

Workplace Bullying: in relation to

Self-Esteem, Stress,

Life Satisfaction

and Cyberbullying.

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Abstract

This study examined the relationship of workplace bullying (traditional and cyberbullying) in terms of stress, self-esteem and life satisfaction. It further examined a relationship between traditional bullying and cyberbullying. The study encompassed 111 individuals accessed through Facebook and DBS. A cross-sectional design was used with quasi experimental and correlational aspects. Traditional and cyberbullying were measured with Negative Acts Questionnaire-Revised and Workplace Cyberbullying Scale, respectively. 51% of participants were considered as bullying victims from whom 33% were traditionally bullied, 11% cyberbullied and 56% experienced both forms of bullying. Results found a significant difference between victims and non-victims in relation to stress, self-esteem and life satisfaction. Moreover a significant difference was obtained between traditional bullying victims and victims who experienced both forms of bullying in relation to said variables. A significant relationship between traditional and cyberbullying was also obtained. Further statistics demonstrated a significant relationship between traditional bullying/cyberbullying and stress/self-esteem/ life satisfaction.

Introduction

This study examined the relationship of workplace bullying encompassing traditional and cyberbullying with the variables of stress, self-esteem and life satisfaction. First, the literature review will focus on traditional bullying and cyberbullying in general, providing definitions and previous research. Further, a specific focus will be provided in relation to workplace bullying including traditional workplace bullying and workplace cyberbullying. The prevalence rate and implications will be outlined. Consequently, the variables of stress, self-esteem and satisfaction with life will be defined and discussed in great detail. Finally, the rationale will be stated with a discussion of literature gaps and hypotheses outlined.

Traditional bullying

Humans are born with a survival instinct which involves overcoming obstacles and out-performing others for the limited resources. In conjunction with a competitive atmosphere, this instinct has remained the same as human race evolved. Currently society holds a view that success and wealth coincide. This ideology has produced a population where bullying is unintentionally prompted as a survival tactic. Thus as a result of this competitive social hierarchy, bullying has remained a relevant issue through the years (Donegan, 2012). The term ‘bully’ can be dated back to 1930’s (Harper, 2008). It involves a bully maltreating the victim to achieve a feeling of superiority and power. Generally bullying is defined as an aggressive behaviour towards a victim who cannot defend oneself against one or more perpetrators. It is repetitive, intentionally harmful, and occurs without provocation (Campbell, 2005; Olweus & Limber, 2010). Traditional bullying includes physical

(pushing/hitting), verbal (teasing/name calling), and relational forms (rumour spreading/social exclusion) (Wang, Iannotti, & Nansel, 2009). Current studies demonstrate that involvement in bullying is a prevalent experience for number of young individuals. According to research 30–40% of middle and high school students report being exposed to traditional bullying (Mynard, Joseph & Alexander, 2000). Research indicates that victimization may result in severe consequences. It is suggested that bullying victims have a higher chance for a development of physical and emotional disorders (Vanderbilt & Augustyn, 2010).

Cyberbullying

Consequently, with the increasing access to and usage of electronic communication tools, young people are becoming involved with a new form of aggression called “cyberbullying”. Cyberbullying is generally considered to be an intentional and repeated harm to a victim who cannot easily defend oneself mediated through a use of technology (Hinduja & Patchin, 2008). It may include sending offensive e-mails or text messages, creating insulting websites dedicated to the victim, or posting upsetting pictures online (Wensley & Campbell, 2012). Similarly to traditional bullying, cyber-bullying has been established to be a pervasive and harmful type of abuse. It has allowed the problem to expand, become vaguer, and harder to define. Victims of cyberbullying report feeling of sadness, fear, and concentration difficulties (Beran & Li, 2005); depression, and substance use (Mitchell, Ybarra & Finkelhor, 2007). The emerging literature in relation to children and adolescents’ cyberbullying provides evidence that it is a serious global concern (Campbell, 2005). Subsequently, the distancing effect of technological devices may lead to harsher negative behaviour towards a victim in comparison to a traditional, face-to-face bullying

(Donegal, 2012). Dooley, Pyzalski and Cross (2009) claimed that due to the possibility of a vast audience the effects of cyberbullying may be greater than that of traditional bullying. For example, distributing an embarrassing picture of someone to a large group is more likely to occur via technology therefore cyberbullying is more likely to result in higher distress to a victim than traditional bullying. Even though the use of technology has increased greatly, currently cyberbullying remains less prevalent than traditional bullying (Wang et al., 2009).

Traditional workplace bullying

Although most research is based on children and adolescents' bullying it is prevalent among adults too. Moreover, it may occur in a workplace. Workplace bullying is evident throughout the history however it was not officially described and systematically researched until 1980's. Leymann considered workplace bullying as an extension of the way in which it had been defined in children: "a social interaction through which one individual . . . is attacked by one or more . . . individuals almost on a daily basis and for periods of many months, bringing the person into an almost helpless position with potentially high risk of expulsion" (Leymann, 1996, p. 168). Leymann placed more emphasis on the frequency of the phenomenon rather than on the type of a negative act executed. Moreover, Leymann argued that frequency discriminates between workplace bullying and a general conflict. Leymann's operational definition of workplace bullying states that one is considered as a workplace bullying victim if one is subjected to at least one negative act once a week for the past six months (Leymann, 1996). The former definition is extensively accepted and employed amongst other researchers. Subsequent definitions of workplace bullying refer to an individual's harassment (name-calling, intimidation), social exclusion (exclusion from social events, withholding information) and a negative behaviour affecting one's work task

(work-overload, unrealistic deadlines, high job demands) (Zapf, Einarsen, Hoel & Vartia, 2003; Rayner & Hoel, 1997). Further, said definitions emphasises that in order for the term bullying to be validly used in relation to a particular activity or interaction it must occur repetitively (e.g. weekly) and over a period of time (e.g. about six months). Consequently, bullying is an intensifying process in the course of which the threatened individual finds oneself in an inferior position and appears to be the subject of regular negative social acts. A conflict cannot be termed bullying if the negative act is an isolated incident or if individuals of relatively equal “strength” are involved (Einarsen, Hoel, Zapf and Cooper 2003, p. 15).

Cyber workplace bullying

Research in the area of workplace bullying has escalated over the past decade. However with increasing technology in the workplace, cyber-bullying has also emerged as a new form applicable in workplace setting. Although computer-mediated technologies have been found to increase the productivity of modern businesses there are several negative aspects it relation to it. For example, Grossenbacher-Fabsits (2011) found that a significant minority of middle-managers perceived the use of internet for non-work behaviour such as checking the weather acceptable. Similarly in 1999 the American Management Association sanctioned a survey which indicated that only 50% of employee internet use was work-related (Greengard, 2000). Consequently, with the spread of web-sites and the medium of social networking, cyber-bullying has advanced into one of the most dominant types of workplace harassment (Borstorff, Graham, & Marker, 2007). Cyberbullying may be perceived as a workplace irritation, but a more threatening type of abuse can take the form of cyber-stalking. Furthermore, although many companies have anti-harassment policies, majority of workers feel vulnerable to cyber-abuse from fellow employees (Piotrowski,

2012). Although cyberbullying in school and at work has become a recent issue in the media, research into workplace cyberbullying is at an early stage.

Prevalence

Several studies investigated the prevalence rate of workplace bullying; however different findings were obtained across different cultures. According to research the prevalence rate in Scandinavian countries ranges: from 3.5% to 16% (Einarsen & Skogstad, 1996; Mikkelsen & Einarsen, 2001). In contrast, incidence rates in the U.S. have been reported as high as 50% of workforce employees (Wheeler, Halbesleben & Shanine 2010). Few studies have investigated the prevalence rate of workplace cyberbullying. Privitera and Campbell (2009) employed a modified version of Negative acts questionnaire – revised (NAQ-R) to investigate the prevalence rate of cyberbullying among the members of Australian Manufacturing Workers’ Union (AMWU). Findings from this study indicate that 10.7% of individuals experienced workplace cyberbullying; however, all individuals that were cyber bullied were traditionally bullied too. A prevalence rate for traditional bullying was 34% of sample population. Some evidence suggests gender differences in workplace victimization but findings are inconsistent. Further research indicates that male dominant organizations have an increased risk of exposure to workplace bullying (Einarsen & Skogstad, 1996; Mikkelsen & Einarsen, 2001).

Implications of Workplace Bullying

Workplace bullying is a serious workplace stressor that negatively affects both, individuals and organizations (Hoel & Cooper, 2000). For organisation, it may result in the

increased rate of absenteeism, which then negatively affects efficiency, productivity, and profitability. The repeated exposure to negative behaviour at work may lead to a depletion of coping resources, thus preventing the individuals' ability to cope with daily work tasks (Leymann, 1990). Further, it may increase employee turnover affecting the organisation financially as new staff recruitment and retraining is an expensive process (Galdonfo, 1995). The name of the organization may also suffer due to a poor public image as a problematic place to work (Kiesecker & Marchant, 1999).

For individuals, workplace bullying can result in several negative effects including depression, anxiety, irritability, symptoms of trauma and impaired interpersonal functioning (Mayhew, et al., 2004). Additionally, it may lead to higher levels of stress, lower levels of self-esteem and lower levels of satisfaction with life. Research indicates that not only victims of workplace bullying but also the individuals who observed it have elevated levels of stress (Vartia, 2001). Another study obtained the same results in relation to self-esteem (Vartia, 1996). Further, Karakus and Cankaya (2012) showed a negative relationship between workplace bullying and satisfaction with life. Moreover, research suggests a relationship between the frequency and severity of bullying, and the strength of its outcomes. For example, it was found that the more frequently bullying occurs, the higher the risk of sleep disturbances (Niedhammer, David, Degioanni, Drummond & Philip, 2009). Also, researchers suggest that bullying is comparable with 'degree burns'. The 'first degree burns' being low levels of bullying and the 'third degree burns' being extreme cases of bullying (Lutgen-Sandvik, Tracy & Alberts, 2007). However, even the 'first degree' burns can affect an individual depending on its frequency. Moreover, the increased levels of publicity and anonymity in cyberbullying may further exacerbate the consequences (Sticca, & Perren, 2013).

Stress

Stress is a “negative emotional experience accompanied by predictable biochemical, physiological, cognitive, and behavioural changes that are directed either toward altering the stressful event or accommodating to its effects” (Taylor, 2003, p. 179). Research suggests many consequences for high levels of stress. A study has shown a link between stress and unhealthy behaviours such as a higher fat diet, less frequent exercise, cigarette smoking, recent increases in smoking, less self-efficacy to quit smoking, and less self-efficacy to not smoke when stressed (Ng & Jeffery, 2003). Other research indicates that stress may impact brain structures involved in cognition and mental health (Lupien, McEwen, Gunnar & Heim, 2009). Furthermore, evidence suggests a negative relationship between stress and self-esteem (Hubbs, Doyle, Bowden & Doyle, 2012).

Several studies have demonstrated workplace bullying victims to have many stress related symptoms. According to Einarsen, Matthiesen and Skogstad (1998) bullying victims report higher levels of burnout and lower levels of job satisfaction, and psychological well-being when compared to non-victims. Agervold and Mikkelsen (2004) established that employees exposed to bullying reported more mental fatigue and psychological stress in comparison to a control group. Further, Zapf (1999) stated that even negative acts such as rumour spreading and social exclusion may result in social stress when experienced repeatedly at work. Moreover, contrastingly to exposure of general stressors at work like heavy workload and time pressure the negative acts inflicted on victims are not a part of job expectations, thus it is perceived unnecessary and unfair (Mikkelsen & Einarsen, 2002).

Consequently, there are several studies investigating a relationship between stress and workplace bullying. One study analysed physiological stress reactivity by measuring cortisol in the saliva. Evidence suggests that lower concentration of cortisol is associated with a

posttraumatic stress disorder (PTSD) and chronic fatigue. A sample of 437 employees was used from which 10% were victims of workplace bullying. Results showed a lower level of cortisol in victims. Further, victims reported more symptoms of somatisation, depression, anxiety, and negative affectivity when compared to non-victims (Hansen et al., 2006). Similarly, it is indicated that a long term exposure to severe bullying is related to symptoms similar to post-traumatic stress disorder (Mikkelsen & Einarsen, 2002).

No known research has investigated a relationship between workplace cyberbullying and stress. However, one study assessed lifetime experiences of cyberbullying on the sample of internet users aged 10 to 50 years. The study found a link between stress and cyberbullying. It was further found that higher neuroticism, chronic stress, and prior experiences of cyber bullying correlated with higher level of stress (Staude-Müller, Hansen, & Voss, 2012).

Self-Esteem

Self-esteem 'is the overall affective evaluation of one's own worth, value, or importance' (Blascovich & Tomaka, 1991, p.115). Self-esteem is associated with life satisfaction (Joshi & Afshari, 2011) and is related to many other aspects of life. High level of self-esteem is known to decrease one's chances of bulimia however low self-esteem may result in depression. Adult job performance is also associated with self-esteem as it may be helpful for certain situations at work (Baumeister, Campbell, Krueger & Vohs, 2003).

Previous literature provides supporting evidence for a relationship between bullying and low self-esteem. For example, O'Moore and Kirkham (2001) showed that children who were involved in bullying (including victims, bullies and both) had significantly lower levels

of self-esteem in comparison to children who were not involved in bullying. Bullying victims had the lowest level of self-esteem in comparison to the remaining groups. The study controlled for confounding variables of physical attractiveness and popularity. Further, other research demonstrated that as the frequency of being bullied and bullying others increased the global self-esteem decreased. Thus, this study indicates a significant negative relationship between bullying and one's self-esteem.

Also victims of workplace bullying have been shown to have low self-esteem (Einarsen, Raknes & Matthiesen, 1994). This may cause severe implications as self-esteem is considered to be a predictor of work behaviour. For example, nurses with higher self-esteem are likely to supply therapeutic patient care whereas nurses with low self-esteem are unlikely to do so (Randle, 2003). Recent research has found that bullying is an increasing problem for nurses. Losa Iglesias and De Bengoa Vallejo (2012) investigated the prevalence of bullying among a sample of Spanish nurses and examined its relation to self-esteem. The study employed Rosenberg's self-esteem scale (RSE) to measure self-esteem and Negative Acts Questionnaire (NAQ) to measure bullying. Results indicate that 17% of nurses experienced bullying and were found to have lower level of self-esteem than non-bullied nurses.

Similarly, research indicates a significant relationship for cyberbullying and self-esteem. Cenat et al., (2014) investigated the prevalence of cyber victimization as well as associated consequences in a sample of 8194 adolescents. It was found that 18% of boys and 1 out of 4 girls experienced at least one incident of cyber bullying in the past year. Moreover, results showed a significant relationship between cyber victimization and low self-esteem. However, research conducted on Australian young adults did not find a significant relationship between cyber victimization and levels of self-esteem (Brack & Caltabiano, 2014). Further, no known research investigated a relationship of cyberbullying and self-esteem in the context of work.

Satisfaction with Life

Life-satisfaction is the “overall cognitive evaluation of a person’s life based on comparisons between self-generated standards and the person’s perceived life circumstances” (Diener, Scollon & Lucas, 2004 as cited in Darling, Coccio & Senatore 2012). Research indicates a relationship between life satisfaction and stress, it is suggested that low levels of life satisfaction relate to high levels of stress (Trzcieniecka-Green et al., 2012).

Previous studies have demonstrated a relationship between bullying and life satisfaction in a school context. Research investigated whether father involvement may protect bullied children from low levels of satisfaction in life. Results demonstrated that low father involvement and peer victimization were significant but independent contributions to low levels of self-esteem in adolescents (Flouri & Buchanan, 2002).

Further, research has investigated a relationship of cyber bullying and life satisfaction among a student population. Hobbs (2009) suggested that there was a negative relationship between cyberbullying and students’ life satisfaction for the cyberbullying victims, the cyberbullies, and the cyberbully-victims. Also it was suggested that involvement in cyberbullying would result in lower level of satisfaction with life than would involvement in traditional bullying. The study used a sample population of elementary school children. Results revealed that cyberbullying was negatively correlated with global life satisfaction. However, there was no difference found between traditional bullying and cyberbullying. This may be attributed to the type of sample as cyberbullying may not be common for elementary school students.

Only one study investigated a relationship between traditional workplace bullying and life satisfaction (Karakus & Cankaya, 2012). Further, no known research investigated a relationship between life satisfaction and cyberbullying. However, studies suggest a

relationship between job satisfaction and traditional bullying. For example, a study was conducted on male, industrial employees, supervisors and managers within a Norwegian marine engineering industry. 7% of participants reported experiencing one negative act (rumour spreading/teasing) weekly and further 22% reported experiencing these acts at least monthly. Results demonstrated a significant relationship between the negative acts and low job satisfaction (Einarsen & Raknes, 1997). Subsequently, research on a national sample of workers has suggested a relationship between job satisfaction and satisfaction with life (Judge & Watanabe, 1993). Thus, it may be concluded that negative acts experienced at work would be related to a low life satisfaction.

Rationale

The rationale for this study is to provide further evidence on implications of workplace bullying. More importantly it aims to encompass workplace cyberbullying as very little research has explored this phenomenon. Several studies investigated a relationship between bullying and the level of stress, self-esteem, and satisfaction with life; however, not many studies used an adult sample, and even fewer investigated said relationship in the context of work. Therefore, the first hypothesis focuses on the relationship of workplace victimization and the levels of individual's stress, self-esteem and satisfaction with life. It encompasses traditional bullying and cyberbullying. Further, one study suggested that all individuals who experience workplace cyberbullying (measured with a modified NAQ-R) experienced traditional workplace bullying too. Thus, this relationship will be further investigated in the current study with a new measure (Workplace Cyberbullying Scale (WCbS)) specifically designed to investigate workplace cyberbullying (Farley, Coyne, Axtell & Sprigg, NA). Additionally, studies conducted on children/adolescents suggested that

consequences in cyberbullying are worse than in traditional bullying. However, as mentioned previously most individuals experience workplace cyberbullying are experience traditional workplace bullying too. Therefore, current study will examine a possible difference in stress, self-esteem, and life satisfaction levels between victims of only traditional bullying and victims of both forms of bullying. Also, as some research suggests that with a higher severity or/and frequency bullying outcomes become greater this study will investigate that relationship in the context of work. Both forms of bullying will be investigated separately in relation to the three previously mentioned variables.

Hypotheses

It is hypothesized that:

- 1: The level of self-esteem, stress and satisfaction with life will significantly differ between workplace bullying victims (traditional and cyber) and non-victims.
- 2: There will be a relationship between traditional workplace bullying and cyber workplace bullying.
- 3: The level of self-esteem, stress and satisfaction with life will significantly differ between traditional workplace bullying victims and victims who have experienced both forms of bullying.
- 4: There will be a significant relationship between the level of stress and traditional workplace bullying.
- 5: There will be a significant relationship between the level of self-esteem and traditional workplace bullying.

6: There will be a significant relationship between the level life satisfaction and traditional workplace bullying.

7: There will be a significant relationship between the level of stress and cyber workplace bullying.

8: There will be a significant relationship between the level of self-esteem and cyber workplace bullying.

9: There will be a significant relationship between the level of satisfaction with life and cyber workplace bullying.

Methodology

Participants

The sample population in this study comprised of 111 individuals. There were 23% (n=25) of males and 77% (n=86) of females. All participants were 18 or over and employed for the period of at least 6 months. Data collection involved a use of two versions of the same questionnaire: a paper version (n=58) and an online version (n=53). A non- probability sampling methods were employed to select participants. Dublin Business School students were employed for paper questionnaires. The sample population for it encompassed law and psychology students, including 1st, 2nd and 3rd year full time and part time undergraduates. There were 26% (n=15) of full time students and 74% (n=43) of part time students. For the online questionnaires participants were accessed through Facebook. The survey was shared with friends and on different Facebook's pages/forums. The latter include: 'Stop Workplace Bullying', 'Anti-bullying', 'Trust Me, I'm a "Psychologist"', 'Overcome Bullying', 'Workplace Bullying Help', 'The BULLY Project', 'All About Psychology', 'Things Psychology Students Don't Say' and 'Psychology - The Interesting facts'. Thus, a convenience method was used for the paper questionnaires and a self-selecting method for the online questionnaires. Participation was anonymous and voluntarily. All participants were informed about the right to withdraw from the study at any time.

Design

This study employed a cross-sectional design with a combination of quasi experimental and correlational aspects. The quasi experimental aspect of the study

investigated the difference in the levels of self-esteem, stress and satisfaction with life between workplace bullying victims and non-victims. The independent variable was victimisation (workplace bullying victims versus non victims) and the dependent variables were self-esteem, stress and satisfaction with life. It further investigated the difference in the levels of self-esteem, stress and satisfaction with life between individuals who have only experienced traditional bullying and individuals who have experienced both forms of bullying. The independent variable was the type of bullying (traditional versus traditional with cyber) and the dependent variables were self-esteem, stress and satisfaction with life.

The correlational aspect of the study investigated a relationship between traditional workplace bullying and cyber workplace bullying. The predictor variable was traditional workplace bullying and the criterion was workplace cyberbullying. It further investigated a relationship between traditional workplace bullying and the level of stress/self-esteem/satisfaction with life. The predictor variable was traditional workplace bullying and the criterion variable was stress/self-esteem/satisfaction with life. A relationship between workplace cyberbullying and stress/self-esteem/satisfaction with life was examined too. The predictor variable was workplace cyberbullying and the criterion was stress/self-esteem/satisfaction with life. The data was quantitative. Demographic variables were gender and education status (full-time or part-time).

Materials

Self-administered questionnaires were used in this study. Materials required included paper questionnaires, online questionnaires, computers and pens. The paper questionnaires were comprised of a cover sheet followed by 2 demographic variables: gender and education status (full-time/part-time). A cover sheet outlined the aim of the study, requirements to

participate, participant's right of withdrawal, anonymity of participation and voluntary nature of participation. At the bottom of the cover sheet participants were required to tick a box thus providing consent to participate. The online questionnaire was identical to the paper questionnaire in terms of questions and lay out. However, the online questionnaire did not contain a demographic variable of education status and did not require ticking a box in order to obtain participation consent. The consent to participate in the online questionnaire was obtained by individuals proceeding to the next page. Both questionnaires contained 5 identical measures, including: Negative Acts Questionnaire - Revised (NAQR) (Einarsen & Hoel, 2001), Workplace Cyberbullying Scale (WbCS) (Farley et al., NA), Perceived Stress Scale (PSS-10) (Cohen, Kamarack & Merwerlstein, 1983), Rosenberg's self-esteem scale (RSE) (Rosenberg, 1989) and Satisfaction with Life Scale (SWLS) (Diener, Emmons, Larsen & Griffin, 1985). Further, final page in both questionnaires contained the contact information for author, author's supervisor and helplines.

Negative Acts Questionnaire -Revised (NAQ-R) is a 22 item measure which operates on a four point Likert scale ('Never' = 0, 'Now & Then' = 1, 'Monthly' = 2 and 'Weekly or more' = 3). It is based on the frequency an individual experiences negative behaviours which relate to workplace bullying. It includes negative behaviours such as 'Having insulting or offensive remarks made about your person, attitudes or your private life' and 'Persistent criticism of your errors or mistakes'. All scores are added to get a total score. The higher the person's score the more bullied the person is. It further includes 3 sub scales related to different types of workplace bullying: work-related bullying, person-related bullying and physically-intimidating bullying. Work-related bullying consists of items 1, 3, 14, 16, 18, 19 and 21. Person-related bullying consists of items 2, 4, 5, 6, 7, 10, 11, 12, 13, 15, 17 and 20. Physically-intimidating bullying consists of items 8, 9 and 22. In order to determine whether an individual is a victim of workplace bullying for this measure Leymann's operational

definition was employed. Thus, a note to base one's answers in relation to the previous 6 months was included above the measure. The Cronbach's alpha of .96 indicated a good internal consistency for the measure. Further, good criterion validity for it was established by linking the scores to a one-item measure of perceived victimization. Strong correlations for were also obtained for the overall NAQ-R score and the three sub-scales. Also, a good construct validity was established through correlating NAQ-R with measures of mental health, psychosocial work environment and leadership (Einarsen, Hoel & Notelaers, 2009).

Workplace Cyber-bullying Scale (WCbS) is an 18 item measure designed specifically to deal with workplace cyber-bullying. Participants are asked to state how often they have experienced certain behaviours in relation to technology. These include receiving 'messages that have a disrespectful tone' and having 'personal information shared without your permission'. The items are scored on a 5-point Likert scale ('Never' = 1, 'Now and then' = 2, 'At least monthly' = 3, 'At least weekly' = 4 and 'Daily' = 5). All items are added for the total score. The higher the score the more cyber workplace bullying an individual has experienced. In order to distinguish between workplace cyber-bullying victims and non-victims Leymann's operational definition was used with this measure. Thus, a note to base one's answers in relation to the previous 6 months was included above the measure. The Cronbach's alpha of .96 indicated a good internal consistency. In relation to the validity a measure was developed to incorporate content, face and construct validity.

Perceived stress scale (PSS-10) is a 10 item measure based on individual's feelings and thoughts experienced during the last month. For example: 'In the last month, how often have you felt nervous and stressed?' and 'In the last month, how often have you felt that you were on top of things?'. Items are rated on a 5-point Likert scale ('never' = 0, 'almost never' = 1, 'sometimes' = 2, 'fairly often' = 3 and 'very often' = 4). Items 4, 5, 7 and 8 are reversed score. For total score reversed score items are added with the original scores for the remaining

items (1, 2, 3, 6, 9 & 10). The higher the overall score the greater the amount of perceived stress the person is experiencing. The internal consistency (Cronbach's alpha) of .87 was established. A strong correlation between PSS-10 and STAI Total Score, the STAI-A factor, and the STAI-D factor indicates good convergent validity. Further, support for divergent validity is provided through weak correlations with indices of conceptually separate constructs (Roberti, Harrington & Storch, 2006).

Rosenberg's self-esteem scale (RSE) is a 10 item measure based on one's general feelings about oneself. For example: 'On the whole, I am satisfied with myself' and 'I feel that I'm a person of worth, at least on an equal plane with others'. The measure is rated on a four point Likert scale ('Strongly agree' = 3, 'Agree' = 2, 'Disagree' = 1 and 'Strongly disagree' = 0). Items 2, 5, 6, 8 & 9 are reverse scored. For the total score reversed score items are added with the original remaining items. The higher the total score the higher one's self esteem. In relation to reliability, the Cronbach's alpha was found to be .90, indicating good internal consistency. Corcoran and Fischer (1987) found RSE to significantly correlate with other self-esteem measures thus indicating good validity. Also, RSE is used as a base for other self-esteem measures.

Satisfaction with Life Scale (SLWS) is a 5 item measure. It consists of items such as 'In most ways my life is close to my ideal' and 'I am satisfied with my life'. It is rated on a seven point likert scale ('Strongly agree' = 7, 'Agree' = 6, 'Slightly agree' = 5, 'Neither agree nor disagree' = 4, 'Slightly disagree' = 3, 'Disagree' = 2 and 'Strongly disagree' = 1). For the total score all items are added together. The higher the overall score the higher one's satisfaction with life. Total scores can be categorised into different subscales: individuals scoring between 31 and 35 are considered 'extremely satisfied'; individuals scoring between 26 and 30 are 'satisfied'; individuals scoring between 21 and 25 are 'slightly satisfied'; individuals scoring 20 are 'neutral'; individuals scoring between 15 and 19 are 'slightly

dissatisfied'; individuals scoring between 10 and 14 are 'dissatisfied'; and individuals scoring between 5 and 9 are 'extremely dissatisfied'. In relation to reliability, Cronbach's alpha indicated a good internal consistency of .90. A positive correlation of SLWS with measures of self-esteem and sociability were obtained. In contrast, measures of symptoms checklist, neuroticism and emotionality negatively correlated with SLWS thus good validity is established (Pavot, Diener, Colvin & Sandvik, 1991).

Please see appendix 1 for the full copy of the paper questionnaire and cover page.

Procedure

Measures were obtained from the Arts department of Dublin Business School (DBS) apart from Workplace Cyberbullying Scale which was obtained from the author. The online questionnaire was constructed using KwikSurvey. Ethical approval was issued from DBS ethics review board. A permission to post online questionnaire on different Facebook pages was obtain from the moderators. Further, permission was gained from the lecturers to distribute paper questionnaires during class. A pilot study was conducted on a friend and data collection began. Online questionnaire was shared on a social network Facebook on the 11th of January. The distribution of the paper questionnaires began on the 18th of January. Individuals were asked to participate in writing (online) and verbally (paper). Participants were informed about the questionnaire being voluntary and anonymous, and that it should not take more than 15 minutes. The closing date for the online questionnaires was 6th of March. All data for the paper questionnaires was collected by 28th of January. Subsequently, data was entered into SPSS and analyses conducted.

Results

Descriptive statistics

Descriptive statistics for mean, standard deviation, minimum and maximum scores was conducted for all variables (See Table 1). The population consisted of 23% (n=25) of males and 77% (86) of females. According to Leymann's operational definition of workplace bullying 51% (n=57) of the sample consisted of workplace bullying victims. From which 86% (n=49) were females and 14% (n=8) were males (See Table 2). Further, 33% (n=19) of all victims were traditional bullying victims, 11% (n=6) were cyber bullying victims and 56% (n=32) were victims of both forms of bullying (See Table 3).

Table 1: *Descriptive Statistics*

Variable	Mean	Standard Deviation	Minimum	Maximum
Traditional Bullying (NAQ-R)	16.88	16.79	0	63
Cyberbullying (WCbS)	28.67	14.36	0	85
Stress (PSS-10)	19.75	8.59	1	40
Self-Esteem (RSE)	19.94	6.43	1	30
Satisfaction with Life (SWLS)	20.59	7.93	5	35

Table 2: *Bullying frequency*

Victims/Non-victims	Number of Individuals	Percentage of Overall Sample Population	Males	Females
Victims	57	51%	8	49
Non-victims	54	49%	17	37

Table 3: *Type of Victimization*

Victimization Type Population	Number of Victims	Percentage of Victims'
Traditional Bullying	19	33%
Cyberbullying	6	11%
Both Forms of Bullying	32	56%

Inferential statistics

Hypothesis 1

A Manova was used to investigate whether the level of stress, self-esteem and satisfaction with life significantly differed between workplace bullying victims (traditional and cyber) and non-victims. For the purpose of this test variables of stress, self-esteem and satisfaction with life were combined into one variable called well-being. A one-way

multivariate ANOVA found that there was a statistically significant difference in levels of well-being between victims and non-victims ($F(3,100) = 15.84, p < .001$, effect size = .32). Following the Bonferroni adjustment to .017, there was a statistically significant difference for groups on the level of stress ($F(1,102) = 47.99, p < .001$, effect size = .32) with victims reporting higher level of stress ($M = 24.38, SD = 7.67$) than non-victims ($M = 14.69, SD = 6.55$). Also, analysis found a statistically significant difference for groups on the self-esteem levels ($F(1,102) = 12.09, p = .001$, effect size = .11) with victims reporting lower level of self-esteem ($M = 17.71, SD = 6.30$) than non-victims ($M = 21.90, SD = 5.99$). Further a significant difference for groups on the level of satisfaction with life was found ($F(1,102) = 19.25, p < .001$, effect size = .16) with victims reporting lower levels of satisfaction with life ($M = 17.67, SD = 7.75$) than non-victims ($M = 23.88, SD = 6.65$) (See Table 4). Therefore, null hypothesis was rejected.

Table 4: A MANOVA table displaying the differences between victims and non-victims on various variables.

Variables	Victims		Non-Victims		F	DFs	p
	Mean	SD	Mean	SD			
<u>Well-being</u>	--	--	--	--	15.84	3, 100	<.001
Stress	24.38	7.67	14.69	6.55	47.99	1, 102	<.001
Self-esteem	17.71	6.30	21.90	5.99	12.09	1, 102	.001
Satisfaction with life	17.67	7.75	23.88	6.65	19.25	1, 102	<.001

Hypothesis 2

A non-parametric equivalence of Pearson's R was used to investigate a relationship between traditional workplace bullying and cyber workplace bullying. Spearman's Rho was employed as variables did not meet all parametric test assumptions, a violation occurred as variables were not normally distributed. A Spearman's Rho correlation found that there was a significant positive relationship between traditional workplace bullying and cyber workplace bullying ($r_s(91) = .62, p < .001$) (See Table 5). Therefore, null hypothesis was rejected.

Hypothesis 3

A Manova was used to investigate the difference in the levels of stress, self-esteem and satisfaction with life between traditional workplace bullying victims and victims who have experienced both forms of bullying. For the purpose of this test variables of stress, self-esteem and satisfaction with life were combined into one variable called well-being. A one-way multivariate ANOVA found that there was a statistically significant difference in levels of well-being between traditional bullying victims and individuals who have experienced both forms of bullying ($F(3, 42) = 4.58, p = .007, \text{effect size} = .25$). Following the Bonferroni adjustment to .017, there was a statistically significant difference for groups on the level of stress ($F(1, 44) = 13.78, p = .001, \text{effect size} = .24$) with victims of both forms of bullying reporting higher level of stress ($M = 28.32, SD = 5.68$) than victims of only traditional bullying ($M = 21.10, SD = 7.58$). However there was no there was no significant difference for groups for the level of self-esteem ($F(1, 44) = 1.72, p = .20, \text{effect size} = .04$). Further, no significant relationship for groups in terms of life satisfaction was found ($F(1, 44) = 1.37, p = .25, \text{effect size} = .03$) (See Table 6). Therefore, null hypothesis was accepted for self-esteem and life satisfaction variables but rejected for stress.

Table 6: MANOVA table displaying the differences between only traditional bullying victims and victims who experienced both forms of bullying on various variables.

Variables	Traditional Bullying Only		Both Forms of Bullying		F	DFs	p
	Mean	SD	Mean	SD			
<u>Well-being</u>	--	--	--	--	4.58	3, 42	.007
Stress	21.10	7.58	28.32	5.68	13.78	1, 44	.001
Self-esteem	--	--	--	--	1.72	1, 44	.04
Satisfaction with Life	--	--	--	--	1.37	1, 44	.25

Hypothesis 4

Spearman's Rho investigated a relationship between the levels of stress and traditional workplace bullying. A Spearman's Rho correlation found that there was a significant positive relationship between traditional workplace bullying and stress ($r_s(98) = .66, p < .001$) (See Table 5). Therefore, null hypothesis was rejected.

Hypothesis 5

Spearman's Rho investigated a relationship between the levels of self-esteem and traditional workplace bullying. A Spearman's Rho correlation found that there was a significant negative relationship between traditional workplace bullying and self-esteem ($r_s(98) = -.39, p < .001$) (See Table 5). Therefore, null hypothesis was rejected.

Hypothesis 6

Spearman's Rho investigated a relationship between the levels of life satisfaction and traditional workplace bullying. A Spearman's Rho correlation found that there was a significant negative relationship between traditional workplace bullying and life satisfaction ($r_s(98) = -.44, p < .001$) (See Table 5). Therefore, null hypothesis was rejected.

Hypothesis 7

Spearman's Rho investigated a relationship between the levels of stress and cyber workplace bullying. A Spearman's Rho correlation found that there was a significant positive relationship between cyber workplace bullying and stress ($r_s(98) = .60, p < .001$) (See Table 5). Therefore, null hypothesis was rejected.

Hypothesis 8

Spearman's Rho investigated a relationship between the levels of self-esteem and cyber workplace bullying. A Spearman's Rho correlation found that there was a significant negative relationship between cyber workplace bullying and self-esteem ($r_s(97) = -.21, p = .04$) (See Table 5). Therefore, null hypothesis was rejected.

Hypothesis 9

Spearman's Rho investigated a relationship between the levels of life satisfaction and cyber workplace bullying. A Spearman's Rho correlation found that there was a significant

negative relationship between cyber workplace bullying and life satisfaction ($r_s(96) = -.30, p = .003$) (See Table 5). Therefore, null hypothesis was rejected.

Table 5: *Spearman's Rho Correlation table displaying a relationship of traditional bullying and cyberbullying in relation to the various variables.*

Variable (WCbS)	Traditional bullying (NAQ-R)	Cyberbullying
Traditional bullying	--	.62**
Stress	.66**	.60**
Self-Esteem	-.39**	-.21*
Satisfaction with Life	-.44**	-.30**

*p is significant at the .05 level

**p is significant at the .01 level

Discussion

This study aimed to investigate the relationship of workplace bullying with the variables of stress, self-esteem and satisfaction with life. It further aimed to encompass workplace cyberbullying along with traditional workplace bullying.

In accordance with Leymann's operational definition of workplace bullying it was found that 51% of the sample population consisted of workplace bullying victims. However, as the link to an online questionnaire was posted on pages like 'Stop Workplace Bullying' and 'Workplace Bullying Help' these findings may not be representable of a true population. In other words, it is expected that said pages are popular among workplace bullying victims therefore causing a skewed prevalence rate. Further findings indicate that 33% of all victims experienced only traditional bullying, 11% experienced only cyberbullying and 56% experienced both forms of bullying. Thus, when these results are compared to the findings obtained by Privitera and Campbell (2009) an increase in the prevalence for workplace cyberbullying is noticed. The results from the latter study indicated that cyberbullying occurred in conjunction with traditional bullying; however, current study's results demonstrate that there were 6 victims who experienced cyberbullying only.

Moreover, all 9 hypotheses were supported in this study. However, hypothesis investigating the difference between traditional workplace bullying victims and victims who experienced both forms of bullying obtained significant findings for stress variable only.

The first hypothesis investigated whether there was a significant difference in the levels of stress, self-esteem and satisfaction with life between workplace bullying victims and non-victims. The bullying victims group encompassed individuals who experienced only

traditional bullying, only cyber bullying and both forms of bullying. Statistical analysis MANOVA, showed that there was a statistically significant difference between victims and non-victims. It was found that victimized individuals had significantly higher levels of stress, lower levels of self-esteem and lower levels of satisfaction with life. Thus, these findings support previous research conducted on traditional workplace bullying which indicated high levels of stress and low levels of self-esteem among victims (Mikkelsen & Einarsen, 2002; O'Moore & Kirkham, 2001). Also, it addressed a literature gap of workplace cyberbullying as no known research has investigated its relationship to the said variables. Further, it provides new evidence for a relationship between workplace bullying and victim's life satisfaction.

The second hypothesis investigated a relationship between traditional workplace bullying and cyber workplace bullying. A significant, positive correlation was found between the two variables. A statistical analysis of Spearman's Rho indicated that as the level of one variable increased so did the level of the other variable. No known research has investigated this relationship thus new evidence is provided to the literature.

The third hypothesis stated that the level of self-esteem, stress and satisfaction with life will significantly differ between traditional workplace bullying victims and victims who have experienced both forms of bullying. However, statistical analysis found that only levels of stress differed between said groups. It was established that individuals who experienced traditional bullying and cyberbullying together had significantly higher levels of stress in comparison to individuals who experienced only traditional bullying. Thus, previous literature indicating that cyberbullying may result in worse consequences through distancing effect, publicity and anonymity was only supported for the variable of stress (Donegal, 2012; Dooley, Pyzalski & Cross, 2009; Sticca, & Perren, 2013). The non-significant results for other variables may be explained by the following study. This study was conducted on USA school children to investigate a relationship between victimization and life satisfaction. The

obtained results indicated a significant relationship between cyberbullying and victims' life satisfaction across many important life domains. However, when the study controlled for certain demographic variables results for global life satisfaction did not differ between victims and non-victims. Consequently, it is suggested that global life satisfaction may cover the effects of particular life satisfaction areas (Moore, Huebner & Hills, 2012). Thus, a further investigation is required.

The fourth hypothesis investigated a relationship between the levels of stress and traditional workplace bullying. Results indicate a positive, significant relationship. Thus, the more frequently or/and severely a victim is bullied the higher victim's stress levels. This provides further support for the previous literature in relation to stress (Lutgen-Sandvik, Tracy & Alberts, 2007).

The fifth hypothesis suggested a relationship between the levels of self-esteem and traditional workplace bullying. Findings suggest a significant, negative relationship between two variables. The more frequent or/and severe bullying the lower individuals self-esteem. Thus support for the previous literature is further provided (O'Moore & Kirkham, 2001).

The sixth hypothesis investigated a relationship between the levels of one's life satisfaction and traditional workplace bullying. A statistical analysis showed a significant, negative relationship between said variables. Thus, the more frequent or/and severe victimization the lower individual's satisfaction with life. These findings coincide with previous literature involving a sample of children/adolescents (Flouri & Buchanan, 2002) and it further provides new evidence for traditional workplace bullying.

Hypothesis number seven suggested a relationship between the level of stress and workplace cyberbullying bullying. Significant findings were obtained through statistical

analysis. Results indicate a positive relationship between stress and workplace cyberbullying. Thus, the higher the frequency or/and severity of victimization the higher individual's stress level. These findings act in support of previous literature involving children/adolescents/adults (Staude-Müller, Hansen, & Voss, 2012). It further provides new evidence in relation to workplace cyberbullying.

The eighth hypothesis investigated a relationship between the level of self-esteem and cyber workplace bullying. Statistically significant results were obtained through Spearman's Rho. Therefore the more frequent or/and severe the victimization the lower the levels of victims self-esteem. These findings coincide with the results of previous research conducted on children/adolescents (Cenat et al., 2014). Also, further evidence in relation to workplace cyberbullying is provided.

The final hypothesis stated that there is a significant relationship between the level of satisfaction with life and cyber workplace bullying. Subsequently, statistical analysis found a significant, negative relationship between two variables. This suggest that the higher the frequency or/and severity of victimization the lower victims life satisfaction. Thus, new evidence in relation to workplace cyberbullying is provided.

Strengths

One of the major strengths of this study is the inclusion of workplace cyberbullying. Not much previous research investigated this phenomenon, thus given the severe implications of it in children and adolescents it is important to investigate it in workplace setting too (Cenat et al., 2014). As outlined in the introduction, workplace bullying may have severe consequences on the organisation (bad name) and the victim (depression) (Kiesecker &

Marchant, 1999; Mayhew, et al., 2004). Further, according to the previous literature conducted on children cyberbullying may exacerbate the consequences of traditional bullying (Sticca, & Perren, 2013). Therefore, it is important to investigate the problem and attempt to solve it. This importance can be observed in the previously outlined research which suggests that workplace bullying effects nurses' performance (Randle, 2003).

Additionally, this study used a new measure which was designed to specifically record workplace cyberbullying. Thus, this measure may be perceived superior to the modified NAQ-R used by Privertia and Campbell (2009) as it was constructed to incorporate content, face and construct validity.

Limitations

Although the study acts in support of several previous researches and provides new evidence to the literature it contains a number of limitations.

First, it must be noted that there is some controversy in relation to Leymann's operational definition of workplace bullying. Although many definitions of workplace bullying employ the frequency (one negative act weekly) and the duration (at least six months) established by Leymann, other researchers suggest that workplace bullying victims should experience at least two negative acts per week (Agervold, 2007). It is also suggested that Leymann's operational definition was set to a certain degree at random.

Further, some negative acts encompassed in NAQ-R may be debatable. Agervold (2007) speculated that in the current society being exposed to an unmanageable workload is very probable and does not relate to bullying. Therefore, the validity of NAQ-R is questionable.

Another major limitation of this study is the sample population. As the questionnaire was posted on bullying pages the prevalence rate is not representative of overall population. Subsequently, all participants for the online questionnaire were Facebook users and a large proportion of sample consisted of female participants.

The order of the measures may have affected study's results too. As the first two measures in the questionnaire were related to bullying participants were asked to remember all negative acts experienced in the previous six months. Therefore, victim's perception of stress, self-esteem and life satisfaction may have been temporarily altered.

Moreover, confounding variables were not taken into account during this study. For example, personal variables like physical attractiveness may affect one's self-esteem. Further, it is not clear whether bullying was caused by high stress, low self-esteem and low life satisfaction or whether it resulted in high stress, low self-esteem and low life satisfaction. In other words, a correlation does not imply causality.

Also, this study employed Kwiksurvey for constructing and distributing online questionnaires thus it did not eliminate missing data. A use of another program like survey monkey would have been better in terms of this issue.

Future research

Future research should address the study's limitations. A threshold frequency of Leymann's operational definition should be compared to other frequencies in relation to stress, self-esteem and life satisfaction. For example, twice a week or three times a week. Further, other studies should employ a more diverse sample which would be representable for overall population. A longitudinal study should be conducted to investigate cause and effect.

Confounding variables should be controlled. Changing the order of measures may also be beneficial. Also, different sub-types of NAQ-R should be investigated. Further, gender differences should be examined as research indicates male dominant environment as more prevalent to bullying (Mikkelsen & Einarsen, 2001). Moreover, prevalence among males and females should be investigated on the type of bullying (physical, verbal and relational). Finally, research should include victims, bullies, both and bystanders in the analysis as bullying may not just be significant for victims but also for other groups.

Conclusion

In conclusion, this study fulfilled its aim to investigate the difference between workplace bullying victims and non-victims in relation to their levels of stress, self-esteem and life satisfaction. It further provided more evidence for workplace cyberbullying.

Statistical analysis demonstrated significant differences between two groups in relation to the said variables. Further statistical analysis provided support for the relationship between traditional and cyberbullying indicating an increasing prevalence rate for the latter. Additionally, traditional bullying and cyberbullying have been found to correlate with victim's levels of stress, self-esteem, and life satisfaction. However, acknowledging previous literature in relation to the importance of stress, self-esteem and satisfaction with life on an individual, further research with a higher degree of control is required. Thus, although this study provides deeper insight and additional evidence to existing literature further research addressing current study's limitations is essential.

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Appendices

Appendix 1: Copy of the Paper Questionnaire

Cover sheet

Workplace bullying: in relation to self-esteem, stress, life satisfaction and cyberbullying.

My name is Vaida Visinskaite I am conducting research in the Department of Psychology that examines the relationship between workplace bullying and the level of self-esteem, stress and satisfaction with life. Further it will examine the relationship between face to face bullying and cyber-bullying. This research is being conducted as part of my studies and will be submitted for examination.

You are invited to take part in this study and participation involves completing and returning the attached/online anonymous survey. While the survey asks some questions that might cause some minor negative feelings, it has been used widely in research. If any of the questions do raise difficult feelings for you, contact information for support services are included on the final page.

Participation is completely voluntary and so you are not obliged to take part.

Participation is anonymous and confidential. Thus responses cannot be attributed to any one participant. For this reason, it will not be possible to withdraw from participation after the questionnaire has been collected.

The questionnaires will be securely stored and data from the questionnaires will be transferred from the paper record to electronic format and stored on a password protected computer.

To participate you must be 18 or over and currently employed for at least 6 months.

If you meet these requirements and wish to proceed please tick the box below.

Negative Acts Questionnaire Revised

How often how you experienced the following situations in your workplace? Please answer in relation to the past 6 months

Never	Now & Then	Monthly	Weekly or more
0	1	2	3

1.	Someone withholding information which affects your performance.	
2.	Being humiliated or ridiculed in connection with your work.	
3.	Being ordered to do work below your level of competence.	
4.	Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks.	
5.	Spreading of gossip and rumours about you.	
6.	Being ignored or excluded.	
7.	Having insulting or offensive remarks made about your person, attitudes or your private life.	
8.	Being shouted at or being the target of spontaneous anger.	
9.	Intimidating behaviours such as finger-pointing, invasion of personal space, shoving, blocking your way.	
10.	Hints or signals from others that you should quit your job.	
11.	Repeated reminders of your errors or mistakes.	
12.	Being ignored or facing a hostile reaction when you approach.	
13.	Persistent criticism of your errors or mistakes.	
14.	Having your opinions ignored.	
15.	Practical jokes carried out by people you don't get along with.	
16.	Being given tasks with unreasonable deadlines.	
17.	Having allegations made against you.	
18.	Excessive monitoring of your work.	
19.	Pressure not to claim something to which by right you are entitled (e.g. sick leave, holiday entitlement, travel expenses).	
20.	Being the subject of excessive teasing and sarcasm.	
21.	Being exposed to an unmanageable workload.	

22.	Threats of violence or physical abuse or actual abuse.	
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Workplace Cyberbullying Scale (WCbS)

The following questions refer to acts conducted through technology that are related to your work context. These technologies can include: Text messaging; pictures/photos/video clips; phone calls; email; instant messaging; social networking websites; video software and general websites.

Please rate how often over the last six months, you have been subjected to the following negative work-related acts through technology. Please note: these questions do not refer to face-to-face behaviors.

Never	Now and then	At least monthly	At least weekly	Daily
1	2	3	4	5

1.	Received messages that have a disrespectful tone	
2.	Been unfairly blamed for work problems	
3.	Received aggressively worded messages (e.g. using all capital letters, bold font or multiple exclamation marks)	
4.	Had another organizational member copy people into messages that reflect negatively on you	
5.	Had your work unfairly criticized	
6.	Received rude demands from a colleague	
7.	Been sent conflicting information	
8.	Been bypassed in group communications that are relevant to your work role	
9.	Been the subject of communications that undermine you	
10.	Received unreasonable work demands	
11.	Been singled out to do the least attractive work tasks	
12.	Experienced unfair personal criticism (e.g. on your character, appearance, opinions)	
13.	Had negative rumors or gossip spread about you	
14.	Had personal information shared without your permission	
15.	Received messages that contain abusive language aimed at you	
16.	Received threatening messages	

17.	Received messages unfairly questioning your competence	
18.	Been the only person excluded from social communications between colleagues	

Perceived stress scale

Instructions

The questions in this scale ask you about your feelings and thoughts during the last month.

In each case, you will be asked to indicate how often you felt or thought a certain way.

For each question circle one of the following options:

0 = never 1 = almost never 2 = sometimes 3 = fairly often 4 = very often

1	1. In the last month, how often have you been upset because of something that happened unexpectedly?	0	1	2	3	4
2	2. In the last month, how often have you felt that you were unable to control the important things in your life?	0	1	2	3	4
3	3. In the last month, how often have you felt nervous and stressed?	0	1	2	3	4
4	4. In the last month, how often have you felt confident about your ability to handle your personal problems?	0	1	2	3	4
5	5. In the last month, how often have you felt that things were going your way?	0	1	2	3	4
6	6. In the last month, how often have you found that you could not cope with all the things you had to do?	0	1	2	3	4
7	7. In the last month, how often have you been able to control irritations in your life?	0	1	2	3	4
8	8. In the last month, how often have you felt that you were on top of things?	0	1	2	3	4

9	9. In the last month, how often have you been angered because of things that happened that were outside of your control?	0	1	2	3	4
10	10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	0	1	2	3	4

Rosenberg's self-esteem scale

Below is a list of statements dealing with your general feelings about yourself.

If you *strongly agree* with the statement circle **SA**.

If you *agree* with the statement circle **A**.

If you *disagree* with the statement circle **D**.

If you *strongly disagree* with the statement circle **SD**.

1.	On the whole, I am satisfied with myself.	SA	A	D	SD
2.	At times, I think I am no good at all.	SA	A	D	SD
3.	I feel that I have a number of good qualities.	SA	A	D	SD
4.	I am able to do things as well as most other people.	SA	A	D	SD
5.	I feel I do not have much to be proud of.	SA	A	D	SD
6.	I certainly feel useless at times.	SA	A	D	SD
7.	I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
8.	I wish I could have more respect for myself.	SA	A	D	SD

9.	All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10.	I take a positive attitude toward myself.	SA	A	D	SD

Satisfaction with life scale

Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

- 7 - Strongly agree
- 6 - Agree
- 5 - Slightly agree
- 4 - Neither agree nor disagree
- 3 - Slightly disagree
- 2 - Disagree
- 1 - Strongly disagree

___ In most ways my life is close to my ideal.

___ The conditions of my life are excellent.

___ I am satisfied with my life.

___ So far I have gotten the important things I want in life.

___ If I could live my life over, I would change almost nothing.

Should you require any further information about the research, please contact Vaida Visinskaite, my supervisor can be contacted at

Thank you for taking the time to complete this survey.