

ORIGINAL ARTICLE

Relationship between Types of Personalities and Emotion Regulation among Adolescents with Bullying

Inggriane Puspita Dewi, Shella Febrita Putri Utomo, Riska Lestari

Faculty of Health Sciences, Universitas 'Aisyiyah, Bandung 40264, Indonesia

ABSTRACT

Introduction: Low emotional regulation encourages bullying behavior, and types of personalities are a factor in bullying behavior; however, researchers have not found a correlation between types of personalities and emotional regulation in adolescent victims of bullying. This study aims to analyze the relationship between types of personalities and adolescents' emotional regulation of victims of bullying. **Methods:** The research used the correlational descriptive design with purposive technique sampling, 102 samples. The instrument used is the Emotion Regulation Questionnaire (ERQ), which consists of 28 items of questions with α Cronbach 0.606. In comparison, the Personality Type Questionnaire consists of 12 items of questions with α Cronbach 0.719. Data analysis used the Spearman Rho Correlation Test. **Results:** The extrovert personality type in the victims of bullying is 53 respondents. The introvert personality type is 49 respondents, the high level of emotion regulation is 55 respondents, and the low level of emotion regulation is 47 respondents. Bivariate analysis used the Spearman Rho Correlation Test obtained a significant result of 0.031 with a correlation coefficient of 0.213. **Conclusion:** There is a relationship between types of personalities and emotional regulation of bullying victims. The implication of this research can provide information for further study that will examine strategies support intervention to improve emotion regulation according to the personality type of adolescent bullying victims.

Keywords: Bully-victims, Emotion Regulation, Types of personalities

Corresponding Author:

Inggriane Puspita Dewi., S.Kep.,Ners.,M.Kep
Email: inggriane.puspita@unisa-bandung.ac.id
Tel: +6285221332996

INTRODUCTION

Bullying is a universal problem in adolescents that occurs in schools and becomes a severe threat because it harms both perpetrators and victims (1–3). Victims of bullying have a lower quality of life (4); victims of bullying are at risk for mental problems such as stress, loneliness, depression, even attempted suicide (2,5), and academic issues such as difficulty concentrating when studying (1). Adolescents who experience bullying are, on average, 12 to 18 years old (6).

A preliminary study conducted by researchers to one of the counseling guidance teachers at Senior High School in Bandung Indonesia found that bullying occurred. According to the interviews with five students, two students said they had done bullying, and three had experienced bullying incidents. One student said that the bullying impacted one of the students until one of them withdrew from school because they had been victims of bullying.

Bullying behavior in adolescents includes psychological, sexual, physical, and cyberbullying violence (2,7,8). Psychological forms of bullying include verbal and emotional abuse such as ignoring someone, teasing, spreading rumors, threatening, teasing, and making false accusations. The conditions of sexual bullying are body shaming, shaming someone, and sexual cues. Physical bullying includes repeated aggression, hitting, kicking, pushing, locking someone in a room, and taking other people's personal belongings (9).

Several risk factors related to bullying behavior are school (9), low life satisfaction in adolescents (5), lacking social skills of adolescents (8), low HRQOL, low HRQOL scores are associated with low adolescent self-efficacy scores (6). Other factors are self-harm habits, self-harm or aggressive behavior related to family social and economic factors (10), personality traits (11), and low emotional regulation (8,12).

Emotion regulation is a process of managing emotions (13). Adolescents who feel negative emotions but have good emotional regulation will still be able to think clearly so that their behavior is based on logic and awareness. On the other hand, adolescents who feel negative emotions but have low emotional regulation

will not think well, unaware that the actions can harm others because of the wrong emotional placement (14). Low emotional regulation or known as Emotion Dysregulation (ED), has the following characteristics: avoiding emotional stress; inability to control behavior during emotional stress; lack of awareness, understanding, and acceptance of emotions; lack of information on adaptive strategies to regulate the duration of the intensity of unpleasant emotional experiences (11). Emotion Dysregulation causes maladaptive behaviors such as aggressiveness, self-harm, eating disorders, drug abuse, and sexual abuse (15).

Individuals with low emotional regulation tend to be victims of bullying, so they risk having mental health problems, such as anxiety disorders (5). Anxiety disorders are more common in women, three times more than men, and personality problems (16). An introverted personality directly affects low creativity in self-expression, an indirect effect on self-esteem and emotional attention (17).

However, as far as we know, there has been no (18) research linking personality type and emotional regulation of adolescent bullying victims, with the hypothesis that there is a positive relationship between personality type and emotional regulation of adolescent bullying victims, so the implication of this research can provide information for further study that will examine strategies support intervention to improve emotion regulation according to the personality type of adolescent bullying victims.

MATERIALS AND METHODS

Study design

This research method is descriptive quantitative using a cross-sectional design.

Participant and setting

The population of this study was 1,115 students in Bandung, Indonesia. The sampling technique is non-probability sampling with purposive sampling technique. The Inclusion criteria are 1) School youth aged 15-18 years and have been victims of bullying, 2) Willing to be respondents. Exclusion criteria included: adolescents with a history of trauma from losing a family member 1-2 weeks ago, adolescents who were sick. Determination of the sample size in this study is to use the Slovin sample size formula of 102 respondents.

Ethical considerations

The research ethics permit has been carried out with the issuance of ethics permit no. 98/KEP.02/STikes-AB/VII/2020.

Data collection

Data collection in this study was collected from April 2020 to July 2020. Data was obtained by filling the

questionnaire online, distributing the questionnaire through google form to 102 students in the Bandung. Respondents who filled in a questionnaire have been granted according to the instructions contained in the questionnaire study. Assessment for the emotional regulation scale using Emotion Regulation Questionnaire (ERQ) proposed by Gross (13), view this questionnaire of the four aspects that filled by students: 1) Reception emotional response (individual ability to receive an event that evokes emotion negative). 2) Initiating emotional regulation (individual belief to overcoming a problem). 3) Engage in goal-directed behavior (the individual ability not to be influenced by negative emotions that are felt). 4) Control your emotional response (individual ability to control the emotions felt). It was equipped with a Likert scale rating 1-4 possible for the answers. ERQ has been modified and tested validity in this research, with a Cronbach α value of 0.606. The median value as the cut of the points for the high emotion regulation is ≥ 72 , and the low regulation emotion is < 72 .

Personality Types Questionnaire consists of 12 items of question. It is composed of four aspects of personality types according to Eysenck & Eysenck (19): 1) Sociability (show how the individual can customize yourself with other people). 2) Liveliness (show attitude active and energetic owned by an individual). 3) Jocularitas (show attitude spontaneous and humorous). 4) Impulsiveness (show individual behavior following the impulse), with a Cronbach 0.719. Scale measurement becomes introvert (1.00-2.50) and extrovert (2.51-4.00).

Data Analysis

The data analysis technique uses Spearman Rho correlation, and this was taken because from results of the data distribution using Kolmogorov - Smirnov is $< 0,0001$ (≤ 0.05).

RESULTS

Based on Table I shows that the characteristics of the respondents are dominated by women (69%), the most age is in the range of 16 years (46%), the average is in grades 10 and 11 (42%), and the most experienced cases physical bullying (41%). In emotion regulation adolescent victims of bullying, there is a range of high emotion regulation (54%); however, half of the respondents in low emotion regulation as many as 47 people or 46%. The personality of adolescent victims bullying has on the type of extroverts (52%). Nearly half of respondents are in personality types introvert as many as 49 people or 48%, with low aspect Sociability and Jocularitas.

Table II shows the normality test used the Kolmogorov-Smirnov, with significant $< 0,001$, which means that the data distribution is not normal.

Table III shows the result of significant value at the 95%

Table I: Respondents' characteristics (n=102)

Characteristics	f	(%)	median	SD	min	max
Ages			16	0.763	15	18
15 years old	36	35				
16 years old	47	46				
17 years old	17	17				
18 years old	2	2				
Gender						
Boy	31	30				
Girl	71	70				
Grade			11th		10th	12th
10th	43	42				
11th	43	42				
12th	16	16				
Types of bullying						
Verbal	28	28				
Physical	42	41				
Social	27	26				
Cyberbullying	5	5				
Emotion Regulation Level			72	8.427	55	112
Low emotion regulation	47	46				
High emotion regulation	55	54				
Four aspects of emotion regulation						
<i>Reception</i>			13	1.928	10	20
<i>Initiating</i>			21	3.040	13	32
<i>Engage</i>			14	1.701	10	20
<i>Control</i>			25	3.521	17	40
Personality Types			2.62	0.492	2.00	4.00
<i>Introvert</i>	49	48				
<i>Extrovert</i>	53	52				
Four aspects of personality types						
<i>Sociability</i>			2.67	0.605	1.33	4.00
<i>Liveliness</i>			2.33	0.522	2.00	4.00
<i>Jocularly</i>			2.67	0.615	1.67	4.00
<i>Impulsiveness</i>			2.67	0.590	2.00	4.00

Table II: Minimum-Maximum Value, Median, Standard Deviation, Normality Test for Emotion Regulation Score and Personality Types

Variable	Minimum	Maximum	Median	SD	Normality
Emotion Regulation	55	112	72,0	8,427	<0,0001
Personality Types	2	4	2,62	0,493	<0,0001

Table III: Spearman Rho correlation test between personality type and emotion regulation of bullying victims (n=102)

Variable	P-value	Correlation Value (Spearman Rho)
Personality Type	0.031	0.213
Emotion Regulation		

confidence level, and the P-value is 0.031, or ≤ 0.05 , that means there is a relationship between personality type and regulation emotion adolescent victims of bullying at school, with a low level of correlation (0.213)

DISCUSSION

The analysis results showed that the largest number of respondents based on age were respondents aged 16 years and aged 15 years. Age 15-18 years is a period of middle adolescence. Adolescence is often associated

with a problematic age because it is a sensitive period prone to developing maladaptive symptoms (11). Adolescence is also a period of life that is often challenging, characterized by the need to redefine life satisfaction and re-evaluate their life journey and adapt to new conditions (20).

The results showed that the victims of bullying were more common in women than men (70%; 30%); the type of bullying they got was physical, verbal, and social bullying. The results of this study are different from previous studies, which found that the number of victims of bullying was more common in teenage boys (2,6). Still, the type of bullying they received was the same as the results of previous studies, namely physical violence such as being hit, kicked, slapped (21).

Characteristics of respondents also show that almost all

respondents (46%) have low emotional regulation and have introverted personality types (48%). Victims of bullying often deny being bullied and think this never happened (1). Introverts tend to find it difficult to express their thoughts and emotions because these teenagers have low self-esteem, which harms their emotional awareness (17). Emotional instability, manifested by anger, anxiety, and depression, on the victim's part, is associated with intimidation and avoidance behavior (22). The same study states that low emotion regulation is more often experienced by women than men (23). Another study found the same result that men were better at the ability to control their emotions compared to women (24). This research provides a common view that men have better emotional management abilities. Men, when faced with difficult situations, are better able to control their emotions than women.

The results also showed a relationship between the personality types of bullying victims and their emotional regulation abilities (P-Value 0.031) with a correlation level of 0.213. Based on research results, sociability and jocularity affect emotion regulation. Sociability is the ability to make social adjustments and establish social relationships appropriately, while jocularity acts spontaneously and humorously (25).

The introverted personality type tends to lack the ability to adjust to other people, make the atmosphere warm and cheerful, and have difficulty expressing his thoughts and feelings (19). This personality type has low emotional regulation abilities, namely the inability to recognize and manage emotions. It is challenging to find ways to reduce the negative emotions and have difficulty calming themselves down after experiencing excessive emotions (13). These results support Martinez's research that there is a relationship between low social skills and involvement in bullying both as victims and perpetrators (26).

The results showed that the aspect of socialization ability of the personality type was related to aspects of acceptance, involvement, and control of emotional regulation. Adolescents with low emotional regulation show a lack of self-acceptance (11), have low self-efficacy (6). All dimensions of maladaptive personality, such as antagonism, indifference, and negative affection, are too closely related to common emotional regulation (27).

This study has limitations in population coverage; in the future, research needs to consider the number of samples and the location of the expanded research so that the relationship between personality type variables and emotion regulation is stronger and comprehensive.

As for implications for practice, the results of this study can provide benefits for the development of science and development of nursing knowledge, especially

psychiatric and community nursing, about the relationship between personality types and emotional regulation of adolescent victims of bullying. The study results can also be used as basic data for further research on appropriate interventions for managing the emotions of adolescent victims of bullying in mental health nursing care.

CONCLUSION

There is a relationship between types of personalities and emotional regulation of bullying victims at school. Suggestions for future research are using other variables or models of intervention such as psychosocial and spiritual intervention models for victims of bullying in schools. It can be applied because there will be many benefits that can be obtained.

ACKNOWLEDGEMENTS

We would like to thank all respondents who have filled out the questionnaire and to the Chancellor and the UNISA Bandung Research and Community Service Institute and all parties involved in this research. University 'Aisyiyah Bandung funded this research.

REFERENCES

1. Postigo S, Schoeps K, Ordycez A, Montoya-Castilla I. What do adolescents say about bullying? *An Psicol.* 2019;35(2):251–8.
2. Le HTH, Tran N, Campbell MA, Gatton ML, Nguyen HT, Dunne MP. Mental health problems both precede and follow bullying among adolescents and the effects differ by gender: A cross-lagged panel analysis of school-based longitudinal data in Vietnam. *Int J Ment Health Syst [Internet].* 2019;13(1):1–11. Available from: <https://doi.org/10.1186/s13033-019-0291-x>
3. Demmrich S, Akgyl S. Bullying experience among adolescents with a Turkish migration background in Germany: Ethnic class composition, integration, and religiosity as protective factors? *Int J Environ Res Public Health.* 2020;17(13):1–16.
4. Albaladejo-Blázquez N, Ferrer-Cascales R, Ruiz-Robledillo N, Sánchez-Sansegundo M, Fernández-Alcántara M, Delvecchio E, et al. Health-related quality of life and mental health of adolescents involved in school bullying and homophobic verbal content bullying. *Int J Environ Res Public Health.* 2019;16(14).
5. Quintana-Orts C, Rey L. Traditional bullying, cyberbullying and mental health in early adolescents: Forgiveness as a protective factor of peer victimization. *Int J Environ Res Public Health.* 2018;15(11):1–14.
6. Haraldstad K, Kvarme LG, Christophersen KA, Helseth S. Associations between self-efficacy,

- bullying and health-related quality of life in a school sample of adolescents: A cross-sectional study. *BMC Public Health*. 2019;19(1):1–10.
7. Le HTH, Nguyen HT, Campbell MA, Gattion ML, Tran NT, Dunne MP. Longitudinal associations between bullying and mental health among adolescents in Vietnam. *Int J Public Health*. 2017;62:51–61.
 8. de Sousa ML, Peixoto MM, Cruz SF. The association between externalizing and internalizing problems with bullying engagement in adolescents: The mediating role of social skills. *Int J Environ Res Public Health*. 2021;18(19).
 9. Silva-Rocha N, Soares S, Brochado S, Fraga S. Bullying involvement, family background, school life, and well-being feelings among adolescents. *J Public Heal*. 2020;28(5):481–9.
 10. Myklestad I, Straiton M. The relationship between self-harm and bullying behaviour: Results from a population based study of adolescents. *BMC Public Health*. 2021;21(1):1–16.
 11. Lanfredi M, Macis A, Ferrari C, Meloni S, Pedrini L, Ridolfi ME, et al. Maladaptive behaviours in adolescence and their associations with personality traits, emotion dysregulation and other clinical features in a sample of Italian students: A cross-sectional study. *Borderline Personal Disord Emot Dysregulation*. 2021;8(1):1–13.
 12. Hsieh IJ, Chen YY. Determinants of aggressive behavior: Interactive effects of emotional regulation and inhibitory control. *PLoS One [Internet]*. 2017;12(4):1–10. Available from: <http://dx.doi.org/10.1371/journal.pone.0175651>
 13. Gross JJ, Gross, J.J., & Thompson, R.A. (in press). Emotion regulation: Conceptual foundations. In J.J. Gross (Ed.), *Handbook of emotion regulation*. New York: Guilford Press. Emotion. 2007;
 14. Favieri F, Marini A, Casagrande M. Emotional regulation and overeating behaviors in children and adolescents: A systematic review. *Behav Sci (Basel)*. 2021;11(1).
 15. Weiss NH, Sullivan TP, T.Tull M. Explicating the role of emotion dysregulation in risky behaviors: A review and synthesis of the literature with directions for future research and clinical practice. *Curr Opin Psychol*. 2015;1(3):22–9.
 16. Antila H, Arola R, Hakko H, Riala K, Riipinen P, Kantojarvi L. Bullying involvement concerning personality disorders: a prospective follow-up of 508 inpatient adolescents. *Eur Child Adolesc Psychiatry*. 2017;26(7):779–89.
 17. Páez-Fuentes MDC, Jurado MDMM, Linares JIG, Ruiz NFO, Márquez MDMS, Saracosti M. Self-expressive creativity in the adolescent digital domain: Personality, self-esteem, and emotions. *Int J Environ Res Public Health*. 2019;16(22):1–15.
 18. Miller JN, Bunne WP. The effect of mutilation on the tapeworm *Taenia Taeniaeformis*. 1942 [cited 2021 Nov 20]; Available from: https://kb.osu.edu/bitstream/handle/1811/3241/V42N03_117.pdf;sequence=1
 19. Eysenck HJ, Eysenck SBG. *Personality Structure and Measurement*. Routledge; 2014. 384 p.
 20. Mastrotheodoros S, Van der Graaff J, Deković M, Meeus WHJ, Branje S. Parent–adolescent conflict across adolescence: Trajectories of informant discrepancies and associations with personality types. *J Youth Adolesc*. 2020;49(1):119–35.
 21. Ngo AT, Nguyen LH, Dang AK, Hoang MT, Nguyen THT, Vu GT, et al. Bullying experience in urban adolescents: Prevalence and correlations with health-related quality of life and psychological issues. *PLoS One [Internet]*. 2021;16(6 June):1–16. Available from: <http://dx.doi.org/10.1371/journal.pone.0252459>
 22. Penny Adamopoulou, Koukia E. The effect of personality traits on the roles of traditional bully-victim and cyberbully - cybervictim among Greek adolescents. *Int J Caring Sci [Internet]*. 2020;13(3):1639–51. Available from: <http://publicaciones.umh.es/scholarly-journals/effect-personality-traits-on-roles-traditional/docview/2480353867/se-2?accountid=28939>
 23. Gomez-Baya D, Mendoza R, Paino S, Matos MG. Perceived emotional intelligence as a predictor of depressive symptoms during mid-adolescence: A two-year longitudinal study on gender differences. *Pers Individ Dif*. 2017;104:303–12.
 24. Ricarte Trives JJ, Navarro Bravo B, Latorre Postigo JM, Ros Segura L, Watkins E. Age and gender differences in emotion regulation strategies: Autobiographical memory, rumination, problem solving and distraction. *Span J Psychol*. 2016 Jul;19:E43.
 25. Eysenck HJ, Eysenck SBG. *Personality Structure and Measurement*. New York: Routledge; 2013.
 26. Martínez-Monteagudo MC, Delgado B, García-Fernández JM, Rubio E. Cyberbullying, aggressiveness, and emotional intelligence in adolescence. *Int J Environ Res Public Health*. 2019;16(24).
 27. Amiri S, Navab AG. The association between the adaptive/maladaptive personality dimensions and emotional regulation. *Neuropsychiatr i Neuropsychol*. 2018;13(1):1–8.