International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

Bullying Behaviour among In-school Adolescents: Assessing the Predictability of Personality Traits and Self-Esteem

Taofeeqah O. Olaniyan[1], Esohe G. Ehondor[2], Olubunmi O. James[3], Emmanuel E. Uye[4]*

[1,2,3,4] Department of Psychology, University of Ibadan, Nigeria

*Corresponding author: emmanuel.e.uye@gmail.com https://orcid.org/0000-0002-7867-270X

Abstract

Bullying behaviour has remained a global issue with far-reaching consequences on their psychological well-being, social relationships, and academic performance among victims. Studies linking personality traits and self-esteem on bullying behavior within specific cultural contexts are lacking. Therefore, this study examined the predictive ability of personality traits and self-esteem on bullying behaviour among in-school adolescents in Ibadan North Local Government Area. Cross sectional survey design was adopted while purposive sampling technique was used to select the study location. Data were collected from 387 participants using validated scales and analyzed using multiple regression analysis and independent samples t-test to test two hypotheses that were accepted at $p < 0.01$ level of significance. The result demonstrated that personality traits and self-esteem jointly predicted bullying behavior among study participants [$R^2 = .082$, $F(6, 380) = 5.66$, $p < .01$]. In addition, the results revealed that agreeableness ($\beta = .24$, $t = 4.58$, $p < .01$) and conscientiousness ($\beta = -0.12$, $t = -2.37$, $p < .01$) independently predicted bullying behavior among study participants. However, self-esteem, extraversion, openness to experience and neuroticism did not independently predict bullying behavior among study participants. The novelty of the study is that it is the first time bullying behaviour is studied in a specific cultural milieu in Ibadan. It is recommended that a comprehensive, personality-focused anti-bullying programs be designed and implemented to reflect the cultural and educational contexts among in-school adolescents.

Keywords: Personality traits; self-esteem, bullying behavior, in-school adolescents

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

INTRODUCTION

Bullying is a multifaceted and pervasive challenge among adolescents which is characterized by aggressive behavior intended to harm or discomfort another individual. The American Psychological Association (APA) describes bullying as an aggressive behavior in which the perpetrator intentionally and repeatedly causes injury or discomfort to another person, often exploiting a power imbalance. This behavior takes different forms such as physical aggression, verbal abuse, cyberbullying, or subtle actions meant to intimidate or isolate the victim (Olaniyan, 2025). A common feature of bullying is its intentionality and repetitive nature, which differentiates it from isolated acts of aggression. Although most definitions of bully connote a malicious dimension, it also has a non-malicious dimension. Non-malicious bullying occurs when the perpetrator lacks explicit malicious intent, yet the actions still harm the victim. Zamir and Zia (cited by Olaniyan, 2025) gave examples of non-malicious bullying behaviour as “mindless bullying,” where the aggressor acts without considering the consequences, and “educational bullying,” where strict or insensitive teaching practices inadvertently lead to emotional distress. Victims of bullying behaviour suffered from poor mental health, poor academic performance, dysfunctional social well-being and its associated psychopathological effects such as depression, anxiety, loneliness, and even suicidal ideation (Chou et al., 2020).

Some factors have been investigated as predictors of bullying behaviour. Two factors are considered in this study. The first factor is personality trait which is described as an enduring pattern of thought, emotion, and behavior that significantly influence how individuals engage with their surroundings (McCrae & Costa, 2022). One model that has been used to explain personality is the Big Five Personality Traits (McCrae & Costa, 2022) which consists of extraversion, agreeableness, conscientiousness, openness to experience and neuroticism.

Conscientiousness reflects an individual's level of organization, responsibility, and dependability. Individuals high in conscientiousness are often reliable, methodical, and focused on achieving their goals. Conscientious individuals tend to perform well in academic and professional settings due to their strong work ethic and attention to detail (Thornberg & Waenstroem, 2018). Agreeableness has to do with an individual's tendency to be cooperative, compassionate, and empathetic toward others. Individuals high in agreeableness are generally considerate and altruistic, often prioritizing the needs of others, which leads to positive social interactions and relationships. Bullies showed lower level of agreeableness (Thornberg & Waenstroem, 2018). Extraversion describes how outgoing, energetic, and social an individual is. Extraverts are typically enthusiastic, talkative, and assertive, thriving in social environments. Individuals high in extraversion tend to be happy and also susceptible to risky behaviour

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

(Mitsopoulou & Giovazolias , 2015). While extraversion can correlate with greater happiness and social success, it also plays a role in increasing susceptibility to risky behavior (Mitsopoulou & Giovazolias, 2015). Neuroticism refers to an individual's tendency to experience negative emotions such as anxiety, mood instability, and irritability. Neuroticism, characterized by emotional instability, often manifests as impulsive aggression. Highly neurotic individuals often struggle with stress, experiencing higher levels of negative emotional states, which can contribute to poorer mental health outcomes (Pallesen et al., 2017). Openness to experience reflects an individual's curiosity, creativity, and willingness to explore new ideas and experiences. Individuals who score high in openness tend to be imaginative, adventurous, and open-minded, frequently seeking out unconventional ideas and experiences, a trait associated with artistic creativity and intellectual curiosity (Geel et al., 2018).

Taken together, each of these personality traits predict adolescents' predisposition to engage in bullying behaviors or experience victimization. For example, low agreeableness may increase the tendencies toward antagonistic behavior, while high neuroticism would make individuals more vulnerable to emotional distress caused by bullying (Gkatsa, 2024; Mitsopoulou & Giovazolias , 2015; Pallesen et al., 2017; Tsaousis & Giovazolias, 2021;van Geel et al., 2018).

The second factor is self-esteem which describes individuals' overall evaluation of their worth or values. It encompasses feelings of confidence, respect, and self-acceptance, which influences how an individual interacts with others and respond to challenges (Ersozlu et al., 2020). High self-esteem is associated with positive social interactions, while low self-esteem contributes to vulnerability or aggressive tendencies in peer relationships (Ersozlu et al., 2020). Furthermore, self-esteem determines how adolescents navigate their social space. Low self-esteem is associated with victimization, as adolescents with low self-worth may lack the confidence to assertively address conflict (Volk et al., 2018). Conversely, individuals with excessively high or fragile self-esteem would engage in bullying as a way to assert dominance or compensate for underlying insecurities. Thus, self-esteem acts as a significant psychological factor influencing both sides of bullying dynamics (Palermiti et al., 2023).

Also considered is gender which has produced varying results in terms of buying behaviour. For example, Tsaousis (2019) found more male adolescents to engage in bullying behaviour compared to their female counterparts. Also, Olaniyan (2025) and Saliu (2024) found male in-school adolescents to score higher in bullying behaviour. However, some studies found no differences between male and female in-school adolescents (Cosma et al., 2022; Petrides & Furnham, 2017; Petrides et al. 2016; Smith et al., 2019). Finally, Watson et al.'s (2024) "gender-

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

fluid bullying patterns," concept tends to confirm that contemporary adolescents engage in bullying behaviors that transcend traditional gender-specific manifestations.

Bullying in the school environment fosters a climate of fear and hostility, impedes effective learning, reduces social engagement, and contributes to cycles of underachievement and emotional distress among in-school adolescents (Bekiari & Spanaki, 2021). Despite its prevalence, studies linking personality traits and self-esteem on bullying behavior among in-school adolescents within specific cultural contexts are lacking, leaving a gap in knowledge to fill. Therefore, the purpose of this study was to examine the predictive ability of personality traits and self-esteem on bullying behaviour among in-school adolescents in Ibadan North Local Government Area (LGA). The study sought to provide an answer to the question: Would personality traits and self-esteem jointly and independently predict bullying behaviour among in-school adolescents in Ibadan North LGA?

This study would provide insights into the predictive ability of personality traits and self-esteem on bullying behaviors, with the aim of improving psychological well-being and academic success among in-school adolescents in Ibadan North LGA. Also, the study would help to develop targeted prevention and intervention programs, tailored to the unique challenges and needs among in-school adolescents.

THEORETICAL CONSTRUCT

The study was anchored using Social Learning Theory (SLT) by Bandura (1997) which asserts that behaviour is learned through observation, imitation, and reinforcement. For instance, adolescents who witness aggressive or domineering behavior in their environment—whether through family interactions, peer dynamics, or media exposure—are likely to replicate such behaviours, if they observe that such actions yield rewards by peer approval or elevated social standing. Within the context of bullying behavior, this theory explains why adolescents would imitate aggressive peers or authority figures, adopting bullying as a mechanism to assert dominance or achieve recognition (Olaniyan, 2025).

In relation to self-esteem, social learning theory posits that individuals with low self-esteem may turn to aggressive behaviors as a way to gain validation or social status. They might observe that bullying leads to increased power and social clout, adopting these behaviors to bolster their self-worth (Swearer et al., 2014). Moreover, social learning theory affects personality traits. For example, adolescents with heightened aggression or impulsivity may be particularly susceptible to modelling bullying behaviors, while those with traits such as empathy or agreeableness would be less likely to engage in bullying behavior, even when exposed to

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

similar models (Mitsopoulou & Giovazolias, 2015). Furthermore, reinforcement plays a significant role in sustaining bullying behaviors. If bullying behavior leads to tangible rewards, such as popularity or material gains, the behavior is likely to be repeated, perpetuating a cycle of aggression. In sum, SLT provides a valuable lens for understanding how external models and reinforcements shape the emergence and persistence of bullying behavior among adolescents.

The hypotheses tested were: Personality traits and self-esteem jointly and independently predict bullying behaviour among in-school adolescents in Ibadan North LGA. And there would be gender differences in bullying behaviour among in-school adolescents in Ibadan North LGA.

METHODS

Design

Quantitative, cross-sectional survey design was adopted in this study where data were collected using validated questionnaires to collect from participants. The independent variables were personality traits and self-esteem while the dependent variable was bullying behavior.

Setting

The study took place in Ibadan North Local Government Area (LGA) in Oyo State, Nigeria. The LGA was selected because of its heterogeneous populations to observe the manifestations of bullying behaviour among in-school adolescents.

Sampling and Sample Size

First, a purposive sampling method was used to select Ibadan North LGA in Oyo State. Second, a simple random sampling technique was used to select 5 from 13 public secondary schools in the LGA to give a representative sample of the students' population in the LGA. Finally, a convenience sampling technique was used to select participants for questionnaire administration. Cochran's formula was used to calculate sample size which arrived at 394 at 95% confidence level with a 5% margin of error.

Instruments

Data were collected using the following instruments:

Rosenberg Self-Esteem Scale (Rosenberg, 1965) was used to assess participants' self-esteem. It is a 10- item scale rated on a 5-point Likert's format ranging from 1= Strongly disagree to 5 =Strongly agree. Sample items include: "On the whole, I am satisfied with myself," "At times, I think I am no good at all," and "I feel that I have a number of good qualities." The scale has

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

been validated in several studies in Nigeria (Fakorede et al., 2024). Cronbach's alpha in this study was 0.87.

Big Five Inventory (BFI) by Soto & John (2017) used to evaluate the five dimensions of personality traits: Extroversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to experience. It is a 10- item scale rated on a 5-point Likert's format range from Strongly Disagree to Strongly Agree. Sample items include:"I see myself as someone who is outgoing, sociable" (Extroversion), "I see myself as someone who tends to be lazy" (Conscientiousness), and "I see myself as someone who gets nervous easily" (Neuroticism). The scale has been validated in several studies in Nigeria (Umeaku et al.,2021). In the current study, Cronbach's alpha of 0.83 was obtained.

Olweus Bully/Victim Questionnaire (Olweus, APA© 2024) was used to measure bullying behaviour among participants. The scale includes a series of items designed to capture both bullying behaviours and experiences of being bullied. It is a 20-item rated on a 5-point Likert's format where 1 indicates "I haven't been bullied at school in the past couple of months," and 5 indicates "Several times a week." Example of items include: "I was called mean names, was made fun of, or teased in a hurtful way," "I was hit, kicked, pushed, shoved around, or locked indoors," and "I was threatened or forced to do things I didn't want to do." The author reported Cronbach's alpha of 0.80 while in this study, Cronbach's alpha of 0.81 was obtained.

Procedure

The data collection procedure began with obtaining ethical approval from the University of Ibadan's Ethical Review Board and a letter of introduction from the Department of Psychology, University of Ibadan, Nigeria to identify the researchers. Potential participants were briefly informed of the purpose of the study and their consent to participate in the study was sought. Consent forms were signed by parents or guardians for students under the age of 18. Data were collected during regular school hours, with students completing the questionnaires in their classrooms under the supervision of the researchers. The researchers emphasized the confidentiality of responses and ensured that no personal identifying information was collected. In order to minimize social desirability bias, students were seated far apart during data collection. A total of 392 questionnaires were administered across the five secondary schools selected and collected on the spot. During screening and coding, five questionnaires were incorrectly filled and were removed left with 387 used for the analysis.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

Data Analysis

IBM[R] SPSS version 23 was used for data analysis. Both descriptive and inferential statistics were computed. Hypotheses 1 and 2 were tested using multiple regression analysis while hypothesis 3 was tested using independent samples t-test. All hypotheses were accepted at p<.001 level of significance.

Ethical Considerations

The study adhered to strict ethical guidelines to protect participants' rights and well-being. Informed consent was obtained from both students and their parents or guardians. Confidentiality and anonymity were maintained throughout the study, and no personal identifiers were used in the analysis or reporting of the data (Wiles, 2021). Participants were informed that their participation was voluntary and that they could withdraw at any time without negative consequences. Also, the study addressed the potential risks of psychological discomfort arising from questions about bullying experiences. The researchers were at hand to provide appropriate support to any participants who felt distressed, fortunately, there was none so reported.

RESULTS

Demographic Characteristics of Respondents

A total of 387 in-school adolescents participated in the study where 184(47%) were males and 203 (53%) were females. The participants' ages were between 12 and 18 years (M_{age} = 14.33, SD = 1.33).

Table 3: Zero-order correlation statistics of study variables

Variables	1	2	3	4	5	6	7
1 Self-esteem	-						
2 Extraversion	-.006	-					
3 Agreeableness	-.017	-.288**	-				
4 Conscientiousness	.028	.020	.090	-			
5 Neuroticism	-.216**	.024	-.066	.137**	-		
6 Openness	-.166**	.053	.097	.268**	.280**	1	
7 Bullying behavior	-.017	-.111*	.245**	-.107*	-.091	-.011	1

Source: Authors' Field Work (2024) **Significant at p <.001, *Significant at p < .05

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

Table 2 presents zero-order correlation of study variables. The result revealed that extraversion (r = -.111, p < .05), agreeableness (r = .245, p <.001) and conscientiousness (r = -.107, p <.05) correlated with bullying behaviour. However, neuroticism (r= -.01, p >.05), extraversion (r = -.017, p >.05) and openness to experience (r = -.011, p >.05) did not correlate with bullying behaviour.

Hypothesis Testing

H1: Personality traits of extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience and self-esteem would independently predict bullying behavior among in-school adolescents in Ibadan North LGA. The hypothesis was tested using multiple regression analysis and the results are presented in Table 2.

Table 2: Multiple regression analysis including self-esteem and personality traits on bullying behaviour among in-school adolescents

Predictors	β	t	p	R	R^2	F	p
Self-esteem	-0.02	-0.43	> .05				
Extroversion	-0.04	-0.76	> .05	0.286	0.082	5.66	< .01
Agreeableness	0.24	4.58	< .01				
Conscientiousness	-0.12	-2.37	< .05				
Neuroticism	-0.07	-1.27	> .05				
Openness	0.02	0.30	> .05				

Source: Authors' Field Work (2024) **Significant at p <.01, *Significant at p < .05

Table 2 presents multiple regression analysis of personality traits and self-esteem as joint and independent predictors of bullying behaviour among in-school adolescents in Ibadan North LGA. Consistent with the hypothesis, the results showed that personality traits and self-esteem jointly predicted bullying behavior among study participants [R^2 = .082, F(6, 380) = 5.66, p < .01]. In addition, the results revealed that agreeableness (β = .24, t = 4.58, p < .01) and conscientiousness (β = -0.12, t = -2.37, p < .05) independently predicted bullying behavior. However, self-esteem (β = -0.02, t = -0.43, p > .05), extraversion (β = -0.04, t = -0.76, p > .05), neuroticism (β = -0.07, t = -1.27, p > .05), and openness (β = 0.02, t = 0.30, p > .05) did not independently predict bullying behaviour among study participants. Thus, the hypothesis was partially supported.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

H2: There would be gender differences in bullying behaviour among in-school adolescents. The hypothesis was tested using independent samples t-test and the result is presented in Table 3.

Table 3. Independent samples t-test for gender and bullying behaviour

Gender	N	Mean	SD	t	df	p
Male	184	36.32	9.06	0.41	385	> .05
Female	203	35.94	9.38			

Source: Authors' Field Work (2024), *Significant at p < .05

Table 3 presents the result of an independent sample t-test on gender differences in bullying behaviour among in-school adolescents. The results revealed no gender differences among study participants [t(385) = 0.41, p > .05]. However, observation of the means showed that male participants scored marginally higher (M = 36.32, SD = 9.06) compared to their female counterparts (M = 35.94, SD = 9.38). Therefore, the hypothesis was partially supported.

DISCUSSION

This study investigated the personality traits of extraversion, agreeableness, conscientiousness, neuroticism, openness to experience and self-esteem as predictors of bullying behavior among in-school adolescents in Ibadan North Local Government. Two hypotheses were tested to understand the predictors of bullying behavior.

The hypothesis that personality traits and self-esteem would jointly and independently predict bullying behavior among in-school adolescents was supported. The interaction between personality traits and self-esteem contributed significantly to bullying behaviour. This corroborated previous findings that personality traits and self-esteem are robust predictors of bullying behaviour (Ersozlu et al., 2020; Gkatsa, 2024; Palermiti et al., 2023). Personality traits of agreeableness and conscientiousness were found to independently predict bullying behavior among study participants. Specifically, agreeableness showed a positive correlation with bullying behavior, which supported previous findings (van Geel et al., 2018) but may seem counterintuitive given that agreeableness generally implies cooperative and friendly behavior. In the context of this study, the positive relationship between agreeableness and bullying may reflect cultural factors where socially dominant behaviors including relational bullying could be more prevalent among students who are otherwise agreeable (Rębisz et al., 2023). This indicated

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

that some agreeable students are more inclined to use social manipulation or relational aggression to assert social dominance (Rębisz et al., 2023).

Moreover, conscientiousness predicted bullying behavior, implying that students with higher levels of self-discipline and responsibility are less likely to engage in bullying behavior. This finding is consistent with the existing literature, which identifies conscientiousness as acting as a protective factor against bullying due to its association with self-control and empathy (Van Geel et al., 2018). This supported Holfeld and Mishna (2018) finding that conscientiousness not only predicts lower bullying behavior but also serves as a buffer against other types of bullying including cyber-bullying behaviour. Further support came from the result obtained by Leung et al. (2020) who revealed that conscientiousness significantly predicted cyber-bullying behaviour among their study participants.

While some components of personality traits such as agreeableness and conscientiousness independently predicted bullying behaviour, however, self-esteem did not independently predict bullying behavior among study participants. This finding contradicted previous results that found self-esteem as a strong predictor of bullying behavior (Cook et al. 2020; Carbone-Lopez et al., 2020; Fanti & Henrich, 2015). However, a more cogent explanation was proffered by Nunes and Oliveira (2024) that the relationship between self-esteem and bullying could likely be mediated by cultural factors and social support systems. In supporting the cultural and social factors in bullying behaviour, Volk et al. (2018) found that self-esteem's influence on bullying behavior varies significantly based on collectivist versus individualist cultural orientations. This suggests that in collectivist societies, like many Nigerian communities, group harmony and social cohesion play a more significant role in regulating bullying behavior than individual self-esteem levels.

Finally, the hypothesis that there would be gender differences in bully behaviour was not supported. The results indicated no statistically significant differences in bullying behaviors between male and female in-school adolescents. This finding lent credence to results obtained by Petrides and Furnham (2017) and Petrides et al. (2016) that bullying behavior cut across the gender. Moreover, Cosma et al. (2022) have further validated these findings, suggesting that traditional gender-based assumptions about bullying could be outdated, particularly in digital contexts where behavior patterns show increasing convergence across genders. Finally, Watson et al. 's (2024) "gender-fluid bullying patterns," concept tends to confirm that contemporary adolescents engage in bullying behaviors that transcend traditional gender-specific manifestations. However, the observation of the mean statistics in this study revealed that male participants scored higher in bullying behaviour than their female contact which tends to

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

support the conventional belief that male individuals engaged more in bullying behaviour than their female counterparts (Saliu, 2024). Gender differences in bullying behaviors are well-documented. Males are more likely to engage in physical forms of bullying, while girls are more prone to relational aggression, such as exclusion or spreading rumors (Carbone-Lopez *et al*., 2020; Smith et al., 2019).

CONCLUSION

The study was aimed to provide an empirical answer to the question: Would personality traits and self-esteem jointly and independently predict bullying behavior among in-school adolescents in Ibadan North Local Government Area? And, would there be gender differences among study participants? The findings in this study have partially confirmed personality traits and self-esteem as joint predictors of bullying behaviour among study participants. Also, the study revealed that agreeableness and conscientiousness were the two personality traits that independently predicted bullying behaviour whereas neuroticism, openness to experience and extraversion including self-esteem were not independent predictors of bullying behaviour among in-school adolescents in the study location.

One implication of the present findings is that school based intervention should include personality assessment of the in-school adolescents to identify those who have been bullied and at the risk of engaging in bullying.

Limitations and suggestions for Further Study

The study recorded some limitations that need to be addressed in further study. To start with, self-reported questionnaires were used for data collection which was not free of response bias. Further study would benefit by including key informant interviews and documentary evidence from the school counsellors to triangulate data collected from the self-reported questionnaires. In addition, only one Local Government Area (LGA) with the sample size of --- was selected and used in the study. Further study should include more LGAs and increase sample size to enhance generalization of study findings. The independent variables investigated in the study were not exhaustive, therefore, further study should include school social climate, family background and learned helplessness to explore bullying behavior.

Declaration of Conflicting Interest

We declare that there was no conflict of interest in this study.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

REFERENCES

American Psychological Association. (2024). Bullying. https://www.apa.org/topics/bullying

Bandura, A. (1997).Self-efficacy: The exercise of control. Freeman

Carbone-Lopez, K., Esbensen, F. A., and Brick, B. T. (2020). Correlates and consequences of peer victimization: Gender differences in direct and indirect forms of bullying. Youth Violence and Juvenile Justice, 8(4), 332-350.

Chou, W. J., Wang, P. W., Hsiao, R. C., Hu, H. F., and Yen, C. F. (2020). Role of school bullying involvement in depression, anxiety, suicidality, and low self-esteem among adolescents with high-functioning autism spectrum disorder. Frontiers in Psychiatry, 11, 9.

Cook, C. R., Williams, K. R., Guerra, N. G., Kim, T. E., and Sadek, S. (2020). Predictors of bullying and victimization in childhood and adolescence: A meta-analytic investigation. School Psychology Quarterly, 35(1), 13-27.

Cosma, A., Bjereld, Y., Elgar, F. J., Richardson, C., Bilz, L., Craig, W., & Walsh, S. D. (2022). Gender differences in bullying reflect societal gender inequality: A multilevel study with adolescents in 46 countries. Journal of Adolescent Health, 71(5), 601-608.

Ersozlu, Z, Wildy, H, Ersozlu, A, Lawrence, D, Karakus, M, Sorgo, A, Usak, M, Kubiatko, M & Chang, C-C (2020). Self-esteem, Bullying Perpetration/Victimization and Perceived Parental Support in a Nationally Representative Sample of Australian Students, Revista de Cercetaresi Interventie Sociala, 69, 49-68 https://dx.doi.org/10.33788/rcis.69.3

Fakorede, K., Obosi, A. O. & Uye, E. E. (2024). Coping style, social support, and resilience as predictors of quality of life among combatant officers in Nigeria. Nigerian Psychological Research , 9(1), 102 -110

Fanti, K. A., and Henrich, C. C. (2021). Narcissism and bullying in early adolescence: A longitudinal study. Journal of Abnormal Child Psychology, 49(3), 389-400.

Gkatsa, T. (2024). School bullying and personality traits from elementary school to university. International Journal of Bullying Prevention, 6, 308-320 https://doi.org/10.1007/s42380-023-00174-w

Holfeld, B., & Mishna, F. (2018). Longitudinal associations in youth involvement as victimized, bullying, or witnessing cyberbullying. Cyberpsychology, Behavior, and Social Networking, 21(4), 234-239.

Leung, A. N. M., Chan, K. K. S., & Ng, C. S. M. Cyberbullying and Values Education.

McCrae, R. R., & Costa, P. T. (2022). Personality in adulthood: A five-factor theory perspective (3rd ed.). Guilford Press.

Mitsopoulou, E., & Giovazolias, T. (2015). Personality traits, empathy and bullying behavior: A meta-analytic approach. Aggression and Violent Behavior, 21, 61-72.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Mitsopoulou, E., & Giovazolias, T. (2020). The relationship between personality traits and bullying behavior in early adolescents: A meta-analytic review. Aggression and Violent Behavior, 54, 101412.

Nunes, S. A., & de Oliveira, A. J. P. (2024). Self-esteem and life satisfaction among Brazilian adolescents victimized and bullies. Análise Psicológica, 42(1), 75-91.

Olaniyan, T.O. (2025). Influence of self esteem and personality traits on bullying behaviour among adolescent secondary school student of Ibadan North Local Government. BSc thesis submitted to the Department of Psychology, University of Ibadan, Nigeria.

Olweus, D. (2024). Olweus Bullying questionnaire PsycTests Database Record. © APA https://doi.org/10.1037/t56255-000

Palermiti, A. L., Graziano, P. A., and Costabile, A. (2023). The role of explicit and implicit self-esteem in traditional and cyber bullying among adolescents. Journal of Adolescence, 94, 39-51.

Pallesen, S., Nielsen, M. B., Magerøy, N., Andreassen, C. S., and Einarsen, S. (2017). An experimental study on the attribution of personality traits to bullies and targets in a workplace setting. Frontiers in Psychology, 8, 1045.

Petrides, K. V., and Furnham, A. (2017). Gender differences in measured and self-estimated trait emotional intelligence. Journal of Social Psychology, 157(2), 188–197.

Rębisz, S., Jasińska-Maciążek, A., Grygiel, P., & Dolata, R. (2023). Psycho-social correlates of cyberbullying among Polish adolescents. International journal of environmental research and public health, 20(8), 5521.

Rosenberg, M. (1965). Society and the adolescent self-image. Princeton University Press.Salmivalli, C., and Nieminen, E. (2020). Proactive and reactive aggression among school bullies, victims, and bully-victims. Aggressive Behavior, 28(1), 30-44.

Saliu, H. N. (2024). Teachers' Perceptions and Responses to Students' Bullying in Public Secondary Schools in a School District in Southern Nigeria: A Multiple Case Study (Doctoral dissertation, Keiser University).

Soto, C. J., & John, O. P. (2017). The next Big Five Inventory (BFI-2): Developing and assessing a hierarchical model with 15 facets to enhance bandwidth, fidelity, and predictive power. Journal of Personality and Social Psychology, 113(1), 117–143.

Swearer, S. M., Carney, L. C. M., Noetzel, J. S., & Barrett, A. R. (2024). Dignity, diversity, and the challenges of bullying and hateful speech. Social Media and Youth Mental Health, 37.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Thornberg, R., & Wanstrom, L.(2028). Bullying and its association with altruism toward victims, and classroom prevalence of bystander behaviours: A multilevel analysis. Social Psychology of Education, 21(5), 1133-1151 https://doi.org/10.1037/vio0000424

Tsaousis, I. (2019). Gender differences in self-esteem and bullying behaviors. International Journal of School and Educational Psychology, 7(sup1), 13-23.

Tsaousis, I., & Giovazolias, T. (2021). The relationship between self-esteem and bullying perpetration and victimization among adolescents: A meta-analytic review. Aggression and Violent Behavior, 61, 101640.

Tsaousis, I., & Giovazolias, T. (2021). The relationship between personality and bullying: A meta-analytic review. School Psychology Review, 50(2-3), 231-252.

Van Geel, M., Goemans, A., Zwaanswijk, W., Gini, G., and Vedder, P. (2018). Does peer victimization predict low self-esteem, or does low self-esteem predict peer victimization? Meta-analyses on longitudinal studies. Developmental Review, 49, 31-40.

Volk, A. A., Schiralli, K., Xia, X., Zhao, J., & Dane, A. V. (2018). Adolescent bullying and personality: A cross-cultural approach. Personality & Individual Differences, 125, 126-132.

Umeaku, N. N, Nnedum, O. A. O., & Nweke, K. O. (2021). The validation of the 10-item personality inventory in the Nigerian sample. Interdisciplinary Journal of African & Asian Studies, 7(2), 70-79 www.ijaas.com

Watson, R. J., Caba, A. E., Lawrence, S. E., Renley, B. M., McCauley, P. S., Wheldon, C. W., ... & Eisenberg, M. E. (2024). Examining mental health and bullying concerns at the intersection of sexuality, gender, race, and ethnicity among a national sample of sexual and gender diverse youth. LGBT health, 11(1), 20-27.

Wiles, R. (2021). Ethical issues in social research. Routledge.Zamir,S., and Zia,S.(2024). Exploring the bullying behaviors and coping mechanisms in undergraduates: A phenomenological study.Voyage Journal of Educational Studies,4(1),139-160.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.