

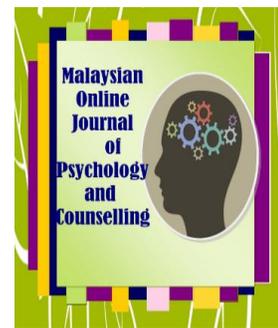
EMOTIONAL INTELLIGENCE INDICES AS PREDICTORS OF BULLYING BEHAVIOR FORMS AMONG IN – SCHOOL ADOLESCENTS IN KWARA STATE, NIGERIA

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ABSTRACT

The purpose of this investigation is to determine the aspects of Emotional Intelligence which substantially anticipate perpetration and victimization of bullying forms among Nigeria adolescents in senior secondary schools. Descriptive appraisal is adopted. A cross-section of 710 adolescents was chosen across a state using multiphase sampling procedure; the sample constituted largely of female participants (53%). Hierarchical regression was performed on the data amassed, it was admitted that the use of emotion is the outstanding predictor of all patterns of bullying perpetration investigated; and the indirect patterns of victimization. Regulation of emotion notably forecasts physical and verbal victimization. Intervention should be based on use of emotion to assist bully-victims. Victims of direct pattern of bullying should be taught techniques of adjusting emotion.

Keywords: *Bullying perpetration, Bullying victimization, Bully-victim, Emotional Intelligence Indices, Forms of Bullying*



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INTRODUCTION

Bullying Behavior poses a major concern to stakeholders in education, familial life, health and employment sectors. Individual's emotion played key roles in the commission and experiencing of bullying behavior amid kids and young people (Menesini & Camodeca, 2008). Researchers have also emphasized the contributions of Emotional Intelligence in bullying roles (Mustapha, 2018; Kokkinos & Kipritse, 2017; Peachey Wenos & Baller., 2017; Ana-Maria & Elena-Alexandra, 2016). The outcomes of these inquiries revealed inverse relation between Emotional Intelligence and bullying Behaviors in varying roles.

Garcia-Sancho and others (2014) conducted a narrative review across 19 studies and disclosed that individuals with prominent measure of Emotional Intelligence exhibited less hostile conducts compared to those with insignificant measure of Emotional Intelligence. Notably, these outcomes maintain relevance crosswise age span (e.g. from early life to maturity), ethnic frameworks (i.e., Americans, Australian, Chinese, Malaya, Canadian, Hispanic, Britons and the United States), forms of hostility (i.e., physical, sensual, or social-based), and Emotional Intelligence appraisal techniques (i.e., self-assessment or the capacity scale). Similarly, other studies found that strengthening Emotional Intelligence levels led to less hostile behavior amidst adolescents.

Castillo, Salguero, Fernández-Berrocal, and Balluerka (2013) investigated the aftermaths of Emotional Intelligence on bullying and victimization of Hispanic teenagers. The findings revealed reduction in the amount of direct bullying, annoyance, malevolence, individual despair and imagination amidst learners in the Emotional Intelligence treated group likened to learners in the non-treatment group. The researchers revealed that Emotional Intelligence is involved in bullying and victimization, but one caveat is their use of the global Emotional Intelligence score to predict bullying while neglecting the multidimensionality aspects of Emotional Intelligence to better understand what links socio-emotional proficiencies and bullying and victimization. Understanding this relationship is important since solely depending on a holistic score can conceal the particular link between the basic Emotional Intelligence segments in addition to more constructs (Parker Wood, & Keefer, 2011). Varying indices of emotional intelligence could distinctively connect to students who perpetrate bullying, those that experienced it, and those who perpetrate as well as experience bullying (Alexandra, 2017).

The use of multidimensionality of Emotional Intelligence in relation to aggression in some studies had exposed appealing patterns for which Emotional Intelligence scope are distinctively related to bullies. Baroncelli and Ciucci (2014), Robertson Daffern, and Bucks (2012), Garner and Hinton (2010) established that pre-adolescents and youth who had complication adjusting and utilizing emotions had increase predisposition to intimidate co-students. Buttressing this, Polan et al. (2013) identified greater interpersonal skills and better tension regulation techniques to be considerably connected with a reduced amount of hostile relationship. However, Lomas, Stough, Hansen and Downey , (2012); Schokman et al., (2014) were of the opinion that bullies tend to show difficulties in the comprehending colleagues' feelings and they also have complications establishing and sustaining mutually agreeable rapport and connecting with fellow students (Parker, Kloosterman, & Summerfeldt, 2014). This may not be surprising, as the tendency to be aggressive generates interpersonal conflict. In addition, meaningful interpersonal connections monopolize on empathy, theory of mind, and social intelligence – components that are negatively linked to hostility. Thus, certain Emotional Intelligence indices (emotional and tension regulation and social competencies)

are related to bullying acts (Alexandra, 2017). These research outcomes may be true for bully-victims than pure bullies (Mustapha, 2018)

The pronouncement that emotional understanding is correlated to bullying behaviors is not without controversy. Alexandra (2017) argued that comprehending one's and others' emotions were predictive of male bullying perpetration. In an earlier study, weaker abilities in appraising own and others' emotions were not linked with bullying perpetration (Baroncelli & Ciucci, 2014). Rather, difficulty understanding emotions, such as the understanding of cultural rules that preside over emotional expression, is specific to victimization experiences (Garner & Hinton, 2010). Moreover, emotional regulation, although is related to bullying, may also be related to victimization. Lomas et al. (2012) found that victims show deficits in the use of emotion as well as in the control of emotion.

Alexandra (2017) argued that previous inquiries failed to delineate the similarities and differences in the emotional intelligence profiles of those that perpetrate hostile acts and those that experienced it. The researcher adduced rationales for the non-clarity in the emotional Intelligence profiles of individuals that intimidate others or experience aggression from others. Such rationales includes: the utilization of varying Emotional Intelligence measurement approaches by the researchers (i.e., performance tests vs. self-report) and he opined that this may explain why the findings concerning which dimensions are linked to which bullying activity are contradictory. Alexandra (2017) further mentioned that Emotional Intelligence (including total and dimensions) was not investigated in bully-victims, who tend to have the weakest relational and affective operation when likened to perpetrators and victims. Third, the inquiries exploring the tie between the various indices in Emotional Intelligence and different forms of bullying are rare (Alexandra, 2017) most especially in Nigeria, thereby requires additional factual scrutiny.

This study specifically is interested in extending previous findings by considering the role of emotional intelligence indices in predicting various forms of bullying behaviors.

Emotional Intelligence Indices and Forms of Bullying Behavior

Researchers have identified the relationship between different levels of Emotional Intelligence dimensions on different forms of bullying behaviors. For instance, Moriarty, Stough, Tidmarsh, Eger and Dennison (2001) mentioned that minimal amount of emotional perceptive and attention to feelings are related to sexual offending. Polan et al. (2013) had earlier reported that better tension regulation technique was considerably connected with reduced engagement in the perpetration of direct/physical and indirect/relational bullying. Baroncelli and Ciucci (2014) investigated the differences in trait Emotional Intelligence components between individuals who engaged in internet-based intimidation and those who are conventional bullies. It was reported that individuals who are internet-based bullies were worse at using and regulating emotions although this correlation was unfound when conventional bullying was regulated whereas this was found when internet-based bullying was regulated for conventional bullying and both forms of victimization (Alexandra, 2017).

On the contrary, hardships in appraising one's own and another person's feeling were neither related to internet-based nor conventional patterns of bullying (Baroncelli & Ciucci, 2014). Thus, utilizing and adjusting emotions seem to predict cyber-bullying. However, Baroncelli and Ciucci, (2014) did not examined the sub-types of conventional bullying which are social and verbal patterns of bullying acts. This is problematic because the types of bullying have been found to vary by their nature, causes, and emotional consequences (Brighi et al., 2012; Ortega et al., 2012; Sontag et al., 2011; Wang, Nansel,

& Iannotti, 2011; Gradinger et al., 2009; Ortega et al., 2009; Juvonen & Gross, 2008) thus a gap identified and filled in this study.

Gower et al., 2014 noted that deficits in others' emotion appraisal and low emotion regulation scores correlated with increased perpetration of relational and physical bullying among girls. The review did not explore this link in boys or across different age range. Alexandra (2017) examined the link connecting Emotional Intelligence and bullying perpetration and persecution in an extensive state-wide sample of young adults. The researcher precisely scrutinized the Emotional Intelligence of the perpetrators, those who experienced bullying, bully-victims, and the neutral. The study further considered whether the accord between Emotional Intelligence and patterns of bullying perpetrated and experienced hold crosswise age range and gender. The result revealed that tension regulation and social relation strategies are key Emotional Intelligence indices to forecasting the dual roles of perpetrating and experiencing bullying.

It was further revealed that abilities to comprehends one's and colleagues' feelings predisposed males' perpetration of bullying acts and flexibility was the distinct Emotional Intelligence indices in an individual that perpetrate and experience bullying. Age did not contribute much to the overall prediction of bullying and victimization in either gender but such studies are limited for Nigeria. It is in view of these gaps, this study examined Emotional Intelligence indices and forms of bullying behaviors perpetration and victimization, and if these relationships hold across age, gender and family status. This study focused on components of Emotional Intelligence in relation to forms of bullying and victimization which has advanced the psychological field of aggression in youths. The following objectives were drawn for the purpose of this study on which the research questions and hypotheses were based:

- To investigate the emotional intelligence profile of in-school adolescents in Kwara state, Nigeria
- To investigate the incidence of various forms of bullying Behaviors among in-school adolescents in Kwara State, Nigeria
- To investigate whether emotional intelligence indices and the moderating variables of age, gender and family status significantly predict perpetration of various forms of bullying Behaviors
- To investigate whether emotional intelligence indices and the moderating variables of age, gender and family status significantly predict experiencing various forms of bullying Behaviors

Research Questions

- How common are the various forms of bullying acts among school going teens in Kwara state?
- What are the emotional intelligence indices profiles of school-going teens in Kwara state?
- Do emotional intelligence indices, age, gender and family status predict the perpetration of all forms of bullying?
- Do emotional intelligence indices, age, gender and family status predict experiencing victimization of all forms of bullying?

Research Hypotheses

- H₀₁:** Emotional Intelligence Indices, age, gender and family status would not significantly predict the perpetration of various forms of bullying Behaviors among in-school adolescents in Kwara State, Nigeria
- H₀₂:** Emotional Intelligence Indices, age, gender and family status would not significantly predict experiencing various forms of bullying Behaviors among in-school adolescents in Kwara State, Nigeria

METHODOLOGY

The study is cross-sectional in nature and adopted descriptive analysis model. A state wide representative sample (N= 710) of in – school adolescents in SS 1 and SS 2 partook in this inquiry. Kwara State has a total of 330 schools spread across the three (3) Senatorial districts. The populations for the study were all in-school adolescents in secondary schools across the Sixteen (16) Local Government Areas in Kwara State of Nigeria. The target population consists of all SS 1 and SS 2 Students from the ten (10) selected schools totaling 83,031. A Sample of 710 Students were selected and participated in the study using Multistage Sampling Procedure. However, 665 questionnaire forms were found fitting for data analysis comprising 53% females and 47% males. At stage one (1) purposive sampling procedure was used to select two (2) Local Governments Areas each from the three (3) Senatorial districts in Kwara State. Four (4) schools were later selected from Kwara South, four (4) from Kwara Central and two (2) from Kwara North to make a total of ten (10) schools. Proportional Sampling technique was used to select respondents from each of the sampled schools due to unequal population of the schools.

Instrumentation

The instrument used for the study is a questionnaire titled “Emotional Intelligence and Forms of Bullying Behaviors Questionnaire”. It has three sections; A, B and C. Section A comprised demographic data requesting respondents age, gender and family status. Section B is an adopted measure of emotional intelligence developed by Wong and Law (2002) while section C measures the forms of bullying Behaviors among in-school adolescents in Kwara state.

Emotional Intelligence Scale

The Emotional Intelligence Scale (EIS) employed to gather data is an adopted measure developed by Wong and Law (2002) with established psychometric properties which has also been found culturally relevant by Nigerian researcher (Adegboyega, 2016). It has 16 items with four subscales: self-emotion appraisal, others’ emotion appraisal, use of emotion and regulation of emotion that measure emotional intelligence of respondents. Respondents had the highest mean score on the use of emotion (16.93) and the least mean score on others’ emotion appraisal (14.60).

Forms of Bullying Behaviors Measure

The Forms of Bullying Behaviors Questionnaire is an adapted instrument. The researcher modified some items from Bullying Categories Measures: A Self report measure of bullying Behavior by Stein, Dukes and Warren (2007) and McConville and Cornell (2003). The adapted version had earlier been

employed by Nigerian researchers (Yahaya & Mustapha, 2015; Mustapha, Bolu-Steve & Adeboye, 2016) with established psychometric properties

The primary scale contained six items scored on a 5 points Likert-type scale with a rating of Never (1) once (2) twice (3) 3/4 times (4) and five or more times (5). Respondents were inquired the regularity of perpetrating or of experiencing victimization of various forms of bullying Behaviors in the past 12 months. The researcher adapted some items to suit the purpose of her research work. The following items were adapted from Stein et. al (2007) measures of bullying categories.

Bullying items

During the past 12 months how often have you:

- hit or kicked someone who was weaker than you are?
- grabbed or shoved someone who was weaker than you are?
- threatened someone who was weaker than you are?

Victimization items

During the past 12 months how often have you been:

- hit or kicked by someone who was stronger than you?
- grabbed or shoved by someone who was stronger than you?
- threatened by someone who was stronger than you?

Other items were then added since the original instrument had only six items on physical bullying Behavior. Similarly, modifications were done to the statement of the former items to make the respondents reply clearly.

Form of Bullying Behavior Scale has two subscales. The first subscale contains 20 items with four items each on five forms of bullying Behaviors: verbal, physical, relational, cyber and sexual bullying requesting respondents on the regularity of perpetrating these forms of bullying Behaviors in the last six weeks. Sample statement include: in the last 6 weeks: how often have you destroyed properties belonging to someone weaker than you are? Made inappropriate sexual remarks about persons weaker than you are? among others.

The second subsection consists of 20 items requesting respondents' regularity of experiencing victimization of the various forms of bullying Behaviors in the last six weeks. Sample statements include: In the last six weeks, how often have you been: insulted by someone stronger than you? Beaten up by someone stronger than you are? among other items. The self-report scale represented method of identifying and classifying the specific students involved in bullying interaction (Cole, Cornell & Shera, 2006).

Forms of Bullying Behavior Scale adopted a four points Likert-type scale of response.

Five times or more	4
Three/four times	3
Once/twice	2
Never	1

Respondents who responded by ticking 1 in all items are neutral. That is, they did not report involvement in any form of bullying Behavior, they neither perpetrate nor experience bullying. Victims are those who responded 1 or 2 to the bullying items and 3 or 4 to the victimization items, i.e. they reported experiencing bullying Behaviors from others. Bullies/Perpetrators were those who responded 1 or 2 on victimization items and 3 or 4 to the bullying items (they are not been kicked or hit by those stronger than them, they hit or kick those weaker than them five or more times,). Bully-victims responded 3 or 4 to both set of items.

The data obtained were analysed with the use of descriptive statistics such as frequency count, percentages and mean scores. Hierarchical regression was used to test the null hypotheses set at 0.05 alpha levels.

RESULT

Out of the 710 copies of the instrument administered for data collection, 665 were properly filled and fit for analysis. To establish whether emotional intelligence indices significantly predict perpetration and or experience of various forms of bullying behavior, descriptive analysis was conducted.

Table 1

Distribution of Respondents Based on Age, Family Status and Gender

Demography	Frequency	Percentage
Gender		
Male	309	46.5
Female	356	53.5
Total	665	100
Age		
10-15 yrs	343	51.6
16-20 yrs	320	48.1
21 yrs & above	002	0.3
Total	665	100
Family Status		
Intact family	584	87.8
Separated family	81	12.2
Total	665	100

Table 1 shows the distribution of respondents on the demographic variables of respondents. Female (53.5%) participated more in the study than male. Majority of the respondents are within the age range of 10-15 years (51.6%) and they are largely from intact family (87.8%).

Research Question 1: *What are the emotional intelligence indices profiles of in-school adolescents in Kwara State?*

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Table 2

Emotional Intelligence Indices Profiles of In-school Adolescents in Kwara State

Emotional Intelligence Indices	Frequency	Percentage
Self-emotion appraisal		
Low	00	0
Moderate	148	22.3
High	517	77.7
Total	665	100
Others' emotion appraisal		
Low	4	0.6
Moderate	312	46.9
High	349	52.5
Total	665	100
Use of emotion		
Low	4	0.6
Moderate	103	15.5
High	558	83.9
Total	665	100
Regulation of emotion		
Low	9	1.4
Moderate	180	27.1
High	476	71.6
Total	665	100

Table 2 reveals the percentage of respondents with high, moderate and low levels of emotional intelligence indices of self-emotion appraisal, others' emotion appraisal, use of emotion and regulation of emotion. Majority of the in-school adolescents in Kwara state reported high use of emotions (83.9%), high self-emotion appraisal (77.7%); high regulation of emotion (71.6%). Little above half of the respondents (52.5%) reported high understanding of other people emotion.

Research Question 2: *What are the occurrences of various forms of bullying Behaviors among in-school adolescents in Kwara State?*

Table 3

Distribution of Respondents across various Forms of Bullying Behaviors and their roles

Bullying Forms and Roles	Frequency	Percentage
Physical Bullying Roles		
Non-involved	420	63.16
Perpetration	69	10.38
Victimization	91	13.68
Bullying-victimization	85	12.78
Total	665	100
Verbal Bullying Roles		

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Non-involved	376	56.54
Perpetration	50	7.52
Victimization	145	21.80
Bullying-Victimization	94	14.14
Total	665	100
Relational Bullying Roles		
Non-involved	476	71.6
Perpetration	43	6.5
Victimization	71	10.7
Bullying-victimization	75	11.3
Total	665	100
Cyber Bullying roles		
Non-involved	486	73.1
Perpetration	31	4.7
Victimization	59	8.9
Bullying-victimization	87	13.4
Total	665	100
Sexual Bullying Roles		
Non-involved	533	80.2
Perpetration	33	5.0
Victimization	27	4.1
Bullying-Victimization	72	10.8
Total	665	100

Table 3 depicts distribution of respondents across different forms of bullying Behaviors and roles (non-involvement, perpetration, victimization and bully-victimization). Varying levels of emotional intelligence indices have more implications for bullying-victimization most especially in relational, cyber and sexual bullying. The form of bullying behavior mostly perpetrated by in-school adolescents in Kwara State, Nigeria is physical bullying (10.38%) respondents agree to perpetrate it; the form of bullying least perpetrated is cyber bullying (4.7% of respondents agree to perpetrate it). Verbal bullying is mostly experienced, 21.80% experience it. It is also the commonest form of bullying behavior among in-school adolescents who experience and perpetrate bullying behavior (Bully-Victims).

Hypothesis 1: *Emotional Intelligence Indices, age, gender and family status would not significantly predict the perpetration of various forms of bullying Behaviors among in-school adolescents in Kwara State.*

To determine whether emotional intelligence indices, age, gender and family status predict perpetration of various forms of bullying Behaviors. Hierarchical regression was conducted. Table 4 depicts the model summary of the independent variables' prediction of various forms of bullying Behaviors

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Table 4

Summary showing contribution of independent variables to prediction of various bullying forms Perpetration

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
PBP				
1	.263	.069	.068	2.965
2	.318	.101	.096	2.916
3	.329	.108	.104	2.905
4	.338	.114	.109	2.899
VBP				
1	.268	.072	.070	2.755
2	.334	.112	.109	2.697
3	.343	.118	.114	2.690
4	.353	.125	.119	2.682
RBP				
1	.390	.152	.151	2.556
2	.404	.163	.161	2.541
3	.418	.175	.171	2.525
CBP				
1	.372	.138	.137	2.614
2	.391	.153	.150	2.593
3	.401	.161	.157	2.582
4	.411	.169	.164	2.572
SBP				
1	.370	.137	.136	2.661
2	.389	.152	.149	2.641
3	.408	.167	.163	2.620
4	.417	.174	.169	2.609
5	.426	.182	.176	2.599

- a. Dependent variable: Physical Bullying Perpetration
- b. Predictors: (Constant), UOE
- c. Predictors: (Constant), UOE, Gender
- d. Predictors: (Constant), UOE, Gender, ROE

- a. Dependent Variable: Verbal Bullying Perpetration
- b. Predictors: (Constant) UOE
- c. Predictors: (Constant) UOE, gender
- d. Predictors: (Constant) UOE, gender, ROE
- e. Predictors: (Constant) UOE, gender, ROE, OEA

- a. Dependent Variable: Relational Bullying Perpetration
- b. Predictors: (Constant) UOE
- c. Predictors: (Constant) UOE, ROE
- d. Predictors: (Constant) UOE, ROE, gender

- a. Dependent Variable: Cyber Bullying Perpetration
- b. Predictors: (Constant) UOE
- c. Predictors: (Constant) UOE, gender
- d. Predictors: (Constant) UOE, gender, ROE
- e. Predictors: (Constant) UOE, gender, ROE, SEA

- a. Dependent Variable: Sexual Bullying Perpetration
- b. Predictors: (Constant) UOE
- c. Predictors: (Constant) UOE, ROE
- d. Predictors: (Constant) UOE, ROE, gender
- e. Predictors: (Constant) UOE, ROE, gender, family status
- f. Predictors: (Constant) UOE, ROE, gender, family status, OEA

Table 4 shows the summary of regression on the contribution of the four emotional intelligence indices (self-emotion appraisal, others' emotion appraisal, use of emotion and regulation of emotion) as well as the moderating variables of age, gender and family status to the perpetration of various forms of bullying Behaviors.

Considering all the four emotional intelligence indices, use of emotion is the most significant in predicting perpetration of all the five forms of bullying Behaviors examined in this study with varying levels of contributions ranging from 26.3% for physical bullying perpetration to 39% contribution for relational bullying perpetration. This indicates that higher scores in EI dimension (use of emotion) predict non perpetration of relational bullying than other forms of bullying Behavior. Gender contributes 5-6% to perpetration of physical and verbal bullying but less (1.4 -1.9%) to relational, cyber and sexual bullying respectively. Regulation of emotion contributed 0.9% to 1.9% to various forms of bullying Behaviors' perpetration. Out of the three moderating variables (age, family status and gender), gender is the most significant predictor of them across the five forms of bullying Behaviors with varying degree of contributions as earlier identified.

Hypothesis 2: Emotional Intelligence Indices, age, gender and family status will not significantly predict experiencing victimization of various forms of bullying Behaviors among in-school adolescents in Kwara State

Table 5
Summary showing contribution of independent variables to prediction of various forms of victimization experienced

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
PBV				
1	.110	.012	.011	3.220
2	.152	.023	.020	3.205
VBV				
1	.118	.014	.012	3.510

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2	.155	.024	.021	3.495
RBV				
1	.201	.041	.039	2.993
2	.229	.053	.050	2.997
3	.253	.064	.060	2.961
CBV				
1	.283	.080	.079	2.848
2	.315	.099	.096	2.821
3	.329	.108	.104	2.808
4	.343	.118	.112	2.796
5	.353	.124	.118	2.787
SBV				
1	.342	.117	.115	2.685
2	.376	.141	.139	2.649
3	.392	.153	.150	2.632
4	.405	.164	.159	2.618
5	.413	.171	.165	2.609

- a. Dependent Variable: Physical Bullying Victimization
- b. Predictors (Constant): ROE
- c. Predictors (Constant): ROE, gender

- a. Dependent Variables: Verbal Bullying Victimization
- b. Predictors (Constant): ROE
- c. Predictors (Constant): ROE, gender

- a. Dependent Variable: Relational Bullying Victimization
- b. Predictors (Constant): UOE
- c. Predictors (Constant): UOE, ROE
- d. Predictors (Constant): UOE, ROE, gender

- a. Dependent Variable: Cyber Bullying Victimization
- b. Predictors (Constant): UOE,
- c. Predictors (Constant): UOE, gender
- d. Predictors (Constant): UOE, , gender, ROE
- e. Predictors (Constant): UOE, gender, ROE, SEA
- f. Predictors (Constant): UOE, gender, ROE, SEA, age

- a. Dependent Variable: Sexual Bullying Victimization
- b. Predictors (Constant): UOE,
- c. Predictors (Constant): UOE, gender
- d. Predictors (Constant): UOE, gender, ROE
- e. Predictors (Constant): UOE, gender, ROE, SEA, OEA

Table 5 depicts that regulation of emotion is the most potent predictor of physical and verbal bullying victimization out of the four emotional intelligence indices accounting for 11 to nearly 12 percent prediction level while use of emotion is the major predictor of relational, cyber and sexual bullying victimization accounting for 20 to 34 percent prediction. Gender is the moderating variable predictive of all forms of bullying victimization with varying levels of prediction (physical, 4.2%; verbal bullying victimization, 3.7%; relational, 2.4%; cyber, 3.2% and sexual bullying victimization, 3.4%).

DISCUSSION

Outcomes of this inquiries are consistent with previous studies (Adegboyega, 2016) which indicated that in – school adolescents in Nigeria have high Emotional Intelligence, the findings of this study however indicated that the component (indices) of Emotional Intelligence in which in – school adolescents had highest score is in the use of emotion (mean score of 16.93); 83.9% scored high in the use of emotion. The in – school adolescents in Kwara State had least mean score (14.60) in other’s emotion appraisal. Only 52.5% scored high in OEA.

The form of bullying Behaviors mostly perpetrated by in – school adolescents in senior secondary schools in Kwara State, Nigeria is Physical Bullying with 10.4% of the respondents involved. The form of Bullying behavior mostly experienced is verbal victimization (21.8%). The form of bullying behavior being perpetrated as well as experienced mostly by in – school adolescents is also verbal (bully-victim); 14.1% are involved. Closely followed by cyber-bullying with 13.5% of respondents claiming to perpetrate and experience cyber bullying.

To summarize the outcomes of the inquiry, each of the forms of bullying Behaviors as dependent variables was regressed against the four emotional intelligence indices (self-emotion appraisal, others’ emotion appraisal, use of emotion and regulation of emotions) and moderating variables of age, gender and family status (independent variables) and are thus reported. From Tables 4 and 5, it was revealed that use of emotion (UOE) significantly predict perpetration of all forms of bullying Behaviors, as well as relational, cyber and sexual bullying victimization.

Regulation of emotion (ROE) most significantly predicts victimization in physical and verbal forms of bullying Behaviors. These findings are in line with previous research findings (Alexandra, 2017; Baroncelli & Ciucci, 2014; Polan et al., 2013; Lomas et al., 2012; Robertson, et al., 2012; Garner & Hinton, 2010). Alexandra (2017) had earlier found use of emotion to be the distinct emotional intelligence indices anticipating both bullying and victimization. Baroncelli and Ciucci (2014) revealed that Italian preadolescents who experienced hardships in adjusting and utilising feelings were greatly predisposed to bully fellow students. Although these other researchers emphasized adjustment of emotion as the motivation for aggressive Behaviors with the exception of Alexandra (2017), regulation of emotion only predicted between 1- 1.9 % in the perpetration of various forms of bullying Behaviors except for physical and verbal forms of victimization where it predicted 11% and 12 % levels of victimization.

The findings is different from that of Moriaty et al. (2001), Gower et al. (2014) who found inadequate ratings on others’ emotion appraisal predictive of escalated bullying perpetration. Moriaty et al., (2001) revealed that sparse scores on self emotion appraisal, higher scores on others’ emotion appraisal, deficits in regulating emotions and lower ability in strengthening positive emotions were linked to sexual bullying perpetration while (Gower et al., 2014) found low score in comprehending

colleagues' emotion significantly associated with relational bullying perpetration. The reason for variations in findings could be due to differences in measures used and the sample that participated in the studies.

Among the moderating variables, gender was found to be significant in the prediction of various forms of bullying perpetration and victimization. Alexandra (2017) had earlier noted that intrapersonal abilities predisposed male bullying perpetration.

CONCLUSION

The most common forms of bullying behavior perpetrated by the in-school adolescents in Kwara state is physical but the most significantly predicted forms of bullying behavior in lieu of the varying level of use of emotion is the relational bullying perpetration. The components of emotional intelligence seem to have more implications for bully-victims than for pure bullies and or pure victims. The need to develop strategies to assist bully-victims using EI indices of use of emotion is obvious. The need to take into consideration the role of gender in the development of such intervention strategies is apparent.

RECOMMENDATIONS

Stakeholders in education need to pay attention to bullying Behaviors among in-school adolescents in Kwara State, Nigeria considering the percentage of students involved in various forms of bullying Behaviors. School counsellors in Kwara state need to develop strategies based on emotional intelligence component (use of emotion) to assist bully-victims. In-school adolescents experiencing physical and verbal bullying should be taught skills on emotion regulation.

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