



RESEARCH PAPER

The Influence of Peers' Bullying Behavior on Students' Emotional Intelligence at Secondary School Level

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ABSTRACT

The main theme of the study was to assess “the influence of peers’ bullying behavior on students’ emotional intelligence at secondary school level”. Major objectives of the study were to determine bullying behavior and the emotional-Intelligence among students, to find out the influence of bullying behavior on emotional intelligence among secondary school students. The study was causal comparative in nature. All the students studying in grade 9th of public sectors schools in Tehsil Gujrat were the population of this study. Proportionate Stratified random sampling was used to determine the sample of the study. In this study adapted questionnaires, Bullying Behaviour Scale (BBS) and Emotional-Intelligence Scale (EIS) were used for the collection of data. Collected data were analyzed using descriptive statistics (Frequency, Mean, standard Deviation etc.) as well as inferential statistics (One-way ANOVA). Results of the study concluded that majority of students had low bullying behaviour level as well as the majority of students had moderate level of emotional intelligence schools at secondary level, there was a significant difference among the dissimilar bullying behaviour levels of students on emotional intelligence. On the basis of conclusions, it was recommended that bullying is a phenomenon that is causing to increase concern among students, parents, teachers and head teachers. As a result, academic authorities may develop programs to confront this phenomenon of violence in schools.

Keywords: Bullying Behaviour, Emotional Intelligence, Sense of School Connectedness

Introduction

School is the place where the students learn about basic learning skills as well as learn about world around us and prepare the students with the tools that will be need for future success in life matters such as valuable lesson, social skills, behaviors, ethics and sense of personal achievement.

Bullying behavior occurred when an individual or group intentionally teasing someone that might be unable to defense these type of aggressiveness (Salmivalli, 2010). Bullying behavior, is a sub-set of aggression that is Intentional harm, Repetitive overtime and accruing in relationship where there is in imbalance of supremacy between bullies and victims and bullying behavior might be verbal or social, physical, directly or indirectly psychological.

Additional, important to plug out that, the bullying is not actually an observable behavior, somewhat bullying is a label applied near destructive conduct that occurs constantly and contains an unfairness of power. Thus, bullying might be intellectualized as a subset of aggression (Merrell, Isava, Gueldner, Ross, & Pepler et al., 2008).

Second in-depended variable is Emotional-Intelligence that is based on a person’s ability to appropriately mange and utilization of their expression and feelings (Schutte et al.,

2007). Bullying is common in schools and its incidence varies greatly from school to school. As a casualty of peer bullying is related with enlarged danger of physical health difficulties that lead to unhealthy behavior, lasting emotional interactive and intellectual health difficulties, self-harm, recklessness, and deprived academic performance (Mundbjerg et al., 2014). Students who are regularly exposed to physical, verbal, and interpersonal bullying incline to familiarity the worst healthiness outcomes. Long-standing effects of bullying on beginners showing to initial bullying movement (Bonell et al., 2014), bullies face the effects of depression and anxiety in the future. Interpersonal violence can lead to physical damage and incapacity and is also linked with continuing demonstrative and psychological health problems. Manifold danger manners in youth are focus to socioeconomic stratification and are toughly connected with deprived health position, social prohibiting, educational disappointment, and poor emotional healthiness in adulthood. Bullying in school can affect a student's ability to concentrate while studying, leading to failure and eventual dropout (Aluede, 2011).

In our society we need to identify the bullying and influence of bullying on students' lives as literature prove that bullying behavior of the students influence the students' school-connectedness and emotional-intelligence and we need to explore this and find a possible solution of this problem for a better society. The purpose of the present study was to inspect how peer bullying is related to motivation for school attachment and academic performance high schools. Schoolchildren who are terrorized by their upper class at school are forecast to have inferior levels of bullying, less linking with peers, instructors, and school, as well as lower emotional intelligence for doing well in school.

Bullying is a type of aggression that might be shown when a person or group of individuals teasing someone intentionally and repeat this over the time. A persons' capability to achieve and normalize their reactions and expression according to situational need is the Emotional-Intelligence. The bullying behavior is a negative phenomenon that may depend on students' emotional intelligence. The study was focused to explore the bullying behavior among school students and was attempted to find out the effect of bullying behavior on students' emotional-intelligence.

Literature Review

Bullying amongst school children isn't a latest marvel, the idea become no longer virtually considered up to the 1970s. It became inside the Scandinavian international locations somewhere the primary research seemed, within the subject of ethology, the use of the term mobbing to provide an explanation for adverse behaviour through a set of individuals towards any other person of a unique species (Rusteholz et al., 2021).

The idea has been re-described with the aid of several authors and has experienced a vigorous progress accustomed to the modifications that have happened in current eras, as the advent of ICT on a huge level in day by day existence. Despite numerous definitions, there are positive characteristics which might be described as vital for an act to be well-thought-out bullying, the presence of an inequity of strong point of an irregular flattering, among the invader and the sufferer; recurring and determined behaviour through the years and planned competitive behaviour for you to damage the sufferer. To conclude, harassment might be well-thought-out as a practice of exploitation that varies from other marvels of home forcefulness because of the setting wherein it takes place and traits of the gatherings' disturbed (Olweus et al., 2019).

Bullying can be well-defined as a violent action that is repetitive eventually or is likely to be repeated in the forthcoming with the pretext of harming another person who appears to be defenseless and vulnerable. Hurt more at the same time physically, emotionally, or psychologically and to leave the person. Excessive injury or impact that prevents him from practicing sports on a daily basis (Marques, 2015).

Bullying is nowadays detected as a problem in schools universal and consequently must be addressed formerly than the state of concerns has out of hand. There has been developing hobby inside the vicinity of bullying that specialize in its outcomes on instructional success. The majority of emphases is on the focus of scholars but the place has now not investigated educators' perspectives (Glasner, 2010).

School bullying, on occasion recognized as peer harassment comprises a subsection of violent behaviors amongst faculty youngsters and kids. Improvement in generation has also directed to the growth of any other sort of victimization known as cyber bullying which occurs through electrical expedients inclusive of mobile phones and the net (Anderson, 2010).

According to Smith (2016), the school surroundings is not handiest a secure haven for getting to know however an area somewhere numerous activities take vicinity. Interpersonal management and morals are balancing processes implemented in colleges to modify intimidation. For schools to be powerful, the college weather, curriculum, sources, and management requisite be well-adjusted to escape oppression. The management abilities and physical characteristics of the institute leaders are very significant in the ordinary working of the institution and in impelling the incidences of bullying inside the school surroundings. In the African region, faculty leaders continually facade some difficult circumstances in performing their everyday jobs as they take no contribution from different organizations. Such principals must guarantee that children are achieving their prospective, nevertheless they're too tasked with mounting situations that are favorable for understanding, by using making sure that these atmospheres are arranged, well-mannered and protected (Polanin et al., 2013).

Harassment is a major problem because of its effects on health, community relations, and overall academic performance, among other effects on the lives of sufferers and the environment itself. Bullying also has medium- and long-term effects on the lives of victims, causing mistrust of others and self-image problems. Aggressors may also exhibit inappropriate behavior and engage in criminal activity. Therefore, it is important to understand the difficulties of dealing with bullying and design techniques to avoid bullying in schools and to intervene when bullying has already ended (Goodwin et al., 2019).

Emotions generate mental and frame adjustments, and this data can be used to character advantage by prompting decision-making. All emotions have a modulating function and act as bonuses for the character experiencing them. EI has two main theoretical processes, combined model and ability version. The mixed model defines her EI as the combination of skills and personality traits that enable an individual to interact effectively with the environment and maintain well-being. These models extensively use self-report tests to assess EI. The ability version, on the other hand, defines EI by way of the capability to identify one's own sentiments and of others and use them to direct one's thoughts and actions. These authors' process models conceptualize her EI based on his four skills: perceiving emotions, using emotions to support questions, data about emotions, and lastly regulations of emotions. These four skills are interdependent, occur at all intrapersonal and interactive levels, and can be assessed through self-documentation and skill assessment (Mayer et al., 2016).

The debate surrounding the link amongst EI, harassment, and oppression generally curtails from two particular concepts of EI in the literature. It is measured by measures of success and considered as cognitive abilities that can be developed (capacity EI) or adherence to various personality traits and behavioral tendencies that may or may not be present (trait EI). As such, the traits of sensitive intelligence have been temporarily described as the gathering of communicative self-awareness that sits at the inferior ranks of the character hierarchy (Petrides et al. 2007).

Some aspects of the diagnosed research areas are emotional expression, emotional laws, emotional control, and emotional imagery. Conceptualized as a skill, EI closely resembles the accumulation of social intelligence, with recent related studies implicating complex courtship and bullying. Higher forms of modern bullying are related with excessive societal intelligence, and merely oppressors who choose further straight, corporal forms show little communal intelligence. Similarly, sufferers have been continuously observed to exhibit small communal intelligence. Conversely, if EI appears as a character attribute, it is hypothesized that it may be associated with a vibrant negative link with maltreatment. People with a high TEI generally tend to have improved relational associations and exhibit better social skills (Mavroveli et al. 2007).

The studies showed a clear and frightening link between EI and bullying. Low levels of EI related to bullying are observed in all articles. However, exceptional values are found by the EI element and bully position. In other words, the difference depends on whether the young person is a bully or a victim, each with a specific her higher or lower EI addition. This study proves that performance on each version of the EI helps distinguish between non-involved and engaged youths and, in the latter case, between victims and bullies. (Cañas et al., 2020).

Material and Methods

This study was casual comparative in nature. The purpose of the study was to assess the level of students' bullying behaviour and its effects on students' emotional intelligence at secondary level. All the students studying in grade 9th of public sectors schools in Tehsil Gujrat was the population of this study. Proportionate Stratified random sampling was used to determine the sample of the study. Ten present schools were selected randomly from all the schools of Tehsil Gujrat and 20 students were randomly selected from each selected school. Two research instruments were used for the collection of data as; To measure bullying behavior, the researcher used modified scale of The Olweus Bullying/Victim Questionnaire (1996-2006). The tool was adopted an amendment was made according to the cultural norms and keeping the view the need, scopes and significance of the study. For measuring the Emotional-Intelligence, in this analysis the researcher used embedded Self-Report Emotional Intelligence Test (SREIT) of Shutte et al., (1998). The tool was adopted an amendment were made according to the cultural norms and keeping the view the need, scopes and significance of the study.

Data Analysis

Descriptive statistics was used for getting the answer of the research questions and get the better understanding for the results. To find out the effect of bullying behavior on the sense of school-connectedness and emotional-intelligence on students "Analysis of Variance (ANOVA)" was used. Statistical Package for Social Sciences (SPSS -V. 23) was used for all statistical computation.

Results and Discussion

Table 1
Overall Bullying Behaviour Level amongst Secondary Level Students

Bullying behaviour Category	Frequency	Percent	Mean	S.D
Low Bullying Behaviour	575	44.8	2.80	0.43
Moderate Bullying Behaviour	493	38.4		

High Bullying Behaviour	216	16.8
Total	1284	100

The table 1 showed percentage frequency of three levels of bullying behaviour and overall mean value for the bullying behaviour among students. Table values showed that 44.8 % students have low bullying behaviour, 38.4% students have moderate and only 16.8% students have high bullying behaviour. It displays that majority of students having low bullying behaviour level.

Table 2
Overall Emotional Intelligence Level amongst Secondary Level Students

Emotional Intelligence Category	Frequency	Percent	Mean	S.D
Low Emotional Intelligence	301	23.4		
Moderate Emotional Intelligence	490	38.2	2.60	.67
High Emotional Intelligence	493	38.4		
Total	1284	100.0		

The table 2 showed percentage frequency of three levels of emotional intelligence and overall mean value for the emotional intelligence among students. Table values showed that 24.3 % students have low emotional intelligence, 38.2% students have moderate and 38.2% students have high emotional intelligence. It displays that majority of students having high emotional intelligence level.

Table 3
Overall ANOVA Analysis for Effect of Different Levels of Bullying Behaviour on Emotional Intelligence of Students at Secondary Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.673	2	7.336	8.459	.000
Within Groups	1110.940	1281	.867		
Total	1125.613	1283			

A One-way amongst groups' analysis of difference was implemented to find out the effect of bullying behaviour levels on emotional intelligence of students at secondary level. Bullying behaviour was divided into three groups; Low bullying behaviour (1-2.33), Moderate bullying behaviour (2.34-3.66) and High bullying behaviour (3.67-5). The table 3 displays results of ANOVA among dissimilar bullying behaviour levels of male students and their emotional intelligence in secondary schools. Above table indicates that a significant difference ($f=8.459$, $Sig. = 0.000$) among the dissimilar bullying behaviour levels of students on emotional intelligence in secondary schools was found.

Table 4
Post Hoc Analysis for Effect of Different Levels of Bullying Behaviour on Emotional Intelligence of Students at Secondary Level

	Sig.	95% Confidence Interval
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(I) C.T categories	(J) C.T categories	Mean Difference (I-J)		Lower Bound	Upper Bound
Low Bullying Behaviour	Moderate Bullying Behaviour	-.16213*	.013	-.2963	-.0280
	High Bullying Behaviour	-.28181*	.000	-.4562	-.1074
Moderate Bullying Behaviour	Low Bullying Behaviour	.16213*	.013	.0280	.2963
	High Bullying Behaviour	-.11968	.257	-.2980	.0586
High Bullying Behaviour	Low Bullying Behaviour	.28181*	.000	.1074	.4562
	Moderate Bullying Behaviour	.11968	.257	-.0586	.2980

Tukey HSD Post hoc test was implemented to identify more understanding of dissimilarity and the comparative location of dissimilar students' bullying behaviour levels and their effects on emotional intelligence, which showed that a significant variance amongst groups was found.

The table 4 presented mutual contrast of dissimilar students' bullying behaviour levels and their effect on of students showed that low bullying behaviour level was significantly different from moderate bullying behaviour level ($p = .013$) and high bullying behaviour level ($p = .000$). Moderate bullying behaviour level was insignificantly dissimilar from high bullying behaviour level ($p = .257$).

Discussion

The results of study that students have high levels of school connectedness in schools. The results are supported by the study of Blum (2005) which indicates that students feel connected to the school when they like the school, feel that they belong, believe teachers care about them and their learning, believe that education matters, have friends at school, believe that discipline is fair, and have opportunities to participate in extracurricular activities in school environment. Thus, a high level of school connectedness would result to a lesser involvement in adverse behaviors, such as bullying (Jose et al., 2012).

The result showed significant of bullying behaviour on sense of school connectedness among students at secondary level. The results of present study are supported by the results of Eisenberg, Neumark and Perry (2003) found a significant relationship between peer harassment and school connectedness. Students who experienced less peer harassment tended to like school more than those who experienced more peer harassment. In addition it was showed that students who reported lower levels of peer harassment performed better academically and received higher grades compared to students who reported higher levels of peer harassment and received lower grades. An explanation could be that students who are not harassed by their peers at school may feel a sense of connectedness to their peers, teachers and school, which provides them with social support and enables them to perform better at school.

The results showed that low bullying behaviour have influence to promote emotional intelligence among students are supported by Austin et al. (2005) showed that acceptance by peers is related to better perception of emotions, and high trait of emotional

intelligence is linked to better problem solving skills, a feature victims are deprived of, since they often choose to react ineffectively when bullied.

Conclusions

The majority of students have low bullying behaviour level. The majority of students have moderate level of emotional intelligence. A significant difference among the dissimilar bullying behaviour levels of students on emotional intelligence in secondary schools was found. The students with low bullying behaviour level were meaningfully different from moderate bullying behaviour level and high bullying behaviour level students. Moderate bullying behaviour level students were irrelevantly dissimilar from high bullying behaviour level students.

Recommendations

In light of the study's findings and conclusions, it is recommended that,

- Bullying is a phenomenon that is causing to increase concern among students, parents, teachers and head teachers. As a result, academic authorities may develop programs to confront this phenomenon of violence in schools.
- All stakeholders may take active roles to stop this bullying behavior and harassment, which in turn provide an appealing learning environment for students and safer education for all.
- A correlational research may be conducted to investigate relationship between bullying behaviour and emotional intelligence of students at secondary level.

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