. false.

66. More trouble arises from people:

- a. questioning and changing methods that are already satisfactory.
- b. ?
- c. turning down promising new approaches.

74. There are times when I don't feel in the right mood to see anyone.

- a. very rarely.
- b. ?
- c. quite often.

67. After I make up my mind about something, I still keep thinking about whether it's right or wrong.

- a. usually true.
- b. ?
- c. usually false.

75. In a situation where I'm in charge, I feel comfortable giving people directions.

- a. true.
- b. ?
- c. false.

68. I'm more interested in:

- a. seeking personal meaning in life.
- b. ?
- c. a secure job that pays well.

Go on to the next page ➔

76. I usually like being in the middle of a lot of excitement and activity.

- a. true.
- b. ?
- c. false.

77. Most rules are made to be broken when there are good reasons for it.

- a. true.
- b. ?
- c. false.

78. I consider myself a very socially bold, outgoing person.

- a. true.
- b. ?
- c. false.

79. On television, I'd rather watch:

- a. a programme on practical new inventions.
- b. ?
- c. a famous concert artist.

80. A lot of people will 'stab you in the back' in order to get ahead themselves.

- a. true.
- b. ?
- c. false.

81. I pay more attention to:

- a. the practical things around me.
- b. ?
- c. thoughts and imagination.

82. I tend to be reserved and keep my problems to myself.

- a. true.
- b. ?
- c. false.

83. I get new ideas about all sorts of things, too many to put into practice.

- a. true.
- b. ?
- c. false.

84. Work that is familiar and routine makes me feel:

- a. bored and sleepy.
- b. ?
- c. secure and confident.

85. When people criticize me in front of others, I feel very downhearted and hurt.

- a. hardly ever.
- b. ?
- c. often.

86. I don't really like people who are 'different' or unusual.

- a. true, I usually don't.
- b. ?
- c. false, I usually find them interesting.

87. In building or making something, I would rather work:

- a. with others.
- b. ?
- c. on my own.

88. I don't usually mind if my room is messy.

- a. true.
- b. ?
- c. false.

89. I may deceive people by being friendly when I really dislike them.

- a. true.
- b. ?
- c. false.

90. It's hard to be patient when people criticize me.

- a. true.
- b. ?
- c. false.

*End of column 5 on Answer Sheet*

**Go on to the next page ▶**

91. I would rather be:  
a. **in an office, organizing and seeing people.**  
b. ?  
c. **an architect, drawing plans in a quiet room.**

92. In my everyday life, I hardly ever meet problems that I can't cope with.  
a. **true, I can cope easily.**  
b. ?  
c. **false.**

93. When people do something that bothers me, I usually:  
a. **let it go.**  
b. ?  
c. **mention it to them.**

94. I greatly enjoy the saucy and slapstick humour of some television shows.  
a. **true.**  
b. ?  
c. **false.**

95. I get annoyed when people insist that I follow every single minor safety rule.  
a. **true, it's not always necessary.**  
b. ?  
c. **false, it's important to do things right.**

96. I am shy and cautious about making friends with new people.  
a. **true.**  
b. ?  
c. **false.**

97. If I could, I would rather exercise by:  
a. **fencing or dancing.**  
b. ?  
c. **wrestling or cricket.**

98. It's always important to pay attention to other people's motives.  
a. **true.**  
b. ?  
c. **false.**

99. People often say that my ideas are realistic and practical.  
a. **true.**  
b. ?  
c. **false.**

100. Some people think I'm hard to get close to.  
a. **true.**  
b. ?  
c. **false.**

101. When people get angry at each other, it usually bothers me more than most people.  
a. **true.**  
b. ?  
c. **false.**

102. I enjoy a meal more if it consists of familiar, everyday foods rather than new, unusual foods.  
a. **true.**  
b. ?  
c. **false.**

103. I think about things that I should have said, but didn't.  
a. **hardly ever.**  
b. ?  
c. **often.**

104. I'd prefer to deal with people who are:  
a. **conventional and polite in what they say.**  
b. ?  
c. **direct and speak up about problems they see.**

105. I usually like to do my planning alone, without interruptions and suggestions from others.  
a. **true.**  
b. ?  
c. **false.**

Go on to the next page ➔

106. I'm something of a perfectionist and like to have things done just right.

- a. true.
- b. ?
- c. false.

114. When I'm in a group, I usually sit and listen and let others do most of the talking.

- a. true.
- b. ?
- c. false.

107. I have said things that hurt others' feelings.

- a. true.
- b. ?
- c. false.

115. I prefer reading rough and realistic action stories more than sensitive, imaginative novels.

- a. true.
- b. ?
- c. false.

108. When I have to wait in a long queue for something, I don't get as restless and fidgety as most people.

- a. true, I don't.
- b. ?
- c. false, I get restless.

116. People form opinions about me too quickly.

- a. hardly ever.
- b. ?
- c. often.

*End of column 6 on Answer Sheet*

109. If the salary were the same, I'd rather be a scientist than a sales manager.

- a. true.
- b. ?
- c. false.

117. It would be more interesting to be a musician than a mechanic.

- a. true.
- b. ?
- c. false.

110. I don't let myself get depressed over little things.

- a. true.
- b. ?
- c. false.

118. I usually find that I know other people better than they know me.

- a. true.
- b. ?
- c. false.

111. People think of me as more:

- a. cooperative.
- b. ?
- c. assertive.

119. I tend to be too sensitive and worry too much about something I've done.

- a. hardly ever.
- b. ?
- c. often.

112. I believe more in:

- a. being properly serious in everyday life.
- b. ?
- c. the saying 'laugh and be merry' most of the time.

120. I like people who:

- a. are stable and conventional in their interests.
- b. ?
- c. seriously think through their views about life.

113. People should insist more than they now do that moral standards be strictly followed.

- a. true.
- b. ?
- c. false.

Go on to the next page ▶

121. If people act as if they dislike me:

- a. it doesn't upset me.
- b. ?
- c. I usually feel hurt.

129. If people are doing something wrong, I usually tell them what I think.

- a. true.
- b. ?
- c. false.

122. When I do something, I usually take time to think of everything I'll need for the job first.

- a. true.
- b. ?
- c. false.

130. I'd prefer to spend an evening:

- a. working on a quiet hobby.
- b. ?
- c. at a lively party.

123. I like it best when I have people around me.

- a. true.
- b. ?
- c. false.

131. If a person is clever enough to get around the rules without seeming to break them, he or she should:

- a. do it if there is a special reason.
- b. ?
- c. not do it.

124. If there is a chore to do, I'm more likely to:

- a. put it off until it needs to be done.
- b. ?
- c. get started on it right away.

132. I have always had to fight against being too shy.

- a. true.
- b. ?
- c. false.

125. I feel dissatisfied with myself.

- a. sometimes.
- b. ?
- c. rarely.

133. I get excited about good plays or novels.

- a. true.
- b. ?
- c. false.

126. Even when someone is slow to understand what I'm explaining, it's easy for me to be patient.

- a. true
- b. ?
- c. false, it's hard to be patient.

134. If people are frank and open, others try to get the better of them.

- a. hardly ever.
- b. ?
- c. often.

*End of column 7 on Answer Sheet*

127. My friends would probably describe me as:

- a. warm and comforting.
- b. ?
- c. objective and formal.

135. When I was a child I spent more free time:

- a. making or building something.
- b. ?
- c. reading or daydreaming.

128. I have more ups and downs in mood than most people I know.

- a. usually true.
- b. ?
- c. usually false.

Go on to the next page ▶



136. In talking to someone new, I don't give out any more information than is necessary.

- a. usually true.
- b. ?
- c. usually false.

144. I am patient with people, even when they aren't polite and considerate of my feelings.

- a. true.
- b. ?
- c. false.

137. People say I tend to be too self-critical.

- a. true.
- b. ?
- c. false.

145. In helping with a useful invention, I'd prefer:

- a. working on it in a laboratory.
- b. ?
- c. showing people how to use it.

138. I find people more interesting if their views are different from most people's.

- a. true.
- b. ?
- c. false.

146. I feel that my emotional needs are:

- a. not too satisfied.
- b. ?
- c. well satisfied.

139. Sometimes I feel as if I've done something wrong, even though I really haven't.

- a. true.
- b. ?
- c. false.

147. If being polite and pleasant doesn't work, I can be tough and sharp if I need to.

- a. true.
- b. ?
- c. false.

140. I always keep my belongings in tiptop condition.

- a. true.
- b. ?
- c. false.

148. I'd rather dress:

- a. neatly and quietly.
- b. ?
- c. in an eye-catching, stylish way.

141. I sometimes make foolish remarks in fun, just to surprise people.

- a. true.
- b. ?
- c. false.

149. I think that being free to do what I want is more important than good manners and respect for rules.

- a. true.
- b. ?
- c. false.

142. I feel that:

- a. some jobs just don't have to be done as carefully as others.
- b. ?
- c. any job should be done thoroughly if you do it at all.

150. In joining a new group, I usually seem to fit in right away.

- a. true.
- b. ?
- c. false.

143. I am willing to help people.

- a. always.
- b. ?
- c. sometimes.

*End of column 8 on Answer Sheet*

**Go on to the next page ▶**

151. If I worked on a newspaper, I'd rather deal with:

- a. film or book reviews.
- b. ?
- c. sport or politics.

152. People are lazy on a job if they can get away with it.

- a. hardly ever.
- b. ?
- c. often.

153. I'd rather stop in the street to watch an artist painting than a building being constructed.

- a. true.
- b. ?
- c. false.

154. I prefer to:

- a. talk about my problems with my friends.
- b. ?
- c. keep them to myself.

155. I consider myself less of a worrier than most people.

- a. true.
- b. ?
- c. false.

156. In dealing with people, it's better to:

- a. 'put all your cards on the table'.
- b. ?
- c. 'play your hand close to your chest'.

157. I sometimes feel too responsible for things that happen around me.

- a. true.
- b. ?
- c. false.

158. I can be quite comfortable even in a disorganized setting.

- a. true.
- b. ?
- c. false.

159. I let little things upset me more than they should.

- a. sometimes.
- b. ?
- c. rarely.

160. I usually leave some things to chance rather than make complex plans about every detail.

- a. true.
- b. ?
- c. false.

161. People treat me less reasonably than my good intentions deserve.

- a. sometimes.
- b. ?
- c. never.

162. I make smart, sarcastic remarks to people if I think they deserve it.

- a. sometimes.
- b. ?
- c. never.

*End of column 9 on Answer Sheet*

163. For a pleasant hobby, I'd prefer:

- a. building or making something.
- b. ?
- c. working with a community service group.

164. When one small thing after another goes wrong, I:

- a. feel as though I can't cope.
- b. ?
- c. just go on as usual.

165. I believe in complaining if I receive bad service or poor food in a restaurant.

- a. true.
- b. ?
- c. false.

**Go on to the next page ▶**

166. I like to go out to shows or entertainment often.

- a. true.
- b. ?
- c. false.

167. If we were lost in a city and my friends didn't agree with me on the best way to go, I'd:

- a. make no fuss and follow them.
- b. ?
- c. let them know that I thought my way best.

168. Starting conversations with strangers:

- a. never gives me any trouble.
- b. ?
- c. is hard for me.

169. I'm always interested in mechanical things and am pretty good at fixing them.

- a. true.
- b. ?
- c. false.

170. It's wise to be on guard against smooth talkers because they might take advantage of you.

- a. true.
- b. ?
- c. false.

*End of column 10 on Answer Sheet*

---

The questions that follow overleaf were designed as problem solving tasks. Each has **one** and **only one** correct answer. If you are not sure of an answer to a problem, choose your best estimate.

Example:

Z. Adult is to child as cat is to:

- a. kitten.
- b. dog.
- c. baby.

You will notice that 'a. kitten.' is the most logical answer.



171. Minute is to hour as second is to:

- a. minute.
- b. millisecond.
- c. hour.

179. Which of the following words does not belong with the others?

- a. likely.
- b. probably.
- c. possibly.

172. Tadpole is to frog as larva is to:

- a. spider.
- b. worm.
- c. insect.

180. The opposite of the opposite of inexact is:

- a. casual.
- b. accurate.
- c. rough.

173. Pork is to pig as veal is to:

- a. calf.
- b. chicken.
- c. lamb.

181. Which number should come next at the end of this series: 1, 4, 9, 16?

- a. 20.
- b. 25.
- c. 32.

174. Ice is to water as rock is to:

- a. lava.
- b. sand.
- c. oil.

182. Which should come next at the end of this row of letters: A, B, D, G?

- a. H.
- b. K.
- c. J.

175. Better is to worst as slower is to:

- a. fast.
- b. slowest.
- c. quickest.

183. Which should come next at the end of this row of letters: E, I, L?

- a. M.
- b. N.
- c. P.

176. Which of the following words does not belong with the others?

- a. terminal.
- b. seasonal.
- c. cyclical.

184. Which number should come next at the end of this series:  $1/12$ ,  $1/6$ ,  $1/3$ ,  $2/3$ ?

- a.  $3/4$ .
- b.  $4/3$ .
- c.  $3/2$ .

177. Which word does not belong with the other two?

- a. cat.
- b. near.
- c. sun.

185. Which should come next at the end of this series of numbers: 1, 2, 0, 3, -1?

- a. 5.
- b. 4.
- c. -3.

178. The opposite of right is the opposite of:

- a. left.
- b. wrong.
- c. correct.

End of questionnaire.

# APPENDIX L

# GENERAL HEALTH QUESTIONNAIRE



GHQ-30

Please read this carefully:

We should like to know if you have had any medical complaints, and how your health has been in general, *over the past few weeks*. Please answer ALL the questions on the following pages simply by underlining the answer which you think most nearly applies to you. Remember that we want to know about present and recent complaints, not those you had in the past. It is important that you try to answer ALL the questions.

Thank you very much for your co-operation.

## HAVE YOU RECENTLY:

- |   |                      |                     |                           |                      |
|---|----------------------|---------------------|---------------------------|----------------------|
| 1 – been able to concentrate on whatever you're doing?            | Better than usual    | Same as usual       | Less than usual           | Much less than usual |
| 2 – lost much sleep over worry?                                   | Not at all           | No more than usual  | Rather more than usual    | Much more than usual |
| 3 – been having restless, disturbed nights?                       | Not at all           | No more than usual  | Rather more than usual    | Much more than usual |
| 4 – been managing to keep yourself busy and occupied?             | More so than usual   | Same as usual       | Rather less than usual    | Much less than usual |
| 5 – been getting out of the house as much as usual?               | More so than usual   | Same as usual       | Less than usual           | Much less than usual |
| 6 – been managing as well as most people would in your shoes?     | Better than most     | About the same      | Rather less well          | Much less well       |
| 7 – felt on the whole you were doing things well?                 | Better than usual    | About the same      | Less well than usual      | Much less well       |
| 8 – been satisfied with the way you've carried out your task?     | More satisfied       | About same as usual | Less satisfied than usual | Much less satisfied  |
| 9 – been able to feel warmth and affection for those near to you? | Better than usual    | About same as usual | Less well than usual      | Much less well       |
| 10 – been finding it easy to get on with other people?            | Better than usual    | About same as usual | Less well than usual      | Much less well       |
| 11 – spent much time chatting with people?                        | More time than usual | About same as usual | Less time than usual      | Much less than usual |
| 12 – felt that you are playing a useful part in things?           | More so than usual   | Same as usual       | Less useful than usual    | Much less useful     |
| 13 – felt capable of making decisions about things?               | More so than usual   | Same as usual       | Less so than usual        | Much less capable    |

PLEASE TURN OVER

HAVE YOU RECENTLY:

14	— felt constantly under strain?	Not at all	No more than usual	Rather more than usual	Much more than usual
15	— felt you couldn't overcome your difficulties?	Not at all	No more than usual	Rather more than usual	Much more than usual
16	— been finding life a struggle all the time?	Not at all	No more than usual	Rather more than usual	Much more than usual
17	— been able to enjoy your normal day-to-day activities?	More so than usual	Same as usual	Less so than usual	Much less than usual
18	— been taking things hard?	Not at all	No more than usual	Rather more than usual	Much more than usual
19	— been getting scared or panicky for no good reason?	Not at all	No more than usual	Rather more than usual	Much more than usual
20	— been able to face up to your problems?	More so than usual	Same as usual	Less able than usual	Much less able
21	— found everything getting on top of you?	Not at all	No more than usual	Rather more than usual	Much more than usual
22	— been feeling unhappy and depressed?	Not at all	No more than usual	Rather more than usual	Much more than usual
23	— been losing confidence in yourself?	Not at all	No more than usual	Rather more than usual	Much more than usual
24	— been thinking of yourself as a worthless person?	Not at all	No more than usual	Rather more than usual	Much more than usual
25	— felt that life is entirely hopeless?	Not at all	No more than usual	Rather more than usual	Much more than usual
26	— been feeling hopeful about your own future?	More so than usual	About same as usual	Less so than usual	Much less hopeful
27	— been feeling reasonably happy, all things considered?	More so than usual	About same as usual	Less so than usual	Much less than usual
28	— been feeling nervous and strung-up all the time?	Not at all	No more than usual	Rather more than usual	Much more than usual
29	— felt that life isn't worth living?	Not at all	No more than usual	Rather more than usual	Much more than usual
30	— found at times you couldn't do anything because your nerves were too bad?	Not at all	No more than usual	Rather more than usual	Much more than usual

Published by The NFER-NELSON Publishing Company,  
 Darville House, 2 Oxford Road East, Windsor, SL4 1DF, Berks.  
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First published 1978.

© David Goldberg, 1978.

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Printed in Great Britain by Thanet Press Ltd, Margate, Kent

Code 4075 03 4