

**THE RELATIONSHIP BETWEEN EXTRAVERSION AND NEUROTICISM ON
CYBERBULLYING AMONG STUDENTS OF GODFREY OKOYE UNIVERSITY
ENUGU**

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JULY, 2026.

TITLE PAGE

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF SOCIOLOGY/PSYCHOLOGY,
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
BACHELOR OF SCIENCE IN PSYCHOLOGY (B.Sc) FACULTY OF MANAGEMENT
AND SOCIAL SCIENCES**

SUPERVISOR: DR. ADAOBI EZE

JULY, 2026

CERTIFICATION

This is to certify that this project titled the influence of personality traits on cyberbullying has been supervised worthy of presentation to the Department of Sociology/Psychology in partial fulfillment of the requirements for the award of Bachelor of Science Degree (B.Sc) in Psychology, Faculty of Management and Social Sciences Godfrey Okoye University Enugu. All the errors by omission or commission are entirely mine.

Jemeni Mmasichukwu Emmauella

Date

APPROVAL PAGE

JEMENI MMASICHUKWU EMMANUELLA, a graduate student in the Department of Sociology/Psychology with the Registration Number GOU/U22/PSY/174 has satisfactorily completed the requirements for the award of Bachelor of Science Degree (B.Sc) in Psychology. The work embodied in this project is original and has not been submitted in part or in full for any degree of this university or any university.

DR. ADAOBI EZE
SUPERVISOR

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HEAD OF DEPARTMENT

DATE

EXTERNAL SUPERVISOR

DATE

DEDICATION

This work is dedicated to God almighty for his divine guidance, provision and protection all through my academic journey in Enugu.

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ABSTRACT

The complexities and varied dimensions of cyberbullying in youngsters are such that understanding the predictors of cyberbullying is imperative in order to explicate factors responsible for victimization in the case of young people. The association between personality traits and cyberbullying is largely underexplored. Thus, the present study examined relationship of personality trait on cyberbullying among students in Godfery Okoye University. A sample of 250 respondents made up of 100 male and 150 female students aged 16-23 years with a mean age of 19.5 and a standard deviation of 2.46 were selected using homogenous purposive sampling and accidental sampling technique from a population of Godfery Okoye University, Enugu. The result of the study shows that neuroticism, extraversion, agreeableness, and do not have significant effect on cyberbullying except openness to experience. Hence it is recommended that Universities and higher institutions should increase counselling and psycho-social services so that students may develop skills to manage behavioural and emotional problems of cyberbullying, especially students with high degree of neuroticism may likely be vulnerable to emotional stress due to online harassment.

CHAPTER ONE

INTRODUCTION

Background of the study

The Internet and social media in recent times have taken an important place in our lives. All people regularly get into online spaces for their educational and entertainment uses (Kim et al. 2017).

Increasing trends in the development of technology and the Internet have begun across age groups, most prominently among adolescents (Kowalski et al.

2019). Among all the groups, Internet usage is highest among adolescents compared to the adults, because of its academic uses such as assignments, research for projects and the uses for fun such as playing games and maintaining communication with their friends using social media sites such as Whatsapp, Instagram and Twitter (X) (Gross 2004). The development of the Internet provides a useful medium for people to socialize, interact, learn and spend their spare time in a meaningful way. On the other hand, the Internet is also used as a base for various types of malicious activity such as Cyberbullying (Englander et al.

2017; Kim et al.

2017). The bullying involving repeated or deliberate harmful attacks using computers, mobile phones or other devices, from the introduction of the use of computers, mobile phones or other electronic devices (Hinduja & Patchin 2017). Many form of activities has moved to Internet spaces as a result of emerging technologies such as Information and Communication Technology (ICT) and bullying is no exception.

As it is mentioned, the type of bullying traditionally done offline has moved to a new form of bullying, which is done through the internet, and is popularly called Cyberbullying.

Cyberbullying is conceptualized as any type of aggression or harassment using cyber spaces, it has been defined by numerous authors, with an underlying principle being the use of some kind of electronic device that does not specifically name devices in an attempt to cause harm, threats, harassment or hostilities to individuals (Menin, et al., 2021). This is because the anonymity makes it easier for people to engage in bullying of a person via technology communication.

They can more readily attack individuals psychologically by say and do things much worse than they might in physical bullying because they assume that they won't get caught (Yu & Riddle, 2022).

Behind a computer or mobile phone they may tease or bully their victims and could even make threatening statements or attempt to prevent victims from informing someone important of their suffering. In some cases the cyber-victims become demoralised, depressed and even develop a mental breakdown and the victims might eventually commit suicide (Maurya, et al., 2022). Given the harm that Cyberbullying inflicts on victims, several countries have established diverse interventions as a way of addressing the problems associated with Cyberbullying (Siddiqui & SchultzeKrumholz, 2023). In this case, victims can obtain some assistance, or psychological help, through the establishment of intervention programmes and can change some behaviors in positive ways.

However little information is available regarding any Cyberbullying intervention program(s) developed in Nigeria.

Given that the culturespecific issues might cause these Nigerian programs to have different effects when compared with interventions from elsewhere, this research aims to investigate the nature of any Cyberbullying intervention program(s) developed in Nigeria and its effectiveness in terms of their impact and the number that have been implemented. A typical traditional or

peer-based bullying is one where one or more individuals systematically engage in repetitive acts of violence (either physical, verbal, or relational) against a person over a long period of time with an element of power or asymmetry of power (Olweus 2013), while Cyberbullying refers to harmful and repetitive or intentional behavior using computers, mobile phones or other devices (Hinduja & Patchin 2017). According to another definition, cyberbullying involves the repeated delivery of threatening or hostile messages, either by an individual to another individual or by a group to another group or individual, via electronic or digital means, causing harassment and discomfort to recipients (Elsaesser et al. 2017). Some scholars in the field used terms such as cyberbullying, cyber-criminalization, online harassment, electronic aggression, electronic victimization or internet harassment instead of cyberbullying (Selkie et al. 2016).

Seven types of cyberbullying include Flaming (sending angry, rude, or disrespectful message to the other person or to a group of persons), Online harassment (sending offensive message to the other person repeatedly), Cyber stalking (going to the next step in online harassment, by attacker sending the threatening messages to the victim), Denigration (posting untrue, embarrassing, or cruel messages to others about the other person), Masquerading (acting as someone else to send the damaging or threatening messages to others on their behalf) , Trickery (tricking someone into sending or posting humiliating or personal message to others) , Exclusion (intentionally excluding someone from an online group, that automatically make excluded person stand out and a stigma) (Li and Willard, 2007) Traditional and cyber bullying have similarities and differences between each other . However, the most critical similarity of these both type of bullying is the deliberate behavior, repeated patterns of aggressive activity, and the existence of an imbalance in power between the involved individuals. For instance, young person involved in cyberbullying as

well as victims of cyber bullying also are involved in traditional bullying (Hinduja & Patchin, 2017).

In addition to these similarities, traditional bullying and cyberbullying demonstrate the same patterns of risk and protective factors.

This indicates that cyberbullying and traditional bullying have the same contributing variables (Kowalski & Limber, 2007). Scholars have established numerous definitions of the concept cyberbullying. In spite of some diversity in conceptual frameworks, the scholars' definitions are sharing essential components of deliberate act, repeated patterns of behaviors, and the using of digital communications. According to Hinduja and Patchin (2020), cyberbullying is "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices". Similarly, Smith et al. (2018) suggest that "It is an intentional behavior that, repeated over time, will inflict harm upon an individual or group using electronic communications". A defining feature of cyberbullying is its capacity for anonymity.

Perpetrators can hide behind pseudonyms or create false profiles, making it difficult for victims to identify and address them.

This anonymity can embolden aggressors to engage in behavior they would not under traditional circumstances, as there are fewer social repercussions. In addition, cyberbullying can be widely distributed very quickly to an enormous audience. Cyberbullying takes on many forms, including harassment (offensive or threatening messages), denigration (spreading rumors or lies), impostor (pretending to be someone else and hurting that person's reputation), outing (sharing of sensitive personal information about someone), exclusion (leaving someone out of a group online), and stalking (repeated threats).

These forms are not necessarily separate from each other; they may overlap or be occurring simultaneously. It appears that all age groups are affected by cyberbullying to some extent, although adolescence represents the peak period of engagement. In a study of 3,600 middle school students, Kowalski & Limber (2007) found that 11 percent had experienced cyber bullying within the last 2 months and 18 percent had witnessed cyber bullying during that time frame.

In a Canadian longitudinal study that assessed participants over a year, 1,972 adolescents reported cyber bullying (4.9% initially, 4.7% one year later), cyber victimization (5.1% initially, 6.1% one year later), and both (1.4% initially, 2.7% one year later) (Cappadocia et al. 2013). In a sample of middle and high school students in Italy, 11% of 438 participants (aged between 10 and 20 years) had experienced bullying, while 15.4% had experienced cyber bullying (Palermi et al. 2017). There is substantial variation in the rates of cyberbullying, ranging from 1.9 to 79.3 percent for cyber bullying prevalence, and 1.6 to 56.9 percent for cyber victimization, with many studies falling somewhere within these ranges.

Such differences in prevalence may be due to variation in methodology including differing operational definitions of cyber bullying, the age range of the sample, and the measures used (Brochado et al.

2017, Kowalski et al. 2019). How far back in time questions about cyber bullying extend, how often it needs to occur (e.g.

The past 30 days or whole school year), and the age and development of participants may affect survey responses. (Selkie et al.

2016)

Prior research has also examined and theorized individual difference variables to be responsible for both traditional bullying and cyberbullying such as personality (Goodboy & Martin, 2015; Mitsopoulou & Giovazolias, 2015; Sutton & Keogh, 2000). The researcher will analyse how Big Five personality traits influences the perpetration of traditional and cyberbullying.

A considerable amount of research has also looked into understanding the causes of cyberbullying behaviour, and particularly at individual psychological traits like personality (Dilmac, 2009; Haynie et al., 2001; Pellegrini, Bartini, & Brooks, 1999). Personality traits can be viewed as relatively stable characteristic patterns that define and differentiate individuals (American Psychiatric Association, 1994; Allport, 1961). The Five-Factor Model or the Big Five Personality traits (Costa & McCrae, 2023) is one of the most dominant personality traits models currently available. It identifies the key trait dimensions: Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism.

Evidence in the literature shows that there is a direct relationship between an individual's personality traits and their likelihood to cyberbully. For instance, higher neuroticism is linked with increased hostility, emotional instability, and anxiety which could predispose individuals to commit acts of online aggression. Low levels of agreeableness correlate with lower empathy and higher antagonism, increasing the probability that individuals will seek to harm others digitally.

Conversely, high conscientiousness is negatively associated with cyberbullying behaviour because individuals tend to be more disciplined, responsible, and less likely to engage in acts of aggression.

Extraversion and openness have had mixed findings but are thought to depend on context and situation (Casas, 2023).

University students, in particular, often tend to show some influence of personality on how they handle online interactions. The nature of university life, for example often exposes students to new social dynamics and higher degrees of freedom, which may have influence their personal behaviour as well as their behaviour online. High extraversion, for example may lead to more time on social media sites and higher exposure to negative online interactions.

Low agreeableness on the other hand, could translate to a higher chance of conflict and verbal disputes online due to low empathy.

(Okwunna, 2024).

The cultural context in which this study takes place may have some influence. In Nigeria, traditional cultural beliefs and norms are to a certain extent still dominant, and may play a role in shaping students' online interactions. In addition to traditional cultural context and social norms, peer pressures in a university setting, socioeconomic factors, and even institutional policies may play roles in an individual's engagement in cyberbullying.

While the prevalence of cyberbullying among Nigerian tertiary students has been recognized and its effects examined, very little research has been dedicated to the role of individual differences, specifically personality traits as it influences cyberbullying in Nigerian tertiary institution.

Much of the existing literature on the Nigerian tertiary environment focus more on prevalence and impact of cyberbullying (Chidi, 2025).

Furthermore, there is an evident need for comprehensive policies and effective awareness campaigns to inform and guide students regarding online safety and behavior. Without proper understanding of the consequences of their actions and a support network to address victims, cyberbullying incidents may persist or worsen. This emphasizes the need for deeper research into

the psychological determinants, particularly individual-level factors like personality traits, that can inform interventions and strategies.

Therefore, the present study aims to investigate the impact of personality traits on cyberbullying in undergraduate students.

By bringing together a psychological lens with the unique experiences of online communication in higher education, this study seeks to contribute to the extant literature and lay a foundation for developing targeted interventions and educational programs.

Statement of the Problem

Due to increased use of social media platforms like Facebook, Instagram, Whatsapp and twitter (x), the social communication of undergraduate students has been expanded, but this has given rise to a rapid escalation in the phenomenon of cyberbullying that has been a psychological and social danger to the welfare of the students in higher education institutions (Okechukwu, 2025). Many are not bold to express their mental anguish such as anxiety, depressions and have even attempted suicide, all because of social stigma and unhelpful system response (James, 2024). Although, studies have been conducted on the incidence of cyberbullying, for example, Nnamani (2023), and Agbo (2022), limited studies, however, have been conducted on personality predictor(s) to cyberbullying, particularly under Big five trait.

Although research has identified the possible contribution of trait like extroversion and neuroticism in the perpetuation of cyberbullying, most of these studies are from western background and the result is mixed and inconclusive as for Nigerian undergraduates (Ngwu, 2023).

Moreover, since most interventions in our Universities target disciplinary actions against cyberbullying and not its psychological underpinnings which are often ineffective, it is pertinent

to determine the effect of extroversion and neuroticism on cyberbullying of undergraduate students. Thus, the researcher seeks to answer the following research questions: Will extroversion have significant effect on cyberbullying?

Will neuroticism have significant effect on cyberbullying?

Will extroversion and neuroticism have joint significant effect on cyberbullying?

Purpose of the Study

The major objective of this study was to investigate the influence of personality traits on cyberbullying among undergraduate students. Specifically, the study will investigate:

1. Whether there will be relationship of extroversion on cyberbullying among undergraduate students
2. Whether there will be significant relationship of neuroticism on cyberbullying among undergraduate students
3. Whether extroversion, and neuroticism relationship jointly and significantly affect cyber bullying among undergraduate students

Operational Definition of Terms

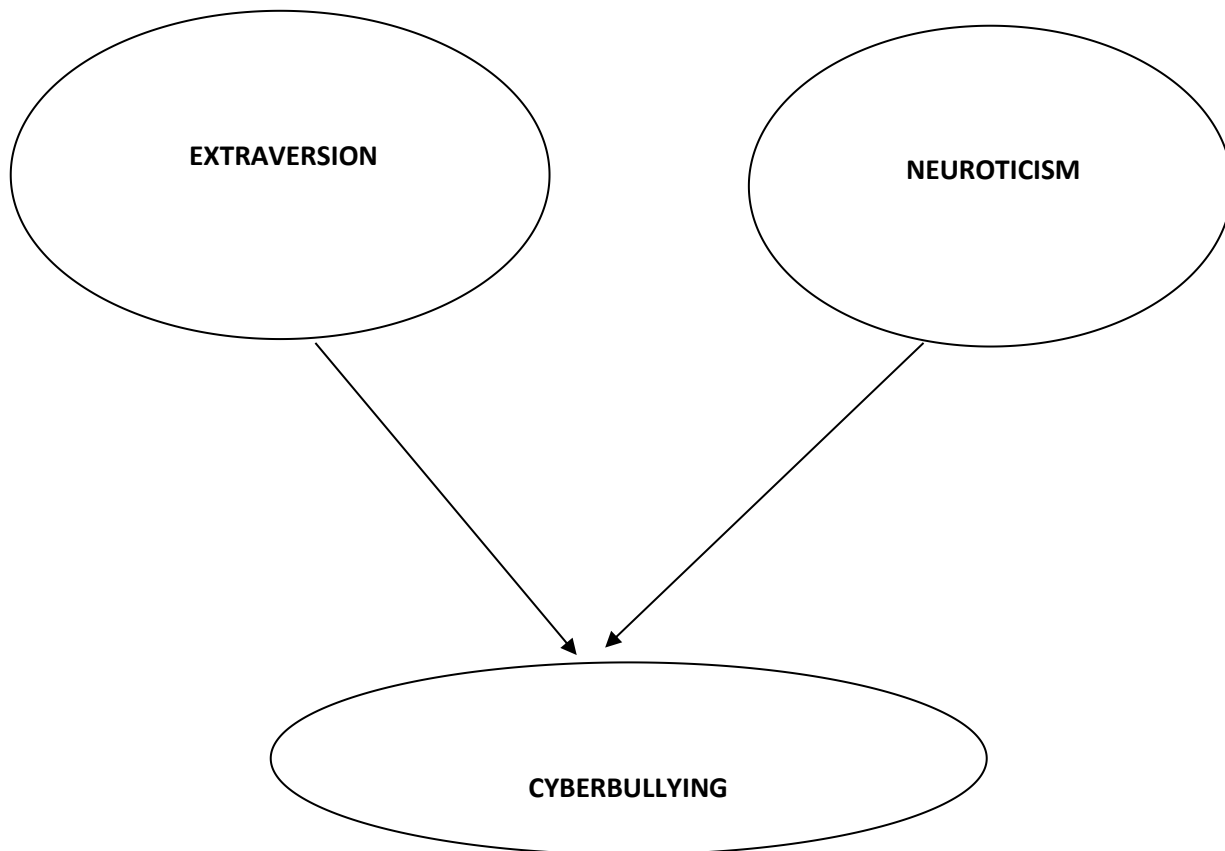
Personality traits: It is referred to as the enduring personal characteristics that are revealed in a particular pattern of behaviour in a variety of situations as measured by the 44 item .

Extraversion: As that aspect of the personality which is expressed in a sociability, talkativeness, assertiveness, and an enjoyment of seeking excitement and the society of other people, based on Costa and McCrae's, (1993) big five personality traits 8 item inventory scale.

Neuroticism: This has been described as the component of personality that reflects negative emotionality, and this comprises states like feeling anxious, worried and tense in the face of minor stress measured by the 8 items personality scale of trait, neuroticism as used in the Big Five Personality test of Costa and McCrae (1993) and authenticated by Umeh (2024).

Cyberbullying: The term which relates to the deliberate and malicious use of electronically available technological devices, aimed at offending, intimidating, humiliating or threatening another person, is identified through 24 item scale (Cyberbullying scale) constructed by Hinduja and Patchin (2007).

Conceptual Framework



CHAPTER TWO

REVIEW OF RELATED LITERATURE

Theoretical Review

The following theories were reviewed;

Personality theories

1. Allport theory of personality by Allport (1967)
2. Trait theory of personality by Eysenck (1967)
3. Big five personality theory by Costa & McCrae (1992).
4. Theory of Cyberbullying
5. Social learning theory by Bandura (1977).

Allport Theory (Allport, 1967)

One of the first modern trait theories was Allport's (1967) theory. Allport and Odbert searched through two of the most comprehensive English dictionaries ever compiled and isolated about 18,000 words to describe the traits. Allport and Odbert trimmed this number to some 4,500 trait descriptors and focused on those they felt would indicate traits, and were somewhat lasting features of a person's personality.

He arranged the traits into three hierarchies:

-Cardinal traits: The dominate and frame an individual's personality, (such as; Ebenezer Scrooge's greed or Mother Theresa's selflessness) "master control" of the personality, in a top

position. This is what is known as a person's "ruling passion". Cardinal traits are strong but very few people are ruled by only one trait and in general have several.

-Central traits: Come second in the order. These are characteristics, which are shared by everyone to some degree, but "build out" the main structure of the individual's personality, (e.g. Loyalty, Kindliness, Agreeableness, Friendliness, Slinkyness, wildness or sourness).

-Secondary traits: Are found at the bottom of the scale and are less prominent and not as consistent as central traits. There are a good many, but occur only in particular circumstances (like a persons preferences, likes and dislikes.) They explain why someone can have contradictory behaviour to that typically demonstrated. (e.g. A friendly person gets angry when he is tickled or the a non-nervous person always is, when in front of public people, this may mean he has neuroticism which increases susceptibility for traumas and psychopathological development, such as an anxiety disorder and perhaps a posttraumatic stress disorder.)

Allport's Trait Theory and the Present Study

Despite Allport's (1967) initial research on a hierarchy of traits (cardinal, central and secondary) Allport's work provided an important basis for trait theory, this paper is based upon the empirically supported Big Five framework rather than Allport's classification due to its empirical validation and measureable format. Put more succinctly, the Big Five represents Allport's central traits condensed using factor analysis into five major behavioural and personality types: Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism. This is particularly useful given the dependent variable in this paper which will investigate whether these personality traits can predict cyberbullying behaviour in undergraduates, it cannot be predicted by one specific, "cardinal" trait, especially when as noted by Allport, it is only rarely that one specific characteristic governs a person, but rather a mixture of central characteristics. Therefore, it is

likely that just as this behaviour is best explained by a complex mixture of personality traits, as reported herein, both the negative prediction by Extraversion and positive prediction by Neuroticism explain a 15.8% proportion of the variance within cyberbullying behaviour.

Trait Theory of Personality (Eysenck, 1916-1997) Eysenck (1916-1997) Was a personality theorist who emphasized the importance of temperament—innate, biologically based individual differences in personality. According to this theory, personality is largely dictated by one’s biology, and the person was said to have two main dimensions of personality, extroversion versus introversion and neuroticism versus stability. With his wife, fellow personality theorist Sybil Eysenck, a third dimension to the theory was created, which equaled their contributions to the overall personality model: psychoticism versus socialization.

Their theory stated that undergraduates high on the personality trait of extroversion would be outgoing and readily connect with other individuals and that those who high on the personality trait of introversion would have a high need for alone time, would spend more time engaged in solitary activities, and would avoid interacting with other people.

In regard to personality traits falling within the neuroticism/stability dimension, undergraduates high in neuroticism would be more anxious, prone to overactive sympathetic nervous system and in a fight or flight response at low stress levels, and thus have more physical and emotional over reactions. Conversely, those who are high in stability need to have more arousal for a fight or flight response to occur and therefore are less apt to over react physically and emotionally. With regard to traits associated with the psychotic/socialization dimension, undergraduate students high in psychoticism would have the tendency to be more cold, independent thinking, antisocial, hostile, and nonconformist. However, those who are high in socialization (also often called “superego control”) have more impulse control, being more helpful, sympathetic, cooperative, and normal (traditional).

It is possible to explain why neuroticism is a significant positive predictor of cyberbullying through Eysenck's biological theory of personality.

It was theorized by Eysenck that this aspect of the personality was characterized by an overactive limbic system, which is part of the brain related to emotion, motivation and emotional association with memories. This means that someone high in neuroticism is thought to have an more active limbic system that makes them more susceptible to emotional over reactions, anxiousness, and negative affect regulation (Eysenck, 1947/1991). For undergraduates high in neuroticism, being provoked or facing interpersonal conflict online may induce more intense and impulsive reactions due to overactivity in the limbic system.

The anonymity of online environments as well as the de-individuation that comes along with being removed from direct face to face interactions likely exacerbates this tendency for neurotic individuals to act on the initial over-activation. Given this information, it seems likely that undergraduate students who are higher in neuroticism would be more apt to respond impulsively and aggressively via the cyberbullying method of communication. The relationship between extroversion and cyberbullying in this study is inverse, and Eysenck's model may explain this relationship as well.

Eysenck thought that the cause of extroversion was related to the amount of activity in the cortex, which he said is low in introverts, and therefore they seek additional external stimulation to avoid boredom.

In other words, extraverted people need to have external arousal and they are thus seen as gregarious and sociably driven individuals (Eysenck, 1947/1991). Given that they tend to seek out stimulation, these individuals may not rely on an outlet such as cyber bullying, preferring direct, confrontational methods of dealing with conflict that directly correspond to their social

natures. So it appears as if they do not engage in cyber bullying due to an avoidance of the socially isolating act and instead prefer a more interactive mode of resolving conflicts, such as face-to-face interaction. As has been mentioned in the literature review section, the personality model discussed by Eysenck has only three broad traits.

As stated previously, the personality structure analyzed in this current research consists of the Big Five; and it should also be noted that Eysenck's models are considered narrow.

However, given that Eysenck provided a neuropsychological basis for these characteristics, we are able to use his model to further explain the relationship between these traits and the occurrence of cyberbullying in our research. It should be mentioned that a significant contribution of Eysenck's personality model was that his approach was quantitatively measurable, which allowed for it to be perceived as more valid. Often psychological theories are perceived as illegitimate, because they are not empirically testable, so the work done by Eysenck was important.

He hypothesized that extroversion was caused by variance in the cortex and that neuroticism was caused by differences in the limbic system, as seen in earlier information. Unlike Cattell's and Allport's models, Eysenck's theory is criticized for being too specific and too broad, depending on the aspect of the model that is scrutinized.

Social learning theory (1977) Theory of SLT This is a theory founded by Albert Bandura (1977). The basic idea is that individuals learn actions from others, often if they see that actions being rewarded. Bandura's SLT This more detailed model says that behavior is shaped by an individual's personality and surroundings.

This behavior may also have been seen elsewhere.

In one study (Bandura et al., 1963a) a group of children watched someone else either hitting or shouting at a 'Bobo' doll (children learn by example). Another group watched the exact same

actions but this time on TV and a third watched the actions done by cartoon characters. They then put each child in a room alone to play, those who saw the violent act were more aggressive in their playing than the others. This type of learning has been observed for various antisocial actions from viewing media violence to the abuse of partners and parents.

Overall, SLT can explain some forms of aggressive behavior, but has rarely been applied to cyber bullying.

Application of Theory According to this theory, children are more likely to 'copy' peers, brothers and sisters or even online icons, if their aggressive behaviour online is successful (in other words, the other person is rewarded for being aggressive). An individual with an extraverted personality might start bullying online, so that their peers think that they are popular, while those with a more neurotypical personality might learn to retaliate violently when their online behavior is threatened.

Theoretical Framework

Study Framework: Eysenck's Biological Theory of Personality Eysenck's (1967) Biological Theory of Personality proposes a neuropsychological approach to account for individual differences in personality and behavior, including online aggression such as cyberbullying. Eysenck suggested that personality traits are based on inherited differences in brain physiology, specifically the reticular activating system (cortical arousal) and the limbic system (emotional reactivity). According to Eysenck, Extraversion reflects variation in the excitability of the cortex: "Extraverts are inherently under-aroused and thus seek external stimulation by being socially sociable, engaging in risk-taking behavior and looking for opportunities for new experiences and thrills to increase arousal to optimum level".

Neuroticism is related to “hyper-responsiveness in the limbic system, the part of the brain associated with the regulation of emotion, motivation and memory for emotional stimuli.

According to this view, highly neurotic individuals have more readily activated threat/emotion systems, making them anxious and more easily distressed.” When applied to the phenomenon of cyberbullying, Eysenck’s theory gives a biological account of why those two traits would influence online aggressive behavior. The notion that neurotic individuals have a highly reactive threat and emotion system with poor emotion regulation abilities could make them more susceptible to quick, hostile online responses especially within the relatively anonymity of internet forums. As Eysenck’s theory suggests, the social stimulation- seeking characteristics of the extraverted individual may encourage engagement in interpersonal relations which may not be fostered in online interactions; thereby increasing the potential for resolution of conflict through direct interaction and consequently decreasing online aggressive tendencies.

Relevance to the Study

Eysenck's theory is particularly relevant to this study in the sense that it offers an explanation that goes beyond mere trait descriptive- (e.g., Big Five) explanations of traits and instead seeks biological explanations for how individuals with certain personalities are at greater risk or less risk for engaging in cyberbullying behaviors. The application of Eysenck's theory lends theoretical support to our hypotheses that:

Extraversion will be found to be a significant predictor of cyberbullying

Neuroticism will be found to be a significant predictor of cyberbullying

Extraversion and Neuroticism will jointly be found to be significant predictors of cyberbullying

Although Eysenck's theory has faced criticism due to its rather simple three factor structure when compared to the five- factor model, this approach provides valuable biological insights into the psychological factors involved in cyberbullying behavior among undergraduate students. Empirical Review Extraversion and Cyberbullying Ike-Beauty et al. (2024) conducted a study involving a sample of 32, 422 students on the influence of extraversion and neuroticism on cyberbullying behavior in secondary schools students in Delta State. In a study conducted among Chinese university students, on the correlation between personality traits and cyberbullying perpetration among students, Zhou et al. (2022) concluded that extraversion is one of the Big Five personality traits that are significantly associated with cyberbullying perpetration, as this was further moderated by internet self-efficacy and gender, with more cyberbullying tendencies observed in extraverts who are also low in internet self-efficacy.

In another study that investigated the relationship between personality characteristics and internet cyber victimization, Olenik-Shemesh and Heiman (2022) concluded that extraversion is linked with higher engagement on the internet, resulting in higher likelihood to encounter cyberbullying situations. But overall the direct relationship between extraversion and cyber bullying is mixed with studies indicating contextual variables may be playing role in this relationship.

From the research reviews above, it can be noted that extraversion influences the increased online engagement of an individual thereby increasing the chances of coming across situations leading to cyberbullying, however, the impact of the trait directly to the occurrence of the phenomenon is mixed, it suggests some external influences might be moderating it.

Neuroticism and Cyberbullying

According toPutrid and Febriani (2025), in a study entitled “Neuroticism as a Moderator of the Relationship Between Peer Conformity and Cyberbullying”, their findings of 140 subjects revealed that low levels of neuroticism might moderate the relationship between peer conformity and cyberbullying.

Moreover, according to Kowalski et al. (2024), they revealed that cyberbullying has a close relationship with emotions and personality factor particularly the low empathy and the high impulsivity of the personality traits, concluding that the more emotionality an individual shows poor control in dealing with it, the greater will be the tendency for impulsive responses and hostilities in their online interactions, and thus, an increased potential for cyberbullying behaviors.

Similar to the previously stated Zhou study conducted with Chinese university students (2022), it was determined that the more an individual experiences neuroticism, the more they are inclined toward engaging in cyberbullying behaviors particularly under conditions of low internet self-efficacy, while the more an individual exhibits conscientiousness and agreeableness. Another study in 2019 with undergraduate student teachers in Qatar University, and conducted within the framework of General Aggression Model of the article, concluded that there are significant positive relationships between cyber-victimization, cyber-bullying and neuroticism. According toWang, Xie, Wang, Lei, Hu, and Jiang (2019), on cyber-bullying and depression among college students of China, the analysis suggested that neuroticism mediated the association between cyber-bullying and depression. it has consistently emerged that neuroticism is a more salient and direct risk for cyber-bullying than is extraversion, consistent with our hypothesis that it represents a core feature contributing to online aggression.

Summary of Reviewed Literature

The theories reviewed in this paper were Big Five theory, the theory of personality developed by Gordon Allport (a professor of psychology at Harvard), and the theory of personality developed by Hans Eysenck. According to Allport (1937,1961), traits occur in the three levels listed below, which Allport characterized as a hierarchy: (a) Central traits - The three to five basic, general characteristics that shape a person's most of the behaviour and is called building blocks of personality; for instance, loyalty, kindness, friendliness, friendliness.

The following hypothesis were tested

1. There will be significant influence of Extraversion on cyberbullying among undergraduate students.
2. There will be significant influence of Neuroticism on cyberbullying among undergraduate students
3. There will be significant influence of extroversion and neuroticism on cyber bullying among undergraduate students

CHAPTER THREE

METHOD

Participants

Two hundred and fifty (250) respondents which includes one hundred males and one hundred and fifty females in ages range of sixteen to twenty – three (16-23) with mean age of 19.5 years and standard deviation of 2.46 years were drawn using purposive sampling and accidental sampling technique from the population of the study (Godfrey Okoye University, Enugu). This method of sampling technique was chosen for researcher to sample out his own participants using the characteristics that are available in the chosen population and the study in general (Bernard, 2002, Lewis & Shappard, 2006).

Instruments

The following instruments were used for this study and were categorized section by section for easy administration and scoring:

Extraversion scale

B extraversion scale as adopted from 44 items big five personality inventory by John, Donahue and Kentle (1991), validated by Omoluabi (2002), Umeh (2004), Adewuya et al ;(2008),

Ibigbami (2012) and Ibaishwa, et al;(2012). This inventory measures positive emotions, assertiveness, talkativeness, sociability and desire for stimulation from the company of others. Items include for instance, " I see myself as someone who is outgoing and sociable, has an assertive personality, full of energy" The instrument is an eight item inventory using a five-point rating scale ranging from 1=disagree strongly to 5=agree strongly.

John, Donahue and Kentle (1991) yielded an alpha level of 0.80 for the scale.

Big five inventory demonstrated substantial consistency, test retest reliability and clearly discernible factor structure and substantial convergent and discriminate validity across cultures (Benet-Martinez & John 1998). Within Nigerian context, Chikwendu (2016) obtained an internal consistency of 0.82. During the pilot study, the researcher collected data from 48 respondents in Shasha Local Government Area of Ogun State and achieved an acceptable alpha reliability coefficient of .68.

Neuroticism scale

Section C Neuroticism Scale Adapted from The 44 item big five personality inventory which was developed by John, Donahue and Kentle (1991) and later validated by Omoluabi (2002), Umeh (2004), Adewuya et al; (2008), Ibigbami (2012) and Ibaishwa,et al; (2012). It assesses individual predisposition to experience a range of unpleasant emotions such as worry, anger, fear, depression and low self-esteem easily; assessing tendency to experience unwanted or negative emotional experiences; and individual's degree of emotional stability and control over impulses.

Sample Items: " I see myself as someone who is emotionally stable, not easily upset."

"Remains calm in tense situation."

The instrument consists of an eight item inventory on a five-point scale (ranging from 1 = disagree strongly to 5 = agree strongly) John, Donahue and Kentle (1991) reported Cronbach

alpha .82. Big five personality inventory have been established to exhibit substantial consistency, test retest reliability and a clear factor structure and good convergent and discriminant validities across many cultures (Benet-Martinez & John 1998). Also, Chikwendu (2016) recorded an internal consistency of 0.82 in a Nigerian sample. The present researchers, in a pilot study conducted using 48 participants from Shasha local government area, Ogun State, had obtained a Cronbach alpha of .66, which is considered reliable for the study.

Cyberbullying measurement scale

Cyberbullying scale The scale was created by Hindus and Patchin, (2007) with the objective of assessing adolescent's cyber-bullying behavior, the instrument is a 24-item self-report, measured in a 4 points Likert's scale ranging from 1 (Never) to 4 (Always) (see annex II), the scores from 24 to 96. The higher the scores, the greater the adolescent is involved in cyber-bullying. This measure had been proved to have good reliability and validity.

It was examined for content validity, through an expert panel comprised of professionals in Psychology and Counselling.

Exploratory factor analysis has been conducted in order to assess construct validity and resulted in a single-factor model, the internal consistency (Cronbach's alpha coefficient= .95) proved to be good, the instrument also reported good test-retest reliability (coefficient = .70).

Procedure

The Data of the Study The data used for this study were sourced from undergraduate students of Godfrey Okoye University, Enugu State. The sampling technique employed in the study was a convenient sampling method, which was adopted because it enables the researcher to have easy access to those students who are willing and available at the time of data collection in the

university. Access was gained into the university through permission from relevant departments and the student leaders.

The data was collected by the researcher with the help of one research assistant who had been trained.

The research assistant was tutored about the purpose of the research, ethical considerations, the format of the questionnaire and the protocol to follow when the questionnaire is to be administered. A total of three hundred (300) copies of the questionnaires were administered to students in the various faculties and students' places in the university. These places include lecture hall, hostels and common area used by students. The students were told of the purpose of the research and assured of the confidentiality and anonymity of the data provided.

They were informed that the participation was voluntary and consent was also obtained before their copies of questionnaires were administered.

The completed questionnaires were mostly collected on the spot but in some case the students were allowed to take some hours for to complete their questionnaire before they submit the already completed ones back. The questionnaire were immediately collect from the students by researcher and the assistant to avoid losses. A total of three hundred (300) copies were distributed but two hundred and fifty (250) questionnaires were correctly and completely filled, this represented a valid response rate of 83.3%, while fifty (50) were considered inadequate for analysis and were therefore rejected.

Design/Statistics

The research design adopted in this study was Cross Sectional Survey Design. The survey research design was employed because questionnaire design of data collection has a greater scope in terms of reaching the population concerned (Jackson, 2001). Hierarchical multiple

regression was used for data analysis in testing hypotheses, personality traits at two levels were treated as a two level personality.

CHAPTER FOUR

Results

Table 1: Correlations of across study variables

S/N	Variable	M	SD	1	2	3	4	5	6	7	8	9
1	Age group (in years)	2.10	1.056	1								
2	Gender	1.54	.499	-.115	1							
3	Religion	1.12	.403	-.074	-.026	1						
4	Academic Level	2.62	1.281	.086	.011	-.059	1					
5	Birth Position	3.12	1.690	.083	-.004	.002	-.036	1				
6	Ethnic group	1.63	1.284	-.098	-.046	.009	-.084	.027	1			

7	CB	1.1307	.61749	- .067	.094	.023	.088	- .013	.073	1		
8	EXT	3.0110	.32334	.067	.025	.075	- .036	- .006	- .035	- .209**	1	
9	NEU	2.9940	.32328	- .035	.051	.129*	.112	.069	.056	.326**	.057	1

Results of Table 1 shows that cyberbullying was significantly related to extraversion ($r = -.21$, $p < .01$) and neuroticism ($r = .33$, $p < .01$). This implies that increase in extraversion among students tends to decrease cyberbullying behaviour, whereas increase in neuroticism tends to increase cyberbullying behaviour. Neuroticism was also significantly related to religion ($r = .13$, $p < .05$).

Table 2: Simple Linear Regression Analysis Showing the Influence of Extraversion and Neuroticism on Cyberbullying

	B	β	t	p	R ²
EXT	-.400	-.209	-3.369	.001	.044
NEU	.622	.326	5.428	.000	.106

Note: Dependent Variable = Cyberbullying, $p < .05$

In From Table 2 above, the simple linear regression indicated that extraversion significantly and negatively predicts cyber bullying among students of Godfrey Okoye University ($B = -.40$, $p < .05$), that is, as the degree of extraversion increase, the degree of cyber bullying decreases. Neuroticism significantly and positively predicts cyber bullying among students of Godfrey Okoye University ($B = .62$, $p < .05$), meaning that as the degree of neuroticism increase, the degree of cyber bullying increase. Models could account for the 4.4 and 10.6 per cent of the variance of cyber bullying, respectively.

Table 3: Multiple Regression Showing the Combined Influence of Extraversion and Neuroticism on Cyberbullying

	B	β	t	p	R²
Constant	.507		1.097	.274	.158
EXT	-.436	-.229	-3.909	.000	
NEU	.647	.339	5.796	.000	

Note: Dependent Variable = Cyberbullying, $p < .05$

In Table 3, the multiple regression analysis revealed that the combined influence of extraversion and neuroticism on cyberbullying among students of Godfrey Okoye University was significant. Specifically, extraversion significantly and negatively predicted cyberbullying ($B = -.44$, $p < .05$), while neuroticism significantly and positively predicted cyberbullying ($B = .65$, $p < .05$). This suggests that students who are more extroverted are less likely to engage in cyberbullying, whereas students with higher neurotic tendencies are more likely to engage in cyberbullying. $R^2 = .158$, indicating that the predictors jointly explained 15.8% of the variance in cyberbullying.

Summary of Findings

1. Extraversion significantly influenced cyberbullying among students of Godfrey Okoye University.
2. Neuroticism significantly influenced cyberbullying among students of Godfrey Okoye University.
3. Extraversion and neuroticism jointly had a significant influence on cyberbullying among students of Godfrey Okoye University.

CHAPTER FIVE

Discussion

This study focused on how the personality trait of students of Godfery Okoye University affected cyber-bullying. Therefore, the first hypothesis stating that extraversion will not have a significant effect on students in Godfery Okoye University, Enugu on cyber-bullying was refuted. This means that the higher students of the institution possess traits of extraversion which includes sociability, talkativeness, assertive, outspokenness and the propensity for stimulation in group company, the higher will be cyber-bullying on the victims. Hence the negative relationship or the inverse relationship between extraversion and cyber-bullying. The finding of this study correlates with the study of Adamopoulou and Koulia (2025), which states that extroverters can be bullies, indicating that due to their extrovert nature they tend to lack compassion for others since they often think whatever is said in the internet may be seen as

an informal speech that does not mean to the actual people.

The second hypothesis which states that neuroticism will not have a significant effect on students in Godfery Okoye University, Enugu on cyber-bullying was rejected. This indicates that individuals with neurotic personality are prone to anxiety under stressful conditions such as being a victim of cyberbullying, as evidenced in research like e,g (Zhang, HHuebner & Tian 2020), which observed that neuroticism had a significant direct predictive relationship with cyberbullying victims.

The third hypothesis which states that neither extraversion nor neuroticism would have a significant effect on students in Godfery Okoye University, Enugu on cyber-bullying was also rejected. This indicates that individuals who are easy-going and talkative are more likely to be bullies, whereas neurotic personalities would be more susceptible to victimisation, due to their anxiety, worries and tension. This result supports e,g (Othuke-Beauty, Enakpoya & Okorodudu, 2024) study finding on the positive relationship between extraversion and neuroticism and cyber-bullying.

Suggestions for further studies

Further studies should look into resilience in relation to its role in exacerbating the symptoms of PTSD to further inform psychological interventions for cyber victims. Researchers should endeavor to expand the scope of their study by including different ethnic groups with distinct cultures and beliefs so as to enable for wider generalization of their findings. To determine causality among the variables researchers are encouraged to employ aquasi-experimental design and carry out longitudinal studies.

Recommendations

Based on the findings of this study, the researcher hereby recommends that:

1. Universities and tertiary institutions should strengthen counseling and psychological support services to help students manage emotional and behavioral challenges associated with cyberbullying. Special attention should be given to students with high levels of neuroticism who may be more emotionally vulnerable to online harassment.
2. Institutions should organize regular seminars, workshops, and awareness campaigns on the dangers and consequences of cyberbullying. These programs should educate students on responsible online behavior, digital ethics, and the psychological effects of online harassment.
3. Educational institutions should encourage character-building programs that promote empathy, tolerance, emotional intelligence, self-control, and respect for others. Such initiatives can help reduce aggressive online behavior among undergraduate students.
4. Universities should establish and enforce strict policies against cyberbullying. Clear disciplinary measures should be introduced to discourage students from engaging in harmful online activities within and outside the academic environment.

Implications of these findings

Implication The results of this study which suggest what is the influence of personality factors on the manifestation of cyber bullying behaviour among cyber bullied students in Godfery Okoye University Enugu has a great clinical implications. The results of this study are an indication for clinical psychologists, psychiatrists, and other mental health professionals, including social media specialists to understand how cyber bullying impacts an individual's well-being because individuals are diverse and exhibit different personality characteristics. It is also, the case that the individual will internalize the bullying and at a point of it affecting one's mental stability. The results are an indication of personality as one of the determinant factors on how the individual

reacts to event like cyber bullying, such that in seminars and work shops it will be important to teach people about their dominant personalities, how and to react to certain situations, but with the rate at which smart phones and I-phones have been used it becomes unavoidable that we fall victims to cyber bullying

Limitations of the study

The following were the challenges and hindrances that posed as threat to the outcome of this study:

The data generated for this study came from a self-report made by the participants through the questionnaire and as such, we should note that the bias nature of self-report, hence generalization of the result should be made with caution.

The study was limited to, personality traits (extraversion and neuroticism) only and did not include other facets of personality that may influence cyberbullying

Summary and conclusions

The present study examined the effect of Personality traits (extraversion and neuroticism) on cyberbullying of students in Godfrey Okoye University Enugu. The personality traits (Extraversion and neuroticism) and Cyberbullying test were given to 250 respondents through google form questionnaire. The finding of the study revealed that Personality traits (extraversion and neuroticism) has a significant effect on Cyberbullying. This present study conclude that;

1. There was significantly influenced of extraversion on cyberbullying among students of Godfrey Okoye University Enugu.

2. There was significant influence of Neuroticism on cyberbullying among students of Godfrey Okoye University Enugu.
3. There was significant influence of Extraversion and neuroticism on cyberbullying among students of Godfrey Okoye University Enugu.

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