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An Exploratory Look at Locus of Control, Bullying, and Self-Efficacy

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An Exploratory Look at Locus of Control, Bullying, and Self-Efficacy

Victoria Beck

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Accepted by the Honors Faculty
of the University of North Georgia
in partial fulfillment of the requirements for the title of
Honors Program Graduate

Thesis Committee:




Thesis Chair



Committee Member



Committee Member



Honors Program Director

Abstract

Bullying is a problem that reaches its way into schools across the nation. A study done by the U.S. Department of Education reported that 27.8% of students between grade 6 and grade 12 experienced being bullied at school. (National Center for Education Statistics and Bureau of Justice Statistics, 2011). A bully is commonly thought of as an individual being unnecessarily cruel to someone else, usually someone weaker. Locus of control is the extent to which an individual views consequences as either results from their actions or controlled by an outside force. (Rotter, 1954). Self-efficacy is the belief in one's own capabilities to change outcomes in his/her life (Bandura, 1977). An individual's perceived self-efficacy likely affects his or her ability to adapt with difficult situations. One hundred forty-five college students enrolled in a Southeastern university, all over the age of 18 and with a history of being bullied, voluntarily participated in this study. The General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995), Rotter's Locus of Control (Rotter, 1966), and an adapted Bullying Survey (Kingsthorpe College, 2016) were used in this study. The hypothesis for this study was those with an internal locus of control and high self-efficacy will have a shorter duration of childhood and adolescent bullying. While that hypothesis was not supported, a significant positive correlation was found between longer durations of bullying in elementary school and having a current external locus of control.

An Exploratory Look at Locus of Control, Bullying, and Self-Efficacy

In the United States, 27.9% of students between grade 6 and grade 12 experience some form of bullying at school (National Center for Education Statistics and Bureau of Justice Statistics, 2011.). A bully is commonly thought of as an individual being unnecessarily cruel to someone else, usually someone weaker. Volk, Dane, and Marini (2015) offer a theoretical redefinition of bullying as “aggressive, goal-directed behavior that harms another individual within the context of a power imbalance.” Most bullying is seen inside schools when dominant groups or individuals target minorities and those who cannot defend themselves.

Bullying can take on many forms. Crick and Grotpeter (1995) identified two types of bullying: overt and relational. Overt bullying is the bullying that requires direct contact. This can include teasing, name calling, and physical abuse. Baldry (1998) distributed a questionnaire amongst middle schoolers in Rome. The study reported males are more likely to be the perpetrators and victims of school violence. They more often resort to physical acts, whereas females frequently practice relational bullying. (Baldry, 1998). Relational bullying is purposeful manipulation and damage to peer relationships (Crick & Grotpeter, 2015). This is seen in the spread of rumors and forced exclusion from groups. Mason (2008) explains how cyberbullying, a newer and growing problem, is also a form of relational bullying. Through the use of social media and other electronic forms of communication, individuals are verbally bullied with threats, demeaning comments, and other forms of harassment. With new technology and growing media popularity, cyberbullying is providing a new outlet for bullying and is causing an increase in bullying experiences (Mason, 2008). Each form of bullying is damaging and a problem that is not going away any time soon.

Being a victim of bullying can have immediate effects ranging from physical problems to social problems. A study done by Ttofi and Farrington (2008) discussed several short-term symptoms, caused by bullying, that children and adolescents of all ages can feel. Psychological effects of bullying can include bad tempers, feeling nervous, feeling low, and tiredness that can lead

to more serious problems of anxiety, depression, insomnia, and suicidal ideations. Emotional effects can be feeling lonely, helpless, and left out. Social problems can arise; many victims have poor social adjustment skills, difficulty making friends, and poorer relationships with peers. This can also cause victims to be more submissive, withdrawn, and isolated, less cooperative and sociable, and have poorer leadership skills. Somatic symptoms are also experienced as headaches, sleeping problems, abdominal pain, bed-wetting, tiredness, and backache (Ttofi & Farrington, 2008).

Furthermore, another study reported current victims have lower autonomy and competence (Young-Jones, Fursa, Byrket, & Sly, 2015). If not addressed early on, these symptoms can lead to long term effects that are felt even after the bullying has ceased. However, many factors can get in the way of help-seeking. A study by Kitagawa, Shimodera, Togo, Okazaki, Nishida, and Sasaki (2014) reported suicide increases in teen years and is a leading cause of death in adolescents. Bullying victims are more likely to seek help from non-professionals, and are more likely to seek help than those that are not being bullied. However, help-seeking stopped when suicidal feelings would arise. The more severe the feelings, the less likely the victims are to seek help (Kitagawa, Shimodera, Togo, Okazaki, Nishida, & Sasaki, 2014). If help is not sought out, symptoms can become exacerbated.

Long-term effects vary as widely as the short-term effects. Ttofi and Farrington (2008) reported several social problems. Many adults that suffered from childhood and adolescent bullying had higher levels of shyness, and lower levels of current friendship quality; some of the men reported having trust and intimacy issues in opposite sex relationships. Another study reported psychological problems including low self-esteem, anxiety, depression, poor psychological adjustment, and lower academic motivation which led to lower educational outcomes (Young-Jones, Fursa, Byrket, & Sly, 2015). A study by Carlisle and Rofes (2007) asked participants to provide answers to questionnaires along with some personal testimonies from the adult men about the effects they still felt from bullying they experienced earlier in life. The questionnaire consisted of 11 qualitative open ended questions and one quantitative question. The 12 questions asked about who the participant was before the bullying began, the type of bullying experienced, and what effects the

school-time bullying had on the participant since leaving school. Several of the men reported high depression and low self-esteem. Some of the testimonies revealed feelings of paranoia, withdrawal, aggressiveness, wariness of children and adults, difficulty trusting others and fear of new situations, and difficulty making and maintaining friendships. Higher feelings of loneliness, shame, powerlessness, depression, and low self-esteem were all high ranking items on a list of current symptoms that were caused by previous bullying. Beat, a charity in the United Kingdom dedicated to helping those with eating disorders, conducted a survey in 2012 to understand the connection between bullying and eating disorders. Of those surveyed that were bullying victims and sufferers of eating disorders, 86.4% said that the bullying had contributed to the development of the disorder. When asked if previous bullying still affected them, 75% of the participants reported that it did (Beat, 2012). This study makes it clear there is a connection, and further suggests there are serious and lasting harm that can be caused by bullying. These are serious psychological and social effects that can last for several years after the actual bullying stopped.

Can some of these effects become lifelong consequences? With a lack of research in this area, and the only research having been completed by Carlisle and Rofes (2007) lacking diversity in gender, age, and ethnicity, it is hard to know to what extent childhood and adolescent bullying can impact older adulthood behavior. Anxiety and depression are disorders that an individual might never recover from. Several participants reported having relationships issues well into adulthood (Ttofi, & Farrington, 2008; Carlisle, & Rofes, 2007). These issues can lead to marital problems and problems developing close bonds with friends, leading to lifelong feelings of loneliness. Many individuals experienced a loss of academic motivation that could logically result in lower educational outcomes (Young-Jones, Fursa, Byrket, & Sly, 2015). By lacking motivation, some individuals may have dropped out of college or barely finished. By dropping out or not doing well, it could be harder for these individuals to get good jobs and maintain a higher standard of living.

Could extended periods of abuse, despite efforts, create a different kind of symptom?

Perhaps long durations of bullying could lead to feeling a lack of control in one's life. A long-term effect of childhood and adolescent bullying could be decreased self-efficacy and an external locus of control later in life.

Locus of control is the extent to which an individual views consequences to result from behaviors or outside forces (Rotter, 1954). The creativity that often comes with an internal locus of control promotes autonomy and confidence. It also increases the likelihood that these individuals will take appropriate risks and seek to change the negative aspects of their lives (Strickland, 1989). Connolly (1980) discusses that locus of control is a personality construct that reflects beliefs or perceptions about who controls behavior and life events. The perception identifies the place of control for what happens in life and leads to an expectancy of whether one can control life events. An individual with an internal locus of control holds the belief that consequences are in one's own control. An external locus of control implies the belief that consequences are outside of one's own control. An individual's locus of control can have a large effect on his or her perception of the world and circumstances. In his study *Changing Expectancies*, Connolly discusses that therapists often emphasize the relationship between behavior and outcomes to try and encourage an internal locus of control, as some individuals who are seen as unmotivated, simply lack the self-efficacy to create change (Connolly, 1980)

Self-efficacy is the belief in one's own capabilities to change outcomes in his/her life (Bandura, 1977). An individual's perceived self-efficacy likely affects his or her ability to adapt and deal flexibly with difficult situations. It can also affect their ambitions, analytical thinking, and persistence in the wake of failure (Bandura, 2001). This is especially important to the adolescent years because in order to navigate the risks and challenges that accompany this portion of the life span, adolescents' achievement can depend upon the strength of their perceived self-efficacy (Bandura, Barbaranelli, Caprara, & Pastorelli, 1999). An individual's ability to maintain a sense of

control over his or her own life is a crucial aspect in the individual's capability to adapt to an array of situations in which stressful moments occur (Aspinwall & Richter, 1999). Self-efficacy has been theoretically and empirically linked with stronger perseverance and effective adaptation to stress (Aspinwall & Richter, 1999). To be able to gain and maintain the ability to adapt to stressors, coping skills are crucial during the adolescent years. (Compas, Connor-Smith, Saltzman, Thomsen, & Wasdworth, 2001). One can make the connection between an internal locus of control and high self-efficacy. Previously, a connection has been made between victimization and reduced self-efficacy (Narayanan, & Betts, 2014). Another study by Bockers, Roepke, Michael, Renneberg, Knaevelsrud (2014), also found self-efficacy to be a significant predictor of revictimization. Because those with an internal locus of control and high self-efficacy are more like to solve problems and change circumstances they do not like, they are also more likely to put an end to bullying before it gets serious. This study hypothesizes that those with an internal locus of control will have high self-efficacy and will therefore have a shorter duration of bullying.

Methods

Participants

One hundred forty-five students, enrolled in the University of North Georgia voluntarily participated in this study. The online survey was restricted to students that are over the age of 18 and have previous experience with being bullied. The demographics of the participants were Asian ($n = 7$), Hispanic ($n = 20$), African American ($n = 9$), Caucasian ($n = 105$), Native American ($n = 1$) and Other/Multiracial ($n = 3$). Of the participants, 34 were male, 109 were female, 1 was a transgender male, and one 1 was gender variant/non-conforming. Participants were between the ages of 18 and 51 ($M = 20.9$).

Materials

Informed consent (Appendix A) contained information about procedures, benefits and risks, and contact information for counseling services on campus and the researcher. All participants completed the following three surveys: an adapted bullying survey, the General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995), and Rotter's Locus of Control (Rotter, 1966). The bullying survey that was utilized for this study was adapted from Kingsthorpe College (2016) (Appendix B). It contains 13 items and asks questions regarding demographics, duration of bullying, type of bullying, symptoms experienced, and what was done about the bullying. The demographic questions were multiple choice and many of the questions regarding the reactions to the bullying use a "select all that apply" answering system. For the questions regarding durations of bullying and severity of symptoms experienced, a sliding scale was utilized. Duration scales were from 1 – 6 with 6 month increments. One being not at all, six being +2 years. A sliding scale was also used to gauge the severity of symptoms. It was a 4 point scale with 1 being not severe, 2 being moderately severe, 3 being severe, and 4 being extremely severe. However, because there was not distinguishing factor for not at all and not severe, these questions cannot be accurately scored and included in the results (Kingsthorpe College, 2016).

The General Self Efficacy scale, created by Schwarzer and Jerusalem (1995), was the scale implemented to score the participants self-efficacy (Appendix C). The General Self Efficacy Scale was the scale used to determine the participants' self-efficacy. The GSE can predict adaptations after life changes and is an indicator for quality of life at any point. This is a 10 item measure that uses a 4 point likert-type scale with 1 = not true at all, 2 = hardly true, 3 = moderately true, and 4 = extremely true. Scoring is done by summing the responses on all ten items and then dividing by the total number of questions. Scores range from 1.0-4.0 with higher scores meaning higher levels of self-efficacy. Reliability in samples from 23 nations reported Cronbach's alphas ranging from .76 to .90 (Scholz, Gutiérrez-Doña, Sud, & Schwarzer, 2002). This study had a Cronbach's alpha of .86, similar to other U.S. studies.

Rotter's Locus of Control Scale is a measure of control beliefs and was used to measure the participants' locus of control (Appendix D). Rotter's scale has 29 forced choice items with 6 filler items. To score, certain items are reversed scores, some are left out as fillers, and then they are added to create a score. Scores range from 0-23 with higher scores indicating an external locus of control and a lower score indicating an internal locus of control. Internal consistency estimates range between 0.65 and 0.79. Test-retest reliability estimates are between 0.49 and 0.83 (Rotter, 1966). This study reported a Cronbach's alpha of .4.

Procedures and Designs

The study was a survey design. The study was made available to students attending University of North Georgia that are over the age of 18 and have previous experience with being bullied. Participants were recruited through the North Georgia Electronic Research Database (NERD). The online survey began with an informed consent and included an adapted Bullying Survey (Kingsthorpe College) which contained demographic questions, multiple choice questions, and free response questions, the General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995), and Rotter's Locus of Control (Rotter, 1966). Results were compiled and analyzed in SPSS. The data was analyzed in a one-tailed bivariate correlation in SPSS using Spearman's Rho correlation coefficient.

Participants that did not fit the restrictive criteria of being over 18 and having a past history with bullying were automatically removed upon answering the first question. Since the 42 question survey took more than 30 minutes to complete, an additional attentional item was embedded. If participants failed this item, the survey was ended and they were thanked for their time and interest.

Results

The purpose of this study was to better understand the relationship between the duration of child and adolescent bullying experienced and an individual's locus of control ($N = 144$, $M =$

12.92, $SD = 2.92$) and self-efficacy ($N = 144$, $M = 3.09$, $SD = .48$). A significant correlation was found between being bullied in elementary school and having an external locus of control ($r_s = .14$, $p = .04$). A relationship was also found between being bullied in elementary and being bullied in middle school ($r_s = .380$, $p < .001$) and being bullied in middle school and experiencing bullying in high school ($r_s = .29$, $p < .001$).

Discussion

Bullying can create several short-term and long-term consequences for the victims. The hypothesis for this study was those with an internal locus of control and high self-efficacy will have a shorter duration of childhood and adolescent bullying. While that hypothesis was not supported, a significant positive correlation was found between being bullied in elementary school and having an external locus of control, and those that experienced longer durations of bullying in elementary school, also experienced longer durations of bullying in middle school, and those that experienced longer durations of bullying in middle school, also experienced longer durations of bullying in high school. Young-Jones, Fursa, Byrket, and Sly (2015) suggested that current victims of bullying have lower autonomy. This study suggests that decreased autonomy can continue after the bullying has ceased in the form of an external locus of control. Could it be possible that extended duration of bullying in childhood can lead to an external locus of control later in life? Connolly (1980) discusses therapists emphasizing the relationships between behaviors and consequences to encourage an internal locus of control in the client. Perhaps this type of therapy could be implemented to help the clients ease other symptoms of bullying by giving them a sense of control in their life and the power to create change in the situations that they are in.

Implications

While the correlations used in this study cannot predict a cause and effect, they do report a relationship between being bullied in elementary school and having an external locus of control later

in life. If the directionality of the relationship can be determined, reducing the prevalence of bullying could be possible. Also, by preventing bullying at a young age, individuals may later on have an internal locus of control and feel they have more control in their lives. Elementary school was the only age that had a significant relationship to locus of control. Elementary school could be the critical time period in which a sense of control is obtained. Should that be the case, situations and activities could be endorsed during this time period to encourage an internal locus of control in the individuals. This research can be used to determine the age when locus of control is developed. If an internal locus of control is developed, and individuals feel as though they govern their own life, perhaps there would be a rise in success and positive life outcomes; or at least, a decline in bullying, and the depression and anxiety that often accompany it.

Limitations

The population available for this study was limited resulting to a low external validity and a generalizability issue. The University that the participants were pooled from is a mid-sized, conservative college in a small town of the Southeastern United States. Self-report surveys were utilized and are dependent upon introspective ability, which some participants may lack. Self-report surveys can also create a response bias or social-desirability bias. Participants may answer questions in a way that they think the researcher wants, or perhaps in a way that they feel is more socially acceptable. The study was also retroactive and can create problems due to the difference between the locus of control and self-efficacy now, compared to when the bullying was occurring. The retroactive nature of this study poses a threat to the internal validity. Also, because of the retroactive nature of this study, the accuracy of the bullying survey could be skewed due to inaccurate memories. Another limitation was the symptom severity question of the bullying survey did not specify between “not at all” and “not severe,” leaving the data from the question untestable.

Future Research

Future research could measure the locus of control and self-efficacy at the time of bullying throughout childhood and adolescence to observe the changes that may or may not take place throughout the experience. Future research could also delve into other long term effects caused by childhood and adolescent bullying, such as attachment issues, lower educational outcomes, and loneliness. It was mentioned that victims of bullying often have lower autonomy, so perhaps an autonomy scale could be included as well (Young-Jones, Fursa, Byrket, & Sly, 2015) . Because this study focused only on the victims of bullying, future research could include the perpetrator of the bullying and explore their control beliefs. The bully's locus of control and self-efficacy could also be measured throughout the experience to explore the changes that ensue based on consequences that are received for their bullying behavior.

Conclusions

Bullying is a growing epidemic with serious long lasting effects. While it cannot be determined that being bullied in elementary school led to have an external locus of control later in life, there is a strong relationship between the two. There is also a strong relationship between being bullied in elementary school to being bullied in middle school, and being bullied in middle school to being bullied in high school. Potentially, if bullying can be minimized early on, then bullying can also be minimized later in life and an internal locus of control will develop.

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Appendix A

Restrictions and Consent

Restrictions

Study restriction

I agree that I am over 18 and have past experience with bullying.

Yes

No

Consent

| | | |
|--|--|--|
| | | |
|--|--|--|

CONSENT FORM

Title of the Study: An Exploratory Look at Locus of Control, Bullying, and Self-Efficacy

Researcher: Victoria Beck, Psychology, vabeck3890@ung.edu

Faculty advisor: Dr. Michele Hill, Michele.hill@ung.edu

Introduction: You are being asked to take part in a research study being conducted by Victoria Beck for a honor’s thesis under the supervision of Dr. Michele Hill in the Department of Psychological Sciences at the University of North Georgia.

You have been approached to participate in this study because you have a past experience with bullying in elementary school, middle school, or high school. This study will examine your experience in relationship to locus of control, self-efficacy, and mental health.

Purpose:

The goal of this project is to better understand the relationship between being bullied, self- efficacy, and locus of control

Procedures:

The study will take approximately 20 minutes. During the interview you will be asked questions about your bullying experience, your self-efficacy, and your locus of control.

Risks/Benefits:

There are no direct benefits to you from participation, but your willingness to share your knowledge and experiences will contribute to the prevention and early ending of childhood/adolescent bullying. The risks associated with participation in this study are minimal. However, uncomfortable memories and emotions may arise.

The UNG Counseling center can be reached at:

Dahlonega- (706) 864-1819.

Gainesville-(678) 717-3660

Oconee- (706) 310-6205

Cumming- (470) 239-3134

The faculty advisor for this study is Dr. Michele Hill

Email: Michele.hill@ung.edu

Cell phone: (404) 735-3457

Compensation:

Participants will potentially receive partial or complete course credit.

Confidentiality:

Your study data will be handled as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used.

To minimize the risks to confidentiality, we will use aggregate data, non-identifying participant numbers, and coding. All data collected will be stored in password protected files.

Sensitive/Reportable research information:

We will keep your study data as confidential as possible, with the exception of certain information that we must report for legal or ethical reasons, such as child abuse, elder abuse, or intent to hurt yourself or others.

Voluntary Participation:

Your participation in this study is voluntary. Even if you decide to participate, you may withdraw from the study without penalty at any time during or after the study. You may have the results of your participation, to the extent that they can be identified, returned to you, removed from the research records or destroyed.

Contacts and Questions:

If you have any questions about this research project or interview, feel free to contact Victoria Beck at vabeck3890@ung.edu, or Dr. Michele Hill at michele.hill@ung.edu.

Statement of Consent:

I agree to participate in this study and to the use of this study as described above. By signing and beginning the survey, I am consenting to participate in this study and agree to be over the age of 18, have past experience with bullying, and honestly answers these questions to the best of my ability. Beginning this study indicates that I have read the information in this document and have had a chance to ask any questions I have about the study.

-

-

Questions or problems regarding your rights as a participant should be addressed to Dr. Lisa Jones-Moore, Chair of the Institutional Review Board, University of North Georgia, Department of Education, 82 College Circle, Dahlonega, GA, (706) 864-1866, IRBchair@ung.edu

Completion and return of the survey, questionnaire, etc. implies that you agree to participate and your data may be used in this research.

Appendix B
Bullying Survey

What is your age?

What is your gender?

- Male
- Female
- Transgender Male
- Transgender Female
- Gender Variant/ Non-Conforming
- Prefer not to answer

Other

What is your ethnicity?

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Hispanic or Latino

Other

Were you bullied in:

| | Not at All | 1-6 Months | 6 Months-1 Year | 13 Months- 1.5 Years | 19 months-2 years | + 2 years |
|-------------------|------------|---------------|-----------------------|----------------------------|-------------------------|-----------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| High School | | | | | | |
| Middle School | | | | | | |
| Elementary School | | | | | | |

What type of bullying did you experience?

| | Not at All | 1-6 Months | 6 Months-1 Year | 13 Months - 1.5 Years | 19 Months- 2 Years | +2 Years |
|---|------------------|---------------|-----------------------|--------------------------------|--------------------------|-------------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Overt (teasing, threats, physical abuse) | | | | | | |
| Relational (rumors, isolation/exclusion, cyberbullying) | | | | | | |
| Other <input type="text"/> | | | | | | |

Where did the bullying happen?

- At school
- At work
- During extracurricular activities
- Other

Whom did you tell that you were being bullied?

- No one, I handled it myself
- No one, I did not want to do anything about it
- An adult at school
- Another adult
- A friend
- My family
- Peer supporter
- A help line or help center
- Other

What happened then?

- Something was done and the bullying stopped
- Something was done but the bullying continued
- Something was done but the bullying got worse
- Nothing was done but the bullying stopped
- Nothing was done and the bullying continued
- Nothing was done and the bullying got worse
- Other

What else did you do about being bullied?

- I fought back
- I stuck up for myself without fighting
- I ignored the bully
- I tried to avoid the bully
- I stayed away from school
- I dealt with it myself
- I made new friends
- I did nothing

Other

If you told someone and they helped you, did they

- Discipline the bully
- Contact parents
- Make arrangements to make avoidance possible
- Offer counseling

Other

Would you have liked them to have done something different?

- Get parents involved, if they did not
- Not get parents involved, if they did
- Discipline they bully
- Help you without directly addressing the bully
- Offer counseling, if they did not

Other

On average, how severe were your symptoms?

| | Not Severe | Moderately Severe | Severe | Extremely Severe |
|------------------------|------------|-------------------|--------|------------------|
| | 1 | 2 | 3 | 4 |
| Psychological symptoms | | | | |
| Social effects | | | | |
| Physical symptoms | | | | |
| Suicidal Ideations | | | | |
| Other | | | | |
| <input type="text"/> | | | | |

Does it still affect you?

 No

 Yes, my career

 Yes, my education

 Yes, my friendships

 Yes, my family relationships

 Yes, my love life

Yes, other

The UNG Counseling center can be reached at:

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Gainesville-(678) 717-3660

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Appendix C

General Self-Efficacy Scale

GSE

I can always manage to solve difficult problems if I try hard enough.

- Not at all true
- Hardly true
- Moderately true
- Exactly true

If someone opposes me, I can find the means and ways to get what I want.

- Not at all true
- Hardly true
- Moderately true
- Exactly true

It is easy for me to stick to my aims and accomplish my goals.

- Not at all true
- Hardly true
- Moderately true
- Exactly true

I am confident that I could deal efficiently with unexpected events.

- Not at all true
- Hardly true
- Moderately true
- Exactly true

Thanks to my resourcefulness, I know how to handle unforeseen situations.

- Not at all true
- Hardly true
- Moderately true
- Exactly true

I can solve most problems if I invest the necessary effort.

- Not at all true
- Hardly true
- Moderately true
- Exactly true

I can remain calm when facing difficulties because I can rely on my coping abilities.

- Not at all true
- Hardly true
- Moderately true
- Exactly true

When I am confronted with a problem, I can usually find several solutions.

- Not at all true
- Hardly true
- Moderately true
- Exactly true

If I am in trouble, I can usually think of a solution.

- Not at all true
- Hardly true
- Moderately true
- Exactly true

I can usually handle whatever comes my way.

- Not at all true
- Hardly true
- Moderately true
- Exactly true

BULLYING

Appendix D

Rotter's Locus of Control Scale

LoC

Select the statement that you agree with the most

- Children get into trouble because their parents punish them too much.
- The trouble with most children nowadays is that their parents are too easy with them.

Select the statement that you agree with the most

- Many of the unhappy things in people's lives are partly due to bad luck.
- People's misfortunes result from the mistakes they make.

Select the statement that you agree with the most

- One of the major reasons why we have wars is because people don't take enough interest in politics.
- There will always be wars, no matter how hard people try to prevent them.

Select the statement that you agree with the most

- In the long run people get the respect they deserve in this world
- Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries

Select the statement that you agree with the most

- The idea that teachers are unfair to students is nonsense.
- Most students don't realize the extent to which their grades are influenced by accidental happenings.

BULLYING

Select the statement that you agree with the most

- Without the right breaks one cannot be an effective leader.
- Capable people who fail to become leaders have not taken advantage of their opportunities.

Select the statement that you agree with the most

- No matter how hard you try some people just don't like you.
- People who can't get others to like them don't understand how to get along with others.

Select the statement that you agree with the most

- Heredity plays the major role in determining one's personality.
- It is one's experiences in life which determine what they're like.

Select the statement that you agree with the most

- I have often found that what is going to happen will happen.
- Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

Select the statement that you agree with the most

- In the case of the well prepared student, there is rarely, if ever, such a thing as an unfair test.
- Many times exam questions tend to be so unrelated to course work that studying is really useless.

Select the statement that you agree with the most

BULLYING

- Becoming a success is a matter of hard work, luck has little or nothing to do with it.
- Getting a good job depends mainly on being in the right place at the right time.

Select the statement that you agree with the most

- The average citizen can have an influence in government decisions.
- This world is run by the few people in power, and there is not much the little guy can do about it.

Select the statement that you agree with the most

- When I make plans, I am almost certain that I can make them work.
- It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

Select the statement that you agree with the most

- There are certain people who are just no good.
- There is some good in everybody.

Select the statement that you agree with the most

- In my case getting what I want has little or nothing to do with luck.
- Many times we might just as well decide what to do by flipping a coin.

Select the statement that you agree with the most

- Who gets to be the boss often depends on who was lucky enough to be in the right place first.
- Getting people to do the right thing depends upon ability. Luck has little or nothing to do with it.

BULLYING

Select the statement that you agree with the most

- As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
- By taking an active part in political and social affairs the people can control world events.

Select the statement that you agree with the most

- Most people don't realize the extent to which their lives are controlled by accidental happenings.
- There really is no such thing as "luck."

Select the statement that you agree with the most

- One should always be willing to admit mistakes.
- It is usually best to cover up one's mistakes.

Select the statement that you agree with the most

- It is hard to know whether or not a person really likes you.
- How many friends you have depends upon how nice a person you are.

Select the statement that you agree with the most

- In the long, run the bad things that happen to us are balanced by the good ones.
- Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

BULLYING

Select the statement that you agree with the most

- With enough effort we can wipe out political corruption.
- It is difficult for people to have much control over the things politicians do in office.

Select the statement that you agree with the most

- Sometimes I can't understand how teachers arrive at the grades they give.
- There is a direct connection between how hard I study and the grades I get.

Select the statement that you agree with the most

- A good leader expects people to decide for themselves what they should do.
- A good leader makes it clear to everybody what their jobs are.

Select the statement that you agree with the most

- Many times I feel that I have little influence over the things that happen to me.
- It is impossible for me to believe that chance or luck plays an important role in my life.

Select the statement that you agree with the most

- People are lonely because they don't try to be friendly.

BULLYING

- There's not much use in trying too hard to please people, if they like you, they like you.

Select the statement that you agree with the most

- There is too much emphasis on athletics in high school.
- Team sports are an excellent way to build character.

Select the statement that you agree with the most

- What happens to me is my own doing.
- Sometimes I feel that I don't have enough control over the direction my life is taking.

Select the statement that you agree with the most

- Most of the time I can't understand why politicians behave the way they do.
- In the long run the people are responsible for bad government on a national as well as on a local level.