BULLYING IN RELATION TO EMOTIONAL INTELLIGENCE AMONG ADOLESCENTS

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ABSTRACT: The present study attempts to study bullying in relation to emotional intelligence amongAdolescents. As well as study investigated the levels of emotional intelligence experienced bullying among secondary-school students and to study the relationship between emotional intelligence impact on academic performance among boys and girls. The data was organized & statistically analyzed by. The result indicates impact of bullism on adolescent students leads to emo results generated from WarpPLS Emotional distress and bullism put an impact of bullying behaviours among adolescents and to determine the effects of bullying and being bullied on Emotional Intelligence.Understanding one's emotional intelligence in relation to bullying and how it affect their academic performance study gender differences in emotional intelligence experienced bullying among adolesce

1.0. Introduction

In India Bullying amongst students has been reported historically but in recent years the incidents have increased and new methods of bullying are being used.

According to The Indian Journal of Forensic Medicine & Toxicology, April-June 2018, Vol. 12, No. 2 SchoolCrimeandSafety: In 2013about28 Percentageofstudentsbetweentheagegroupof12–18 reportedbeingbulliedatschoolduringtheschoolyear.

The NationalCentreforEducationStatistic statedthat nearly one third of all the students aged 12-18reportedhavingbulliedatschoolin2007,somealmost daily.

According to bullying statistics 2010, thereareabout2.7 million students beingbullied each year byabout2.1studentstakingontheroleofthebully.Thereareabout160,000 childrenthatmissschool everydayoutoffearofbeing bullied.61% ofstudentsbelievedstudentsshootothersatschoolbecausetheyhavebeenvictims of physical violence at home or at school.

Research into schoolyard bullying hashighlighted not only the undesirable prevalence of bullying behaviours exhibited by adolescentsbut also the adverse consequences associated with bullying (**Juvonen, Nishina & Graham, 2000**).

Being a target of bullying has been found to have negative impacts upon social and emotional wellbeing, academic performance and success later in life (**Bond, Carlin, Thomas, Rubin & Patton, 2001**)

The effects of bullying aren't temporary and last long into adulthood. Effects vary depending on role of the person in bullying situation. The long-lasting psychological impacts are due to the short-term impacts that children experience as a result of being bullied consistently.

If anyone becomes a victim of bullying during childhood and adolescence, there is increased risk of behavioral problems, emotional problems, depression and poor school performance.

World Health Organisation identifies adolescence as the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 19. Besides physical and sexual maturation, these experiences include movement towards social and economic independence, and development of

identity, the acquisition of skills needed to carry out adult relationships and roles, and the capacity for abstract reasoning.

One of the factors that appears to be related to bullying behaviours and victimization experiences is emotional intelligence (EI): an individual difference variable referring to the abilities, competencies, and dispositions to use and process emotional information (Bar-On & Parker, 2000; Goleman, 1998; Salovey & Mayer, 1990; Schutte et al., 1998). Understanding how EI may vary in different types of bullying behaviours and victimization experiences offers insight into the psychology of interpersonal aggression and socioemotional functioning. The purpose of this study is to examine the relationship between EI and bullying behaviors in a large community based sample of adolescents.

1.1.Bullying

The word "bully" was first used in the 1530s meaning"sweetheart," applied to either sex, from the Dutch boel "lover,brother," probably diminutive of Middle High German buole"brother," of uncertain origin (compare with the German buhle"lover"). The meaning deteriorated through the 17th century through "fine fellow," "blusterer," to "harasser of the weak".

The verb "to bully" is first attested in 1710(Zwerdling, 1987)High-level forms of violence such as assault and murder usually receive most media attention, but lower-level forms of violence such as bullying have only in recent years started to beaddressed by researchers, parents and guardians, and authority figures(Whitted, K.S. & Dupper, D.R. 2005). It is only in recent years that bullying has been recognised and recorded as a separate and distinct offence, but there have been well documented cases that have been recorded over the centuries.

According to (Olweus, 1994), a person is bullied when he or she is exposed repeatedly over time to negative actions by one or more others, excluding cases where two children of similar physical and psychological strength are fighting. Olweus added that bullying can be direct (open attacks that are physical or verbal in nature) and indirect (exclusion).

Bullying behaviour can take many forms. It is impossible to predict who will get bullied on the basis of age, sex, race, class, sexual orientation, national origin or any other factor. Bullies usually don't have a large support network of friends or may not have even a single friend and may seem to relate better to adults than peers.

Types of Bullying

Bullying occurs in various forms (physical, verbal and social/ relational) some which are vivid and others which are very subtle and cause emotional and psychological harm. Broadly, bullying occurs in two forms: direct bullying; and indirect bullying.

 In cases of direct bullying (which involves use of physical and verbal aggression) the child, and often others, know the identity of person(s) doing the bullying. This makes it easier to recognize, as the behavior is readily observable and the impact is immediate.

 In contrast, indirect bullying includes covert, harmful behaviors directed towards another child. These might involve social or relational aggressive acts or threats of excluding victims from peer groups or social interactions. Although boys and girls participate in both forms of bullying behavior, boys are more likely to be involved in direct bullying and girls in relational bullying.

The behaviors specified under the definition of bullying are difficult to differentiate. Not all incidents of fighting, teasing or conflict are incidents of bullying.

Characteristics of a Bully

Those who bully have been characterized as angry, depressed, aggressive, hostile, and domineering individuals showing high levels of externalizing and hyperactive behaviors with little fondness for school and high conflict within friendships. The typical bully has been found to be indiscriminately aggressive towards teachers, parents, siblings and peers. Contrary to the popular belief, bullies tend to have high self-esteem and report ease in making friends.

Children who bully have more power than the children they victimize, and this power is often not evident to adults. Children's power can derive from a physical advantage (such as size and strength) or from a social advantage (such as a higher social status in a peer group or strength in numbers).

Children who bully their peers regularly (those who admit to bullying more than occasionally) tend to: be impulsive, hot-headed, and dominant; be easily frustrated; lack empathy; have difficulty following rules; and view violence in a positive way.

Psychological Impacts of Bullying

Unfortunately, the effects of bullying aren't temporary, but last long into adulthood, and vary depending on the role of the person in the bullying situation.

The Victim

The long-lasting psychological impacts stem directly from the short-term impacts that children experience as the result of being consistently bullied. Depression and anxiety tend to characterize their emotional outlook well beyond the bullying years, extending into their adult lives where they become chronic, sometimes lifelong, problems. These issues make eating, sleeping, working, exercising and engaging in interesting hobbies – all the hallmarks of a full, balanced life – more difficult. They also make it more difficult to make and keep relationships, whether with friends or romantic partners.

And according to the American Academy of Experts in Traumatic Stress, the conventional "sticks and stones" wisdom about what kind of bullying really causes lasting damage is backwards: It is actually emotional harm that lasts much longer than physical harm. Especially during childhood, when bodily damage heals readily, the victim's self-image may be permanently maimed: "Bullying is an attempt to instill fear and self-loathing. Being the repetitive target of bullying damages your ability to view yourself as a desirable, capable and effective individual," Dr. Mark Dombeck of the Academy explains.

They also have difficulty trusting people, have reduced occupational opportunities, and grow into adulthood with the tendency to be loners. They make fewer positive choices and act less often in defense of their own happiness, owing mostly to the lack of perceived control instilled in them during their childhood bullying.

The Bully

Bullies often grow up to be unhappy adults. Their methods of relating to the world around them often don't work very well in adulthood, where quick tempers and violent actions are generally shunned by society. They may have difficulty holding down a job, retaining friendships and maintaining romantic or even family relationships.

They may also be at greater risk for suicidal thoughts and behaviors, though this is more likely when they are bullied in addition to acting as a bully. However, most of the research that has been done has concentrated on the effects of bullying on those who get bullied rather than those who perpetrate the behavior, so reports are limited of the lifelong impacts on bullies themselves. However, it is indisputable that bullies are at greater risk for antisocial personality disorder.

Both

Not surprisingly, those that both bully and were bullied at the same time display some of the most severe emotional handicaps in later life. Oftentimes bullies engage in learned behavior, which they were taught in the home by abusive parents, siblings, relatives or caregivers. They often remained depressed and anxious well into later life, and had a

greater level of young adult psychiatric disorders even after researchers who conducted a study in JAMA Psychiatric, Adult Psychiatric Outcomes of Bullying and Being Bullied by Peers in Childhood and Adolescence, controlled for other issues.

According to the study, they are at even at even greater risk for long-lasting psychological disorders than being either a bully or being bullied on its own. And although this class of children, according to the study, had an elevated risk of family hardship at home, this was not the only defining factor.

Bully/victims also had elevated rates of childhood psychiatric disorders, agrophobia, panic disorder and generalized anxiety. Interestingly, when bully/victims were followed into young adulthood, they were at even greater risk of suicidality (suicidal or self-harmful thoughts) than pure victims. While only 5.7 percent of young adults who were neither bullies nor victims reported thoughts of suicide, a whopping 24.8 percent of bully/victims reported it. They also had the highest levels of depression, anxiety and panic disorder. This indicates that something about the combined nature of both being a bully and being bullied is very harmful indeed.

The Observers

Many of the problems cited above for observers can leak into adulthood. Use and abuse of alcohol and tobacco can wreak havoc on bodies, and depression and anxiety can cause long-lasting problems with relationships, work and happiness. Skipping school or dropping out can also affect success later life.

This is an excellent reason to talk to children about the harms of bullying and ensure that they have useful, actionable ways to respond to a bullying situation when they see it. When children feel as though they can do something about unfair behavior, they avoid the issues that often attend helplessness, such as depression and anxiety.

1.2.Emotional Intelligence

Emotional intelligence (EI) can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour. There are three models of EI. The ability model, developed by Peter Salovey and John Mayer, focuses on the individual's ability to process emotional information and use it to navigate the social environment. The trait model as developed by Konstantin Vasily Petrides, "encompasses behavioural dispositions and self perceived abilities and is measured through self report". The final model, the mixed model is a combination of both ability and trait EI, focusing on EI being an array of skills and characteristics that drive leadership performance, as proposed by Daniel Goleman.

It has been argued that EI is either just as important as one's intelligence quotient (IQ). As people with high EI have been proven to have greater mental health, exemplary job performance, and more potent leadership skills, markers of EI and methods of developing it have become more coveted in the past few decades.

The Five Components of Emotional Intelligence

1. Self-awareness is the ability to recognize and understand Personal moods and emotions and drives and their effects on others. Hallmarks of self-awareness include self-confidence, realistic self-assessment, and a self-deprecating sense of humour. Self-awareness depends on one's ability to monitor one's own emotional state and the correct identification of one's own emotions. Self-awareness is necessary for realistic self-assessment. The presence of realistic self-assessment is a sufficient to conclude that there is self-awareness.

2. Self-regulation is the ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgement and to think before acting. Hallmarks include trustworthiness and integrity; comfort with ambiguity; and openness to change.

3. Internal motivation is the passion to work for internal reasons that go beyond money and status which give are external rewards, - such as an inner vision of what is important in life, a joy in doing something, curiosity in learning, a flow that comes with being immersed in an activity. A propensity to pursue goals with energy and persistence.

4. Empathy is the ability to understand the emotional makeup of other people. A skill in treating people according to their emotional reactions. Hallmarks include expertise in building and retaining talent, cross-cultural sensitivity, and service to clients and customers. In an educational context, empathy is often thought to include, or lead to, sympathy, which implies concern, or care or a wish to soften negative emotions or experiences in others.

5. Social skills. Proficiency in managing relationships and building networks, and an ability to find common ground and build rapport. Hallmarks of social skills include effectiveness in leading change, persuasiveness, and expertise building and leading teams.

2.0.Review of Literature

2.1. Studies on Bullying: The following is briefing of the most related studies published in the last two decades.

(Alannah & Madeline Foundation, 2018):Bullying has been found to adversely impact both bullies and victims. Bullies, for example, are at higher risk of substance abuse, depression, anxiety and hostility than non-bullies. For bullying victims, being targeted can result in increased suicide risk, depression, poor school performance and physical health, and low self-esteem. Further, the impact of bullying in childhood may last for many years, with direct and diverse effects of bullying evident long after schooling is complete.

Abdulsalam et al (2017)carried out a cross-sectional study to estimate the prevalence as well as determine the associated factors of bullying among grades seven and eight middle school students in Kuwait. They utilized the Revised Olweus Bully/Victim Questionnaire to measure different forms of bullying, after its Arabic language validation. Prevalence of bullying was 30.2%; 3.5% bullies, 18.9% victims, and 7.8% bully victims. Physically disabled students, those with one or both non-Kuwaiti parents and children with divorced/widowed parents were more likely to be victims. Current smoking prevailed among both victims and bullies. School performance was better among victims than bullies Logistic regression showed that male gender (adjusted odds ration "AOR" = 1.671), grade 8 student (AOR = 1.650), and student with physical disabilities (AOR= 1.675), were significantly associated with bullying behaviour.

Philip C. Rodkin and Dorothy L. Espelage, Laura D. Hanish, 2015: This article reviews current research on the relational processes involved in peer bullying, considering developmental antecedents and long-term consequences. The following themes are highlighted: (a) aggression can be both adaptive and maladaptive, and this distinction has implications for bullies' functioning within peer social ecologies; (b) developmental antecedents and long-term consequences of bullying have not been well-distinguished from the extant research on aggressive behavior; (c) bullying is aggression that operates within relationships of power and abuse. Power asymmetry and repetition elements of traditional bullying definitions have been hard to operationalize, but without these specifications and more dyadic measurement approaches there may be little rationale for a distinct literature on bullying-separate from aggression. Applications of a relational approach to bullying are provided using gender as an example. Implications for future research are drawn from the study of relationships and interpersonal theories of developmental psychopathology.

Baldwin and colleagues (2015): In their study of 2,232 twins reared together and separately as a part of the Environmental Risk (E-Risk) Longitudinal Twin Study, found that children who had experienced chronic bullying showed greater adiposity subsequently, but not at the time of victimization.

Swearer & Hymel,(2015): Bullying involves a dynamic interaction between the perpetrator and the victim. The bully increases in power, and the victim loses power. As a result, it is difficult for the victim to respond or to cope with the problem.

Bogart and colleagues (2014) : In one of the few longitudinal studies on the physical and mental effects of bullying, they studied 4,297 children and their parents from three urban locales. Bogart and her team were interested in the cumulative effects of bullying on an individual. They found that children who were bullied experienced negative physical health compared to non-involved peers.

Monks & Smith, 2006; Olweus, 1993; Smith, 2014: Bullying comprises verbal attacks (e.g. name calling, threats), physical behaviours (e.g. hitting, kicking, damaging victim's property), and relational/social aggression (e.g. social exclusion, rumour spreading) (up to the most recent forms of attacks through Internet and new technologies (also referred to as cyberbullying).

2.2. Studies on Emotional Intelligence

Alonso,Barco et al (2019) : The study was conducted to find out the differences in the dimensions of EI between children who practice organized sports and those who do not practice it at the elementary school level in Spain.The study showed that the students practicing organized sports had better abilities at the interpersonal and intrapersonal level,better adaptability and states of moods as compared to those who did not practice organized sports.

Carmeli et al. (2018) in their study examined the relationship between emotional intelligence and four aspects of psychological wellbeing (self- acceptance, life satisfaction, somatic complaints and self-esteem). Data were collected from employees through two different structured surveys administered at two points in time. The results of four hierarchical regression models provide, in general, support for the positive association between emotional intelligence and psychological wellbeing components – self- esteem, life satisfaction, and self-acceptance.

Ciarrochi, Chan, and Bajgar, (2017) It was found that emotional intelligence in adolescents was higher for females than males and was positively associated with the skill of identifying emotional expressions, amount of social support, extent of satisfaction with social support and mood management behavior.

Karim and Weisz (2015) examined the relationships amongst emotional intelligence, work-family conflict, satisfaction with life, and psychological distress among a sample of employees working in three public sector organizations in Pakistan. Results indicated that emotional intelligence was positively related to deep acting and satisfaction with life and negatively to psychological distress.

Petrides et al. (2014) investigated the relationships between trait emotional intelligence (trait EI; TEIQue-SF) and the Big Five Personality Dimensions (NEO-FFI) in two Dutch samples. Neuroticism was the strongest correlate of trait EI in both samples, followed by Extraversion, Conscientiousness, Agreeableness, and Openness. Regression analyses confirmed that the overlap between trait EI and the higher-order personality dimensions exceeds 50%, even when the constructs are operationalized via shortened assessments. These results are not only fully in line with trait EI theory, but also support the cross-cultural validity of the TEIQue-SF, and its suitability for the rapid assessment of global trait EI and its four constituent factors.s

3.0. Rationale of the study

On the basis of the review of related literature, studies on bullying in relation to Emotional Intelligence of Adolescent Students have not been conducted so far. Therefore, the investigator feels it important to conduct a research on Emotional Intelligence and Bullying amongst students of classes 8th to 10th students in Kapurthala, Punjab. The purpose of this study is to examine the relationship between Emotional Intelligence and Bullying of adolescents 8[th]to 10th class students in Kapurthala, Punjab.

The objective of the study is to measure the prevalence of bullying behaviours among adolescents and to determine the effects of bullying and being bullied on Emotional Intelligence.Understanding one's emotional intelligence in relation to bullying can help the learner to improve academic achievement in class.

4.0.METHODOLOGY

The research design provides the details regarding what, where, when, how much and by what means enquiry is initiated. Every piece of research must be planned and designed carefully. The researcher must have an objective understanding of what is to be done, what data is needed, what data collecting tools are to be employed and how the data is to be statistically analyzed and interpreted. Research is a systematic attempt to obtain answers to meaningful questions about phenomenon or events through the application of scientific procedures. It an objective, impartial, empirical and logical analysis and recording of controlled observation that may lead to the development of generalizations, principles or theories, resulting to some extent in prediction and control of events that may be consequences or causes of specific phenomenon.

4.1. Statement of the problem:

"To study bullying in relation to emotional intelligence amongAdolescents."

4.2. Objectives

To study the levels of emotional intelligence experienced bullying among secondary-school students.

To study the relationship between emotional intelligence and bullying.

To study gender differences in emotional intelligence experienced bullying among adolescents.

4.3. Hypotheses

There will be no difference between male and female students on Emotional Intelligence.

There will be no difference between male and female students on Experienced Bullying.

There will be a significant relationship between emotional intelligence and bullying of adolescent students.

4.4. Operational Definition

Bullying: Dan Olweus,(1994) defined bullying as negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon others.

Bullying is an act of verbal or physical aggression with an imbalance of power between perpetrator and victim that is repeated, or has the potential to be repeated, again and again.

"Bullying is repeated oppression,psychological or physical of a less powerful person by a more powerful person or group ofpersons" (Rigby, 1996).

In the present study, the Bullying and Victimisation, Bullying Behaviours will be measured based on the scores gained by the sample via the Peer Relations Questionnaire (PRQ) (Rigby & Slee, 1993).It assesses relationships of an adolescent in terms of his bullying, victim and pro-social behaviour based on three subscales – Bully scale, Victim scale and the Pro-Social scale.

Emotional Intelligence: Mayer and Salovey (1993) define emotional intelligence as the ability to monitor one's own and others' feelings and emotions to discriminate among them and to use this information to guide one's thinking and action.

In the present study, emotional intelligence means the scores gained by the sample on EI inventory Hydel et al; (2001). The scale consists of ten factors. These are: Self awareness, Empathy, Self motivation, Emotional stability, Managing relations, Integrity, Self development, Value orientation, commitment and Altruistic behavior.

Adolescence: Adolescent boys and girls for the present study mean the school going adolescents falling in the age range of 13-18 years.

4.5. Population

Students from seven government schools of Kapurthala, Punjab will constitute the population of the study.

4.6. Sample

Participants consisted of 200 young school going adolescents (80 females, 120 males) aged 11–16 years, attending a co-educational schools in Kapurthala, Punjab. The research was conducted in a school, where English is the medium of instruction and which caters to children from diverse backgrounds. Middle school (class 6th to 8th) stage being the commencement of early adolescence was considered an appropriate sample group for the study, with participants aged 11 to 16 years. Approval from the School administration was obtained prior to the recruitment of any participants. Parental information statement and consent forms will be sent home to parents of student participants either in an email format or in a hard copy via the school. All students will complete the questionnaires as part of a class activity at their school.

All the instructions and items will be read out aloud to ensure that the students understood them. Some of the difficult words were translated in Hindi with the help of an English – Hindi dictionary to maintain authenticity and uniformity (as/if and when a query was posed).

4.7. Research Design

Descriptive survey method of research will be employed to carry out this piece of research work.

4.8. Tools/Test

4.8.1. Peer Relations Questionnaire (PRQ) (Rigby & Slee, 1993).

 Bullying and victimisation and Bullying Behaviours will be measured via the Peer Relations Questionnaire (PRQ) (Rigby & Slee, 1993). The PRQ is tailored specifically to measuring bullying and victimisation in children and adolescents. : It is a short 20-item questionnaire, developed by Rigby and Slee (1993a). Suitable for students aged 8 to 18 years, it assesses relationships of an adolescent in terms of his bullying, victim and pro-social behavior.

Higher scores on each of the scales implied that the child was more inclined to be a bully, victim or helpful respectively.This tool provides three subscales – Bully scale, Victim scale and the Pro-Social scale.Each of the items on the three subscales are scored on a four point rating scale with 'Never' = 1, 'Once in a while' = 2, 'Pretty often' = 3, 'Very often' = 4.

Bully Scale: This scale assesses whether the student admits to engaging in bullying behavior. Maximum and minimum scores range between 0 to 20.High score indicates that the student admits to engaging in bullying behavior. This scale comprises five items (2,5,7,9,11)

Victim Scale: This scale assesses whether the student admits to being victimized by others. Maximum and minimum scores range between 0 to 20. High scores indicate that the student admits to being victimized by others. Five items comprise this scale (1,4,8,1314)

Pro-social Scale: This scale assesses whether the student admits to engaging in friendly/helpful behavior with other students. Maximum and minimum scores range between 0 to 20. High scores indicate that the student admits to engaging in friendly behavior. This scale comprises of five items (3,6,10,12,15).

High scores in the PRQ reflect higher rates of self-reported bullying behaviour and victimisation and authors have reported adequate validity and reliability coefficients which range between $\alpha = .71$ to $\alpha = .86$ (Rigby & Slee, 1993).

The PRQ is an internationally and frequently used self-report measure of bullying (Griffin & Gross, 2004, cited by Hulsey, 2005). Cassandra Hulsey (2005) in her study found out that PRQ had a test-retest reliability of 69% correspondence and moderate reliability for middle school (69.4 % correspondence).

4.8.2. Emotional Intelligence Scale prepared by Anokool Hyde, Sanjyot Pethe and Upinder Dhar (2002) will be used to measure Emotional Intelligence of adolescent students.:

The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88.

In order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

Factors of Emotional Intelligence

The scale was administered on 200 studentsand the scores obtained were subjected to factor analysis and ten-factors were identified (Table 3). These are self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment and altruistic behaviour.

(A) Self-awareness is being aware of oneself and is measured by items 6, 12, 18, 29. These items are "I can continue to do what I believe in even under severe criticism", "I have my priorities clear", "I believe in myself1 and "I have built rapport and made and maintained personal friendships with work associates." This factor is the strongest and explains 26.8 percent variance and has a total factor load of 2.77. The correlation of this factor with total score is 0.66.

(B) Empathy is feeling and understanding the other person and is measured by items 9: 10, 15, 20 and 25. These are "I pay attention to the worries and concerns of others", "I can listen to someone without the urge to say something", "I try to see the other person's point of view", "I can stay focused under pressure, and "I am able to handle multiple demands." This factor explains 7.3 percent variance with a total factor load of 3.11. The correlation of the factor with total score is 0.70.

(C) Self motivation is being motivated internally and is measured by 2, 4, 7, 8, 31 and 34. These items are "People tell me that I am an inspiration for them", "I am able to make intelligent decisions using a healthy balance of emotions and reason", "I am able to assess the situation and then behave", "I can concentrate on the task at hand inspite of disturbances", "I think feelings should be managed", and "I believe that happiness is an attitude". This factor accounts for 6.3 percent variance and a total factor load of is 3.28. Its correlation with total score is 0.77.

(D) Emotional stability is measured by 14, 19, 26 and 28. These are "I do not mix unnecessary emotions with issues at hand", "I am able to stay composed in both good and bad situations", I am comfortable and open to novel ideas and new information, and "I am persistent in pursuing goals despite obstacles and setbacks". This factor explains 6.0 percent variance with a total factor load of 2.51. The correlation of this factor with total score is 0.75.

(E) Managing relations is measured by 1, 5, 11 and 17. The statements that measure this factor are "I can encourage others to work even when things are not favourable", "I do not depend on others' encouragement to do my work well", "I am perceived as friendly and outgoing", and "can see the brighter side of any situation". This factor explains 5.3 percent variance with a total factor load of 2.38. The correlation of this factor with total score is 0.67.

(F) Integrity is measured by items 16, 27 and 32. "I can stand up for my beliefs", "I pursue goals beyond what is required of me", and "I am aware of my weaknesses" are the statements that measure this factor. This factor explains 4.6 percent variance with a total factor-load of 1.88.

(G) Self-development is measured by items 30 and 33 which are "I am able to identify and separate my emotions" and "I feel that I must develop myself even when my job does not demand it" and explains 4.1 percent variance with a total load of 1.37.

(H) Value orientation is measured by items 21, 22. The statements are "I am able to maintain the standards of honesty and integrity", and "I am able to confront unethical actions in others." and explains 4.1 percent variance with a total factor load of 1.29,

(I) Commitment is measured by the items 23 and 24. "I am able to meet commitments and keep promises" and "I am organized and careful in my work" measure this factor. This factor accounts for 3.6 percent variance with a total factor load of 1.39.

(J) Altruistic behaviour is measured by the items 3 and 13. The items are "I am able to encourage people to take initiative", and "I can handle conflicts around me". It explains 3.0 percent variance with a total factor load of 1.3.

Factor-wise Items Serial Number

Sr.No,	Factor	ItemSerialNumber	Total
A	Self-awareness	6,12,18,29	4
B	Empathy	9,10,15,20,25	5
C	Self-motivation	2,4,7,8,31,34	6
D	Emotionalstability	14,19,26,28	4
E	Managingrelations	1,5,11,17	4
F	Integrity	16,27,32	3
G	Self-development	30,33	2
H	Valueorientation	21,22	2
I	Commitment	23,24	2
J	Altruisticbehaviour	3,13	2
TotalStems			34

Use of the Scale

The scale can be used for research and survey purpose. It can also be used for individual assessment. It is self-administering and does not require the service of highly trained tester. It is eminently suitable for group as well as individual testing.

Norms of the Scale

Norms of the scale are available on a sample subjects. These norms can be regarded as references points for interpreting the Emotional Intelligence scores. The users of this scale are advised to develop their own norms based on their own samples. Individuals with the high score can be considered to have high level of emotional intelligence and are likely to be high performers.

3. Interview (Structured and Semi-structured):

Interview is almost an infinitely flexible tool (Breakwell, 2006).The methods employed in the present study will range from structured to semi- structured interview. A structured interview is a quantitative research method commonly employed in survey research. The aim of this approach is to ensure that each interviewee is presented with exactly the same questions in the same order. This ensures that answers can be reliably aggregated and that comparisons can be made with confidence between sample subgroups or between different survey periods. A teacher report is typically used as a supplement to other measures as teachers are not always aware of all aggressive behavior that occur between students, but are able to provide valuable information on the climates of their schools and classrooms (Cornell & Brockenbrough, 2004). Keeping this in mind, the teacher of each class will be interviewed.

An interview schedule will be formulated beforehand to include all the questions which would be relevant to the issue and purpose of the study. A total of 8 questions are outlined. The focus of the questions will be on seeking the information from the teacher in terms of the most and least popular child in the class, those who were academically bright, the naughtiest, received punishment, resorted to violence and many other related factors along with the description of each child. The focus of the interview is decided based on the area the researcher is interested in exploring. The objective is to understand the respondent's point of view rather than make generalizations about the behavior.

Semi-structured interviews will be conducted with a few students randomly selected to represent those identified as "highly inclined to be bully" after having considered their scores on PRQ, EIS and the teacher reports. These interviews with the students will be an attempt to further understand those identified as "highly inclined to be bullies" as also to supplement the quantitative/ objective assessment done with self-report measures.

The interview schedule will be planned before hand to include the questions pertaining to the issues to be investigated. These will be the child's description of him/herself, his relationship with peers, teachers and family members and (s)he being hurt by someone or having hurt someone. Though the direction of the interview will be somewhat pre-decided, it will give ample flexibility to follow up each participant's leads.

4.9. Data Analysis

In this proposed study, various statistical tool and techniques will be used according to the requirement of the study.. The results generated from WarpPLS are showns. Two of the independent variables acquire a significant relationship with the dependent variable who bully and academic performance and emotional intelligence with beta values 0.35 and 0.20, which shows, the amount of variations to these variables can hold an expressing impact on the academic achievement and emotional intelligence of the children are. Students who bully have poor academic performance as well as emotional intelligence is affected . Unlike the victims, bullies have an absolute and positive impact on the academic achievement of the children .

Table 3 - Model fit and quality indices Average

path coefficient (APC)=0.136, P=0.019 Average

R-squared (ARS)=0.216, P=0.001

Average adjusted R-squared (AARS)=0.191, P=0.003

Average block VIF (AVIF)=1.405, acceptable if <= 5, ideally <= 3.3

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