

Role of the Neuroticism Personality Trait and The School Climate on The Victim of School Bullying

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Abstract. Nowadays a number of program have been implemented to address bullying. However, interventions that focus on the victims of bullying is still lacking highlights. The impact of bullying can not be underestimated, either short-term (afraid to go to school, insecurity, feeling isolated), or long-term (affecting the formation of a negative self concept, depression, emotional problems and desire to suicide). This study will examine a model in which the impact of neuroticism personality trait and the school climate on the victim of school bullying. 616 students from grade 11 senior high school (SMA or Sekolah Menengah Atas) from five regions of Jakarta, Indonesia, to be sampled in this study using purposive sampling technique. NEO PI-R, School climate scale, and My life at school check are used as measuring tools. I found that the neuroticism personality trait and the school climate had significant correlations on the victim/target of bullying. Neuroticism personality trait in this study has a positive contribution to victim of bullying. It means the stronger of neuroticism owned by students, the stronger the tendency of students to become victim of bullying. The results also indicate if the school climate has contributed to the prevention of the victim. I concluded that efforts to address bullying should involve the personality traits and the school climate improvement process.

Keywords: The neuroticism personality trait, school climate, victim of bullying.

1 Introduction

Bullying is the systematic abuse of power. There are several terms to describe bullying. The experts said bullying as aggressive behavior doing by peers. Bullying is characterized by non-equality (or imbalance) power between the perpetrators and the targets [1],[2],[3]. The term bullying behavior often associated with aggression. Some researchers argue bullying has similarities with the aggressive behavior; several other states are part of the aggressive action [4],[5]. Bullying at school generally occurs due to peer pressure. Children can be involved in bullying as bullies, as targets or victims, or both a bully and a target [1]. The researchers explain that an action can be categorized as bullying when: (a) there is an intention to injure another person; (b) the imbalance of power; (c) organized, systematic and hidden; (d) to be repeated within a period of time; and (e) the bullying victims are physically or psychologically hurt [6].

The researcher finds out that 73% of respondents revealed that bullying occurs in school days. The bullies were seen in several roles, ranging from the perpetrator, the victim, or a person who witness the incidence of bullying (*bystander*). It was also reported some different types of bullying, such as bullying that also occurs more frequently in men than women [7]. Crick, Bigbee and Howes (in Summers, 2008) state that the boys' bullying tends to be more physical; while girls' bullying tends to be verbal/non-verbal and indirect [8]. However, the occurrences of bullying in both boy and girl students are almost similar.

Bullying gained the attention of educators, parents, and the society today. Douglass (2009) reported that the frequencies of bullying and other forms of aggressive behavior is the biggest problem were faced by the school. The researches said that in urban area, aggressive action especially in urban school is higher than elsewhere [9],[10]. Bullying is a part of aggressive behavior.

How about Indonesia? Bullying seems too pervasive in our schools. Reports from the Semai Jiwa Amini Foundation (Sejiwa), a non-profit organization that specializes attention on bullying behavior in schools [11]. The foundation reported a survey of 1,500 middle and high school level in Jakarta, Yogyakarta and Surabaya. According to the result, 67 % of students claimed that bullying happened at their school. Almost all respondents never reported the bullying they receive or they see. Komisi Perlindungan Anak Indonesia (KPAI) informed the similar data per-November 2009. KPAI claimed there were at 98 cases of physical aggression, 108 cases sexual abuse and 176 psychological harassment happened in the school [12].

Bullies at school age has a great opportunity to take criminal action in adulthood [13]. There are a common spotlight was addressed to the perpetrators, or to the bullies. However, the main spotlight should be focus on the victim of bullying. I looked just a little work has been done to examine victims. Almost every student who ever be interviewed stated that they had been the bullying target (Djuwita, 2012 in Rahmawati, 2017). Olweus (2003) in Perlus, Brooks-Russell, Wang, and Iannotti (2014) a researcher who started systematic research on bullying found that 15 percent of students have been targets of peer bullying in school [14]. One of the seven students in the United States according to The Local Department of Education (2005) is reported to have experienced bullying. Bullying is an acute behavior, especially in middle and high school level. Ferrás and Selman (2014) reported that adolescents experience drastic physical and emotional changes. During the period, a person experiencing rapid development in many aspects. Teens at this age also become more aggressive. Peer violence was also reported increases (Ferrás and Selman, 2014).

In their research, Randall, Doku, Wilson, & Peltzer (2014) said, the bullying target generally perceive their school as an uncomfortable place. The victim chooses to withdraw, avoid being present at school, refused to go to places that have a school background (Randall, Doku, Wilson, and Peltzer, 2014). At the extrem cases, they try to suicide. The characteristics describe the personality characteristics of the victim. According to the experts, personality traits are influenced by temperament. Allport (in Krause, Pacey H., Dailey, 2009), said the basic components as trait [15],[16]. Trait is a core of personality. After many years, trait researchers with analytical factor methods, agreed to classify individual differences in five traits, called big five trait theory (McCrae, R.R. and Costa, P.T., 2003) One of the top five personality traits is neuroticism, characterized by anxiety, worry, easy to feel depressed and easily give up [17]. Victims of bullying are described as having certain personality traits, such as having a feeling of depression that makes them difficult to get along, low self-esteem and easily anxious when encountering a pressing situation. This description provides a description of why a certain trait in the big five perspective will represent the specific factors of the

personality of the victim However, personality traits are not the single contributing factor for bullying.

Bullying at school can be explained in the perspective of social called school setting. There are a number of interventions conducted in the school [3]. The intervention involves the social context, by attempting to interfere on the social environment Olweus Program Intervention [19]. The program try to develop close relations in school, which is characterized by adult involvement, clear rules about what can and what cannot do, the application of disciplinary procedures are clear and consistent, and the presence of people adults (the teacher, principal, or school administrative staff) as a role model. Committee for Children in 2002 launched an intervention program, has named The Steps to Respect program. Target of this program is in several levels. What's interesting about this program is, to laid the school environment as a first stage. It contains strategies to address bullying, increase awareness of teachers and students against bullying, increase the responsibility of the factors that cause bullying and support to develop pro social behavior (Hirschstein and Frey 2006 in Summers, 2008). There are several aspects in the school climate that should be developed to anticipate bullying: (a) teacher caring and respect; (b) school goal and norms; and (c) peer relation.

Based on the ealier studies, it can be described when researches on bullying in schools are much done. However, studies attempting to explore neuroticism personality trait and school climate in relation to victim or target of bullying are still rare. The novelty of my research is examining the neuroticism personality trait and concept of school climate on the target of bullying at Jakarta school setting. My hipotesis are personality trait and school climate will influence to victim or target of bullying. In my research, personality trait is seen from neuroticism personality trait, school climate is seen from the components of teacher caring and respect, school goals and norms and peer relations; while bullying in schools is seen from the victim/target of bullying.

2 Method

2.1 Participant and Sampling Technique

The population of this study includes grade 11 senior high school students from five regions in Jakarta, Indonesia. The regions are South Jakarta, East Jakarta, Central Jakarta, West Jakarta and North Jakarta. Due to the broad population, the researcher limited the accordance with the features of the population. Accidental random sampling is used to choose the respondents from the population of the high school students. In accidental random sampling, the selection of participants is based on availability and willingness to participate in research [18].

Table 1. Research participants by region and school.

Regions	Districts	Name of School	N
South Jakarta	Cilandak	SMAN 34	156
East Jakarta	Cijantung	SMAN 39	172
Central Jakarta	Sawah Besar	SMAN 1	60
West	Tambora	SMAN 19	124

Jakarta North Jakarta	Kelapa Gading	SMAN 45	104
Total			616

The students of to study is expected to reflect the condition of senior high schools in Jakarta. There are 616 students be sampled in this research.

2.2 Research Design

This research is a non-experimental study using the quantitative approach. No intervention or direct treatment was done to the variables in the study. Based on the level of explanation, this research wants to examine the correlation between independent variable to dependent variable. This research belongs to associative research, that aims to examine the correlation of two or more variables.

2.3 Measurements, Validity and Reability Test

I used NEO PI-R (McCrae, R.R. and Costa, P.T., 2003) to measure the neuroticism personality trait; school climate scale; and the victim scale was adapted from the scale of "My Life in School Chekclist" (Arora , 1994 in Rahmawati, 2016). All measuring devices are calculated using an ordinal scale of Likert. The answer choice ranges between 1 (strongly disagree) to 6 (strongly agree). Measurement tool of this research consisted of favorable (or positive) and unfavorable (or negative) statements. In processing, unfavorable statement is reversed. All of the measures had gone through the validity calculation. The scale also passed the reliability process. Face validity and content validity were used in this research. After the process was completed, I examined the reliability test and got $\alpha = 0.869$ for neuroticism trait scale, $\alpha = 0.908$ for school climate scale, for teacher caring and respect $\alpha = 0.859$, for school goal and norm $\alpha = 0.711$, for peer relation $\alpha = 0.881$, and $\alpha = 0.985$ for victim of bullying scale. Guilford (1978, in Rahmawati, 2017) states that a test is reliable if it has a reliability coefficient at least 0.700. A good score of a relibility coefficients indicate the instrument's items had a constant score to examine the same construct. It also means the instruments had a low content-sampling and heterogenity-sampling error.

Table 2. Reliability category of the instruments.

No.	Cronbach Alpha Coefficients	Interpretation
1	0.00 – 0.19	Almost unreliable
2	0.20 – 0.39	Low reliability
3	0.40 – 0.69	Medium reliability
4	0.70 – 0.89	High reliability
5	0.90 – 1.00	Very high reliability

2.4 Data Processing

The data of this study were processed using statistical analysis technique in the forms of correlation test analysis and regression. Correlation test was employed to examine the

correlation of one variable to other variables, while the regression was used to observe the effect among variables. The data were statistically processed using SPSS version 23.

2.5 Research Procedure

After getting permission from the school, 616 students from five senior high schools in Jakarta were recruited as participants. They were students from grade 11. The participants filled in the questionnaire and handed it back to the examiner for further analysis. Then data tabulation was conducted through a series of statistical techniques as have been mentioned previously.

3 Results And Discussion

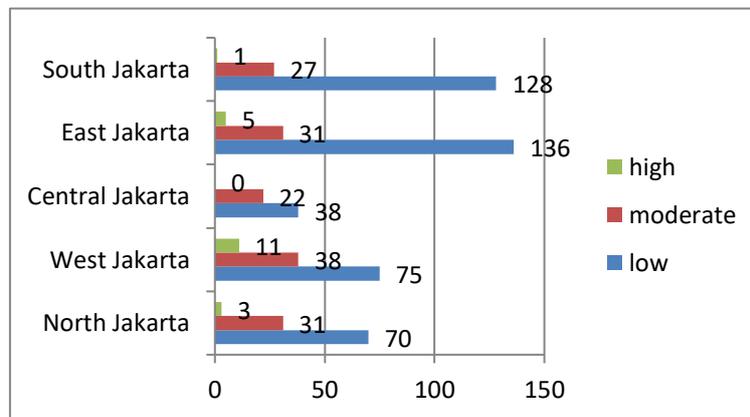


Fig. 1. Description of victim of bullying among schools in Jakarta.

Respondents in this study generally perceived the occurrence of victims in their schools in the low category. Figure 1 described in North Jakarta 70 students rated this aspect in the low category, while 31 other students rated moderate, and 3 students rated high. In West Jakarta, 75 students assess the victims low, 38 students rated moderate, and 11 students rated high. In Central Jakarta, there were 38 students who gave low appraisals, 22 students rated moderate, and none of the students gave a high rating. Similar to the pattern, in East Jakarta the majority of students also gave a low rating ($n = 136$), followed by a moderate ($n = 31$), and high ($n = 5$) rating. Finally, the same pattern was found in students in South Jakarta, where the majority are assessed the occurrence of school bullying low ($n = 128$), followed by moderate ($n = 27$), and high ($n = 1$).

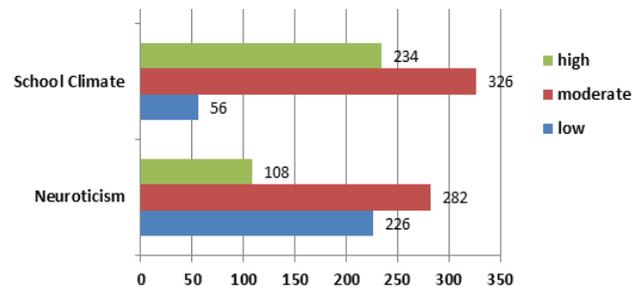


Fig. 2. Description of neuroticism trait and school climate.

How about neuroticism and school climate in perception of respondents? Figure 2 shows it. A total of 226 students perceived their neuroticism was in the low category, 228 students rated medium, and 108 students rated high category. For the school climate, 56 students rated high, 326 assess the school climate medium category, and 234 students rated low. The research described if the respondents in this study generally assess the level of neuroticism and school climate are medium category.

The next calculation was examine between neuroticism personality trait and school climate to the bullying target. The results are described below:

Table 3. N, Means, SD, Ranges, Correlations (neuroticism, school climate to bullying).

Variable	M	SD	Range	R
Neuroticism	32.000	12.450	10-60	0.114**
School Climate	118.950	29.123	32-180	-0.241**
Teacher caring & respect	43.078	11.297	10-60	-0.160**
School goal & norms	36.636	11.912	10-60	-0.196**
Peer relation	39.235	11.195	10-60	-0.255**

The datas in table 3 appeared that correlation between neuroticism and victim of bullying was stand at $r = 0.114$, $p < 0.01$. It means there was a correlation with positive relation between neuroticism and victim, indicating that neuroticism had a positive significant effect on victim. How about school climate and its dimensions to victim? Correlation between school climate and bullying was at $r = -0.241$, $p < 0.01$. It means there was an opposite correlation between neuroticism towards victim, indicating that school climate had a negative significant effect on victim. Each of school climate dimensions also had negative correlation towards bullying. Teacher caring and respect as the first dimension of school climate had a negative correlation ($r = -0.160$, $p < 0.01$) to bullying. The second dimension was school goal and norms with $r = -0.196$ ($p < 0.01$), indicating that the dimension had a negative significant effect on victim. Meanwhile, peer relation as well as other dimensions of school climate, had a negative correlation at $r = -0.255$ ($p < 0.01$) on bullying.

Table 4. Model Summary.

Predictors	R	R Square	Adjusted R Square	Std. Error of the Estimate
<i>Neuroticism</i>	0.114	0.013	0.011	14.876
<i>School Climate</i>	0.241	0.058	0.056	14.533
<i>Teacher support & caring</i>	0.160	0.026	0.024	14.786
<i>School goal & norms</i>	0.196	0.039	0.037	14.682
<i>Peer relation</i>	0.255	0.065	0.064	14.477

Dependent Variable: Target or victim of bullying

Table 4 displays the results of multiple regression calculation of neuroticism and school climate to the victim of bullying. The calculation shows a contribution of personality trait and school climate as independent variables to bullying as dependent variable. All variables: neuroticism, school climate, teacher caring and respect, school goal and norms, and peer relation had contributions to the dependent variable of this research: target of bullying. Neuroticism contributed 1.1 percent to victim of bullying, school climate contributed 5.6 percent to avoid victim, teacher caring and respect contributed 2.4 percent, school goal and norms contributed 3.7 percent, and peer relation as the last variable gave 6.4 percent contribution to avoid bullying. The statistical tests above showed hypothesis verification in this study, the influence of neuroticism personality trait and school climate to target of bullying. The stronger neuroticism perceived by students, the stronger it will significantly influence on the bullying target. Meanwhile, the stronger school climate perceived by students, the stronger it will significantly a negative influence on the victim of bullying. From all aspects measured in this study, there were significant correlation between all examined variables. Neuroticism personality trait in this study has a positive contribution to victim of bullying. It means the stronger of neuroticism owned by students, the stronger the tendency of students to become victim of bullying. Tests on the neuroticism appear on several facets, like vulnerability and depression. Students who are vulnerable and easily depressed will be more easily targeted by their friends. Neuroticism trait will support individuals to become victims of bullying, as evidenced by Crapanzano's (2010) which states that bullying is dealing to the inability to regulate emotions, instability and depression. Result of this research in line with neuroticism description by Costa & Mc Crae (2003). Facets in neuroticism contribute to victims of bullying, including the depressive facet and easily give up.

The results above also indicate if the school climate has contributed to the prevention of the victim. The presence of a significant negative results indicates that the higher the school climate perceived by the students, the less likely the students will be the target in school. Testing of components in the school climate in this study also showed significant results. The importance of teachers' attention and respect, contributing significantly to the prevention of harassment. This is in line with Baker's [20]. Students who have a positive perception of school, generally assess their teachers are friendly, and able to establish effective communication [21]. Teachers also do not hesitate to give positive appreciation to students such as praise and appreciation of student achievement, and not merely focus on student mistakes [20]. In addition to teacher attention and support, the study also provides results that the dimensions of school goals and norms also have a significant effect on prevention of harassment. The adoption of clear rules with discipline is shown to have an effective impact. Nevertheless, the application of such strict rules and sanctions should not only be made when

bullying has occurred, but is socialized in the form of values and norms that the school guides. This result is consistent with Ferráns & Selman (2014) research which states that disciplinary practices in schools considered by a clear structure and supportive support have been presented to be linked with lower abusive behavior. The peer relations component in this study, as well as dimensions in other school climates, shows a significant effect on prevention of bullying. Peer interactions are an key aspect of promotion a comfortable and safe feeling for students. Respondents in this study are categorized in adolescence, it can be understood that the contribution of peers is an vital aspect. This result is in line with the research of Douglas et. Al (2009) which states that the relationship between students is a major critical factor for teenagers, especially considering the students spend more time with peers in their daily life. The Fox and Bolton research project (2005) referred to by Douglass (2009) informs that in peer relations, the social skills aspect among peers is an important variable. Adequate social skills, will make adolescents able to adapt properly so as not to fall into bullying.

4 Conclusions And Suggestion

The implications of these findings require the school to consider the development of students personality to be encouraged to develop a positive character. Although personality experts say trait is a permanent feature in a person, yet a number of other experts say that adolescence is the age at which the personality trait is still in the developing stage. This provides the basis for the school to support the widest activities and learning systems in schools, including improving the excellence of education in progress. Furthermore, the quality of teachers must to be enriched. It will develop the the excellence of learning [22]. Teachers who simply deliver the learning materials, then do not engage in the activities of students will certainly make the programs of prevention of bullying to be less adressed. In addition, the interaction between pupils is expected to be managed in such a method that it can develop the skills of students teamwork, support each other and care about their friends, have a sense of responsibility, dare to admit mistakes, and not easily fragile, anxious or desperate when met a stressful situation. Culture in schools also needs to be strengthened so that a positive habit builds up among the students [23]. Coaching from schools, teachers and parents to these positive characters will make teenagers more resilient in developing their identity so that individuals can be ready to cope with various issues around the world of teenagers, including avoiding bullying.

The study was only done at one level school (senior high school level). I suggest for further research, it should be done at some schools with varying levels. So we can make a comparison of well being school at different levels. Using of a larger sample for further research is strongly recommended, so that the concept of school climate can be tested more depth to include other variables that have not been explored in this study.

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