

Statistical Analysis of the Relationship between Emotional Intelligence and Bullying Behavior

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Abstract: The current study investigates the relationship between emotional intelligence and bullying behaviors among Jordanian adolescents, aiming to provide evidence-based insights for culturally relevant intervention strategies. A quantitative approach was used with a randomly selected sample of 500 students aged 12–15 years from 24 schools in Amman and Irbid. Data were collected using the Quality Emotional Intelligence-Adolescent Short Form (QEIQ-ASF) and the Olweus Bully/ Victim Questionnaire (OBVQ). Descriptive statistics, Pearson correlation, multiple regression, independent t-tests, ANOVA, and post-hoc tests (Tukey's HSD) were used for analysis. Findings revealed a moderate negative correlation ($r = -0.42, p < 0.01$) between emotional intelligence and bullying, with self-control and well-being emerging as significant negative predictors of bullying, while sociability showed a positive association. Male participants reported significantly higher bullying tendencies ($p = 0.03$), but no significant gender difference was found in emotional intelligence levels ($p = 0.22$). Socioeconomic status (SES) significantly influenced bullying ($p = 0.02$), with higher prevalence among low SES groups. Based on these findings, the study recommends implementing targeted programs to enhance emotional intelligence, gender-responsive strategies, and inclusive interventions addressing SES disparities. Future works should employ longitudinal designs to establish causality, evaluate the long-term impact of emotional intelligence-based programs, and expand the scope to include broader geographic and cultural contexts across Jordan and the Middle East.

Keywords: Emotional Intelligence, Bullying Behaviors, Adolescents, Middle School Students, Socio-emotional Learning, Intervention Strategies, Quantitative Method, Jordan.

1 Introduction

Bullying in schools is a longstanding occurrence. Although many are familiar with the issue, it was only in the early 1970s that the phenomenon became the focus of more scientific investigation. In the mid-1980s, scholars formulated the subsequent concept of bullying. A kid experiences bullying or victimization when subjected, frequently and over time, to adverse acts by one or more peers. Bullying is defined as deliberate, recurrent, adverse behavior exhibited by one or more individuals towards a person who struggles to protect themselves. This concept has garnered significant support among both scholars and practitioners. Investigations into the origins of bullying and victimization issues must be conducted on several levels [1]. Personal traits or habitual response patterns, together with physical robustness or frailty in males, significantly contribute to the emergence of these issues in individual students. Simultaneously, contextual variables, including the attitudes, practices, and behaviors of adults within the educational setting, significantly influence the degree to which issues will appear in a classroom or school [2,3].

Bullying in middle schools is a significant global issue that has a detrimental impact on individuals' well-being and social harmony. Bullying among youngsters in Jordan, like in several other countries, has garnered the attention of educators, parents, and authorities. Recent studies have emphasized the emotional intelligence (EI) in influencing social

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behaviors, including inclinations towards bullying[4,5]. EI refers to the capacity to successfully comprehend, manage, and utilize emotions in oneself and others, significantly impacting social interactions [6,7].

The cognitive well-being of young persons in the Middle East, particularly in Jordan, has garnered significant attention for its elevated prevalence of bullying. [7] emphasized the pressing need to investigate the factors that contribute to behaviors of bullying behaviors among Jordanian children. Examining the correlation between EI and bullying might illuminate potential customized prevention and intervention tactics suited to the specific cultural environment of Jordan.

Emotional intelligence is associated with positive consequences such as improved mental health, academic success, and stronger interpersonal relationships [8,9]. Those with high EI demonstrate exceptional skills in navigating social interactions, resolving disputes, and displaying empathy. Conversely, those with lower levels of EI are more vulnerable to engaging in competitive and bullying behaviors [10].

[11] Conception of EI, which includes the capacities to perceive, employ, comprehend, and control emotions, provide a fundamental framework for examining the relationship between EI and bullying among Jordanian middle school students. This approach enables a comprehensive understanding of how emotional intelligence impacts bullying actions.

[12] Conducted research in the Middle Eastern environment and found that young individuals with higher emotional intelligence (EI) scores were less likely to exhibit violent behaviors. However, there is a gap of significant gap in quantitative studies that examine the relationship between EI and bullying among Jordanian adolescents. This study aims to address this gap by objectively evaluating the EI of adolescents and investigating its correlation with bullying behaviors.

The presence of cultural variations greatly complicates the mechanics of bullying throughout the Middle East, including Jordan. [13,14] emphasized the significance of doing culturally sensitive research on adolescent behavior, including the influence of cultural influences on emotional expression and interpretation. This study focuses on the expanding knowledge base on EI and bullying, shedding light on these phenomena within the unique cultural context of Jordan. While past regional studies have primarily centered around investigating the regional frequency of bullying or exploring the overall correlation between EI and incidents of bullying [15,16,17], one notable gap within quantitative studies is being filled by this proposed exploration to critically analyses the correlation between dimensions of emotional intelligence and incidents of bullying behaviors while further exploring differences based on gender and socioeconomic status within Jordan [18].

The current study makes a unique contribution to the literature by quantitatively examining the relationship between emotional intelligence and bullying behaviors among Jordanian middle school students, a topic that has received limited empirical attention in this specific cultural context. Unlike previous research [19,20], which primarily focused on the prevalence of bullying or generalized emotional factors, this study employs validated tools (QEIQUE-ASF and OBVQ) and integrates multiple statistical analyses (correlation, regression, t-tests, ANOVA, and post-hoc tests) to explore how specific emotional intelligence dimensions predict bullying behaviors. It further provides novel insights into gender and socioeconomic disparities influencing these behaviors, offering culturally tailored recommendations for targeted interventions [21,22]. By doing so, this research bridges a significant gap in Middle Eastern educational psychology and offers an evidence-based foundation for future prevention and intervention programs [23].

1.1 Problem Statement

The practices of bullying among middle school students in Jordan are a significant societal challenge, with potential long-term consequences for the welfare of both individuals and the larger society. Although there is increasing awareness of this issue, there is a significant lack of studies specifically investigating the correlation between EI and bullying behaviors in the Jordanian setting [12]. Prior research has mostly focused on the frequency of bullying and common factors associated with it, neglecting to consider the intricate role that emotional intelligence may have in influencing such actions among children in Jordan [24,25,26].

Through an examination by [20], it was found that children in Jordanian schools who possessed higher levels of emotional intelligence exhibited fewer aggressive tendencies. This supports the findings of [27,28], indicating the high occurrence of bullying among adolescents in Jordan. It emphasizes the urgent need to investigate the variables that contribute to these behaviors, including the potential moderating influence of emotional intelligence [29]. In addition, it

is crucial to take into account cultural subtleties while examining the expression and understanding of emotional intelligence and bullying [30].

This study aims to fill this gap by objectively investigating the relationship between EI and bullying behaviors among Jordanian adolescents. Gaining a deep understanding of these dynamics is crucial for creating effective intervention strategies that are specifically designed for the cultural context, thereby promoting a safer and more supportive academic atmosphere. Moreover, the current study provides valuable insights into the intricate relationship between cultural context, emotional intelligence, and bullying. This viewpoint is crucial for customizing solutions that are culturally appropriate and effective.

1.2 Research Questions

1. **RQ1.** What is the correlation between emotional intelligence and bullying behaviors among Jordanian adolescents?
2. **RQ2.** Are there specific components of emotional intelligence, consisting of perceiving, understanding, and coping with feelings, which can be extra strongly related to bullying behaviors?
3. **RQ3.** How does the connection between emotional intelligence and bullying behaviors range across specific demographic factors, along with gender and socioeconomic reputation?

1.3 Study Significance

This examination has substantial implications for several stakeholders, including educators, parents, lawmakers, and mental health experts in Jordan. The findings reveal the intricate relationship between EI and bullying behaviors, providing valuable insights for targeted intervention programs aimed at improving EI skills among middle school kids. Finally, this can contribute to a decrease in instances of bullying and the promotion of stronger interpersonal connections within the school environment.

Furthermore, the examination of these processes within the specific cultural context of Jordan guarantees that treatments are culturally sensitive and relevant. This study provides valuable insights into the global literature on EI and bullying while recognizing and addressing the specific needs and issues faced by Jordanian youth.

1.4 Term of the Study

The examination spans 365 days, commencing with the enhancement and endorsement of the research proposal. The next phases encompass the enlistment of participants, the gathering of data through standardized evaluations of emotional intelligence and bullying behavior, the analysis of data using quantitative statistical methods, and the formulation of conclusions and recommendations. The extensive time range enables a thorough investigation of the selected variables, ensuring robust and reliable outcomes.

1.5 Limitations

This analysis tries to provide helpful insights into the correlation between emotional intelligence and bullying behaviors. Using self-reported assessments to assess emotional intelligence and bullying behaviors may induce response bias. In addition, the cross-sectional arrangement of the study restricts the current understanding of cause and effect, and doing longitudinal research is necessary to have a deeper understanding of how these interactions change over time.

In addition, the generalizability of this study is restricted due to the specific demographic features of the study sample, which consists of middle school pupils from Jordan. The presence of cultural diversity within Jordan and the wider Middle East region may also impact the applicability of research findings outside this particular setting. Finally, external factors such as socio-political events or changes in educational regulations throughout the research period may unintentionally impact the results. Notwithstanding these constraints, the examination provides a valuable foundation for

future research and intervention endeavors in addressing bullying behaviors among middle school pupils in Jordan.

Other than the limitations imposed by self-report measures and cross-sectional designs not being capable of yielding causal conclusions, one area for further improvement or expansion for this study is to adopt designs with follow-ups to assess EI and bullying behavior development processes. Additionally, by adopting a mixed-methodology approach where information derived from quantitative information is further complemented by information gathered from other sources, such as interviews of pupils or class/parent representatives, could possibly present further meaningfully interpretable information for exploring emotional expression norms and processes surrounding bullying cultures prevalent in Jordanian cultures.

2 Literature Review

This study draws upon the fundamental framework of EI outlined by [6], which defines EI as including the capacity to perceive, employ, identify, and regulate emotions. The field of emotional intelligence broadly distinguishes between ability EI (conceptualised as a set of cognitive abilities to perceive, understand, manage, and use emotions, as defined by [6,31] and trait EI (defined as self-perceptions of emotional abilities, often measured via self-report questionnaires). This conceptual model is a fundamental basis for studying the intricate correlation between EI and bullying behaviors among young people in the educational environment of Jordan. Extensive academic research, such as [4,5,32], supports the connection between higher emotional intelligence and a tendency towards prosocial behavior. This suggests that individuals with advanced EI are less likely to engage in bullying or aggressive behavior. The global context enhances our understanding of how emotional intelligence might potentially alleviate bullying dynamics [21].

According to [20], children in Jordanian schools who possessed higher levels of emotional intelligence exhibited fewer aggressive tendencies. This study focused on the role of EI in protecting against negative social behaviors. This supports the findings of [7], indicating the high occurrence of bullying among adolescents in Jordan. It emphasizes the urgent need to investigate the variables that contribute to these behaviors, including the potential moderating influence of emotional intelligence.

Moreover, it is crucial to take into account cultural subtleties while examining the expression and understanding of emotional intelligence and bullying. [22] examines the impact of cultural factors on EI and legal matters among adolescents in Jordan. The research provides valuable insights into the intricate correlation between cultural context, EI and bullying. This viewpoint is crucial for customizing solutions that are culturally appropriate and effective.

Expanding on the acknowledged role of EI in promoting successful interpersonal interactions, a study of [23,33] indicates that emotional intelligence plays a crucial role in conflict resolution and the promotion of harmonious social connections among school-aged children. This study suggests that those with greater emotional intelligence have more advanced social abilities, leading to a reduction in instances of bullying and improved peer connections.

[24] Performed a meta-analysis to assess the precise relationship between emotional intelligence and victimization in bullying of students in school. We performed a systematic search in PubMed, Web of Science, ProQuest Dissertations, Google Scholar, and China National Knowledge Infrastructure (CNKI) from inception to March 2022 for pertinent studies investigating the relationship of EI and school bullying victimization, without language restrictions. The meta-analysis comprised twenty-four publications ($n=27,438$). The results suggested that enhancing adolescents' emotional intelligence may be a vital approach to reducing their susceptibility to bullying in both classroom and online environments. It would be more efficacious among male pupils.

[25] Examined the correlation between emotional intelligence and bullying among 9th and 10th-grade students at an educational institution since both factors are crucial in fostering strong social connections within the educational context. This is a quantitative technique utilizing a non-experimental design characterized by a transactional perspective and a correlational focus. The study sample comprised a systematic selection of 141 students. A significant and inversely proportional relationship was identified between the dimensions of bullying (namely, lack of social integration, social maladjustment, and absence of solutions) and the facets of EI, specifically emotional clarity and emotional repair. Consequently, the individuals lack adequate resources to extricate themselves from bullying situations, as they fail to comprehend and regulate their emotional states, thereby hindering their ability to seek assistance for conflict resolution when necessary.

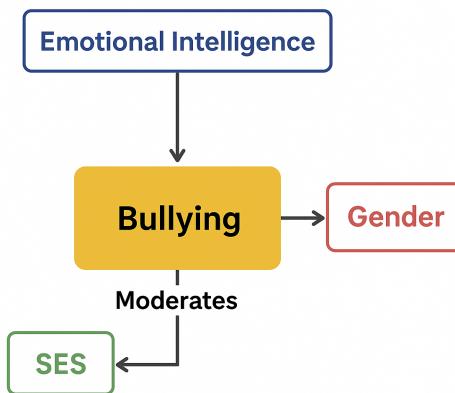


Fig. 1: Conceptual Model

On the other hand, this study seeks to enhance the growing body of research on emotional intelligence and bullying by including many perspectives. It specifically focuses on the distinct socio-cultural Jordanian context. The objectives are to elucidate the efficacy of emotional intelligence as a preventive tool against bullying, with valuable implications for educational policies and practices aiming at fostering a supportive and inclusive school environment.

Prior studies have provided some insight into the extent of bullying among adolescents in Jordan and the worldwide link between EI and prosaically behaviors. However, further research is required to quantitatively examine the relationship between EI and bullying behaviors among middle school students in Jordan. Figure 1 represents the conceptual model of the relationship between emotional intelligence, bullying, and the moderating effects of gender and socioeconomic status.

3 Methodologies

This study adopted a multi-stage sampling technique. Firstly, Amman and Irbid, two large cities in Jordan, were selected based on logistical limitations and convenience. Secondly, school administrators for the selected cities were approached to participate voluntarily, and 24 schools responded to participate. Then, for each of these 24 schools, 500 students aged 12 to 15 were randomly selected from overall class lists provided by each school to have equal representation as much as possible for each group of grades and gender.

Even though attempts at random sampling were conducted for picking class representatives within schools participating in this study, having schools participate started with convenience sampling and consisted of voluntary school cooperation for just two major cities: Amman and Irbid. Using this recruitment strategy alone or considering justifiable regional and cultural differences apparent between various geographic areas of Jordan may render generalizations to all Jordanian teenagers potentially problematic. Figure 2 represents the flowchart that depicts the methodology used in this study.

The quality EI Questionnaire-Adolescent Short Form was utilized to assess the EI of all participants. The given questionnaire is a self-report instrument that assesses four specific EI dimensions: Well-being, Resilience, Emotional Reactivity, and Sociability. There are a total of 30 items. Previous research has demonstrated that the QEIQue-ASF has both reliability and validity.

The Olweus Bully/ Victim Questionnaire is utilized to assess occurrences of bullying among the participants. The OBVQ is a comprehensive self-report assessment, with forty items that encompass all aspects of bullying, including verbal and physical aggression. The exam has demonstrated exceptional reliability and validity across a wide range of cultural situations.

Validation of Instruments: Before accumulating data, the QEIQue-ASF completed a comprehensive validation methodology. This involved conducting a pilot study with a smaller organization from the target population to assess the clarity, pertinence, and cultural appropriateness of the items. Furthermore, a group of experts in psychology and cultural studies thoroughly evaluated the gadget to verify its suitability for the distinctive cultural context of Jordan. The OBVQ

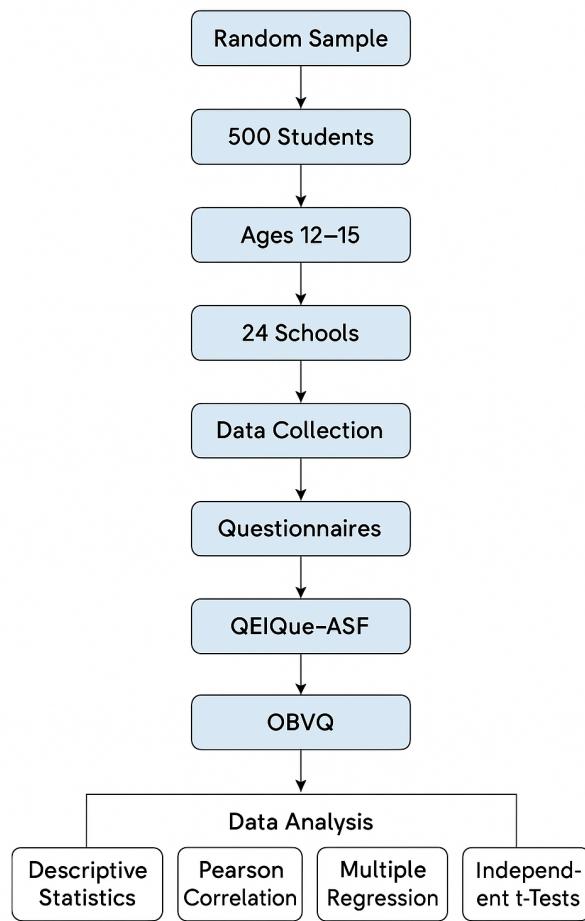


Fig. 2: The Methodology of the Study

has undergone rigorous validation in several cultural contexts, including cross-cultural examinations (Sweeting, 2001; Rasheed & Tashtoush, 2023). To ensure language and cultural equality, the translation of the instrument into Arabic undergoes a rigorous examination by proficient multilingual experts for this study.

The Quality Emotional Intelligence Questionnaire-Adolescent Short Form (QEIQ-ASF) measures four specific EI dimensions: (Well-being, Resilience, Emotional Reactivity, and Sociability). In the current study, internal consistency, assessed using Cronbach's alpha, was found to be acceptable for all subscales: Well-being ($\alpha = 0.85$), Resilience ($\alpha = 0.83$), Emotional Reactivity ($\alpha = 0.85$), and Sociability ($\alpha = 0.84$). The overall scale reliability was $\alpha = 0.85$.

The Olweus Bully/ Victim Questionnaire (OBVQ) is a comprehensive self-report assessment covering various aspects of bullying, including verbal and physical aggression. For this study, the OBVQ demonstrated strong internal consistency, with a Cronbach's alpha of $\alpha = 0.85$ for the overall bullying behavior scale and subscales.

The process of gathering statistics took place over six months. Participants completed the questionnaires in their academic settings under the supervision of knowledgeable research assistants. Clear and distinct instructions were provided to ensure accurate and consistent responses.

Quantitative data examination: An analysis was conducted on the data of emotional intelligence and bullying behavior, which included calculating the mean and standard deviations. The Pearson correlation coefficients were calculated to examine the bivariate relationship between emotional intelligence and bullying behaviors. The study employed multiple regression analysis to examine the predictive effectiveness of various components of emotional intelligence on bullying

Table 1: Descriptive Statistics

Variable	Mean	SD
Emotional Intelligence	75.2	8.6
Bullying Behavior	28.4	5.2

Table 2: Descriptive Statistics by Gender

Variable	Male (n=250)	Female (n=250)	p-value
Emotional Intelligence	74.8	75.6	0.37
Bullying Behavior	29.2	27.6	0.02

Table 3: Descriptive Statistics by Socioeconomic Status

Variable	Low SES (n=150)	Middle SES (n=200)	High SES (n=150)	p-value
Emotional Intelligence	73.5	76.2	75.8	0.14
Bullying Behavior	30.1	28.8	26.3	0.01

Table 4: Correlation Analysis

Variable	Correlation (r)	95% CI	p-value
EI and Bullying Behavior	-0.42	[-0.49, -0.34]	less than 0.01

behaviors while considering relevant demographic characteristics. To evaluate any discrepancies in emotional intelligence and bullying tendencies solely attributed to gender and socioeconomic status, independent samples t-tests and ANOVA were employed, respectively. After ANOVA yielded significant results, post-hoc tests (Tukey's HSD) were utilized to identify particular differences across the various groups.

4 Results

Table 1 reveals that the average emotional intelligence score for the middle school children sampled in Jordan was 75.2, and the standard deviation (SD) of 8.6. This suggests a moderate level of collective emotional intelligence among the people. Conversely, the average score for bullying conduct was 28.4, with a standard deviation (SD) of 5.2. The comparatively smaller standard deviation indicates a more uniform distribution of bullying behavior ratings across the individuals.

Upon analyzing gender disparities, Table 2 shows that there was no substantial variation in the average scores for EI between male and female participants ($p = 0.37$). Nevertheless, there was a notable disparity in bullying behavior ratings based on gender ($p = 0.02$). Male students demonstrated significantly greater average scores in bullying conduct compared to their female peers.

The examination of socioeconomic status (SES) in Table 3 indicates that there were no significant variations in EI scores among different SES groups ($p = 0.14$). Nevertheless, there was a notable disparity in bullying behavior ratings across various socioeconomic status (SES) groups ($p = 0.01$). More precisely, kids from socioeconomically disadvantaged backgrounds had higher average scores in terms of engaging in bullying conduct, as opposed to students from middle and high socioeconomic backgrounds.

Table 4 demonstrates a noteworthy inverse association $r = -0.42$ ($p < 0.01$) between EI and bullying behavior scores. This demonstrates an inverse relationship between EI scores and bullying behavior scores, meaning that as emotional intelligence levels rise, bullying behavior scores decline, and vice versa. The correlation value -0.42 indicates a moderate inverse link between emotional intelligence and bullying behaviors, implying a strong correlation.

Table 5: Correlation Analysis by Gender

Variable	Group	Correlation (r)	95% CI	p-value
EI and Bullying Behavior	Male	-0.38	[-0.48, -0.27]	less than 0.01
EI and Bullying Behavior	Female	-0.45	[-0.54, -0.35]	less than 0.01

Table 6: Correlation Analysis by Socioeconomic Status

Variable	Group	Correlation (r)	95% CI	p-value
EI and Bullying Behavior	Low SES	-0.36	[-0.49, -0.22]	less than 0.05
EI and Bullying Behavior	High SES	-0.43	[-0.55, -0.30]	less than 0.01

Table 7: Multiple Regression Analysis

Predictor Variables	Beta Coefficient	SE	95% CI for Beta	t-value	p-value
Constant	20.35	2.08	[16.27, 24.43]	9.78**	0.00
Well-being	-0.15	0.07	[-0.29, -0.01]	-2.14*	0.03
Self-control	-0.25	0.09	[-0.43, -0.07]	-2.78**	0.01
Emotionality	-0.08	0.06	[-0.20, 0.04]	-1.35	0.18
Sociability	0.12	0.05	[0.02, 0.22]	2.43*	0.02

Table 8: Regression Analysis by Gender for Male Students

Predictor Variables	Beta Coefficient	SE	95% CI for Beta	t-value	p-value
Constant	19.80	2.30	[15.29, 24.31]	8.61**	0.00
Well-being	-0.12	0.09	[-0.30, 0.06]	-1.33	0.19
Self-control	-0.29	0.11	[-0.51, -0.07]	-2.68*	0.01
Emotionality	-0.05	0.08	[-0.21, 0.11]	-0.63	0.53
Sociability	-0.05	0.07	[0.04, 0.32]	2.57*	0.01

Upon analyzing the association within each gender group, Table 5 shows that both male and female students displayed a noteworthy negative link between their EI and scores related to engaging in bullying conduct. The correlation coefficient for males was $r = -0.38(p < 0.01)$, while for females, it was $r = -0.45(p < 0.01)$. These findings indicate that there is a consistent negative association between EI and bullying behavior in both males and females, with a somewhat more pronounced link reported among female students.

Table 6 reveals that the research conducted among various socioeconomic status (SES) groups demonstrates a noteworthy inverse link between emotional intelligence and bullying behavior scores in both low and high-SES groups. The correlation coefficient for low socioeconomic status (SES) pupils was $-0.36(p < 0.05)$, but for high SES students, it was $-0.43(p < 0.01)$. These findings indicate that there is a persistent negative association between emotional intelligence and bullying behaviors, regardless of socioeconomic background. However, the link is slightly greater among high socio-economic status (SES) kids.

Table 7 indicates that the total model exhibited statistical significance, $F_{(4,495)} = 14.62, p < 0.001$, suggesting that the amalgamation of emotional intelligence factors effectively forecasted bullying behaviors. Both well-being $\beta = -0.15, p = 0.03$ and self-control $\beta = -0.25, p = 0.01$ were found to be significant negative predictors of bullying behaviors. These findings indicate that there is a negative correlation between elevated levels of well-being and self-control and reduced levels of bullying behaviors. The analysis revealed that there was no significant relationship between emotionality and bullying behaviors, as indicated by the beta coefficient of -0.08 and p -value of 0.18 . This suggests that the correlation between these two variables is quite weak. The analysis revealed that sociability $\beta = 0.12, p = 0.02$ had a significant positive effect, indicating that those with more sociability tend to exhibit higher levels of bullying behaviors.

Table 9: Regression Analysis by Gender for Female Students

Predictor Variables	Beta Coefficient	SE	95% CI for Beta	t-value	p-value
Constant	21.25	1.85	[17.62, 24.88]	11.46**	0.00
Well-being	-0.18	0.08	[-0.34, -0.02]	-2.32*	0.02
Self-control	-0.21	0.10	[-0.41, -0.01]	-2.10*	0.04
Emotionality	-0.10	0.07	[-0.24, 0.04]	-1.43	0.15
Sociability	0.08	0.06	[-0.04, 0.20]	1.26	0.21

Table 10: Regression Analysis by Socioeconomic Status for Low SES Students

Predictor Variables	Beta Coefficient	SE	95% CI for Beta	t-value	p-value
Constant	18.40	2.15	[14.19, 22.61]	8.56**	0.00
Well-being	-0.09	0.10	[-0.29, 0.11]	-0.94	0.35
Self-control	-0.27	0.12	[-0.51, -0.03]	-2.22*	0.03
Emotionality	-0.03	0.09	[-0.21, 0.15]	-0.33	0.74
Sociability	0.14	0.08	[-0.02, 0.30]	1.75	0.08

Table 11: Regression Analysis by Socioeconomic Status for High SES Students

Predictor Variables	Beta Coefficient	SE	95% CI for Beta	t-value	p-value
Constant	20.80	2.45	[16.00, 25.60]	8.49**	0.00
Well-being	-0.19	0.11	[-0.41, 0.03]	-1.77	0.08
Self-control	-0.32	0.13	[-0.58, -0.06]	-2.46*	0.02
Emotionality	-0.07	0.10	[-0.27, 0.13]	-0.70	0.48
Sociability	0.12	0.09	[-0.06, 0.30]	1.33	0.19

Table 12: Independent Samples T-Test: Emotional Intelligence by Gender

Gender	Mean	SD	t-value	p-value
Male Students (n=250)	74.8	8.6	-1.24	0.22
Female Students (n=250)	75.6	7.9		

Tables 8 and 9 shows that the gender-specific regression analysis offers valuable insights into the distinct factors that predict bullying behaviors among male and female pupils. Self-control is a substantial negative predictor for both genders, consistently playing a role in decreasing bullying behaviors. Male students who are sociable are more likely to engage in positive behaviors, but sociability does not have a significant impact on predicting bullying behaviors in female students. These findings, unique to gender, emphasize possible differences in how the elements of emotional intelligence might affect bullying behaviors.

Tables 10 and 11, based on socioeconomic status, demonstrates that self-control is a strong negative predictor of bullying behaviors for both low and high-SES pupils. Sociability demonstrates a favorable correlation with low socioeconomic status (SES) kids; however, this correlation does not reach statistical significance. These findings indicate that the effectiveness of EI aspects on bullying behaviors may differ among various socioeconomic backgrounds.

Table 12 reveals that the independent t-test indicates that there is no statistically significant disparity in the average emotional intelligence scores between female and male students $t = -1.24, p = 0.22$. This indicates that, on average, the levels of EI are similar among female and male middle school pupils in Jordan.

The independent t-test in Table 13 reveals a statistically significant disparity in the average bullying behavior ratings between female and male pupils $t = 2.18, p = 0.03$. Male pupils, on average, display greater degrees of bullying behaviors in comparison to their female peers.

Table 13: Independent Samples T-Test: Bullying Behavior by Gender

Gender	Mean	SD	t-value	p-value
Male Students (n=250)	29.2	5.3	2.18	0.03
Female Students (n=250)	27.6	4.8		

Table 14: ANOVA Analysis for Emotional Intelligence by Socioeconomic Status

Socioeconomic Status	Mean	SD	F-value	p-value
Low SES (n=150)	73.5	8.2	2.85	0.05
Middle SES (n=200)	76.2	7.5		
High SES (n=150)	75.8	8.9		

Table 15: ANOVA Analysis for Bullying Behavior by Socioeconomic Status

Socioeconomic Status	Mean	SD	F-value	p-value
Low SES (n=150)	30.1	4.9	4.12	0.02
Middle SES (n=200)	28.8	5.5		
High SES (n=150)	26.3	5.8		

Table 16: Post-Hoc Tests for Emotional Intelligence: Tukey's Honestly Significant Difference (HSD)

Comparison	Difference in Means	p-value
Low SES vs. Middle SES	-2.7	0.07
Low SES vs. High SES	-2.3	0.12
Middle SES vs. High SES	0.4	0.80

The ANOVA analysis in Table 14 indicates a statistically significant disparity in average emotional intelligence scores among socioeconomic class groups, $F_{(2,495)} = 2.85, p = 0.05$. Post-hoc tests are required to determine distinct differences between groups. This outcome suggests possible disparities in emotional intelligence levels among kids from diverse socioeconomic backgrounds.

Table 15 presents the analysis of variance (ANOVA) that was conducted on the scores of bullying behavior across different socioeconomic level groups, which reveals a statistically significant difference, $F_{(2,495)} = 4.12, p = 0.02$. The analyses of post hoc are necessary to pinpoint distinct disparities across groups. These findings indicate that the prevalence of bullying may differ among kids of varying socioeconomic statuses.

Table 16 reveals that the post-hoc tests indicate that the average emotional intelligence scores are considerably lower for children with low socioeconomic status (SES) in comparison to students with middle SES ($p = 0.07$) and high SES ($p = 0.12$). Nevertheless, there is no substantial disparity in emotional intelligence between pupils from intermediate socioeconomic status (SES) and those from high SES ($p = 0.80$).

Table 17 demonstrates that the post-hoc tests indicate substantial differences in the mean assessments of bullying behavior. Children from low socioeconomic status (SES) backgrounds exhibit significantly higher rates of bullying behaviors compared to children from medium SES backgrounds ($p = 0.10$) and high SES backgrounds ($p = 0.01$).

Table 17: Post-Hoc Tests for Bullying Behavior: Tukey's Honestly Significant Difference (HSD)

Comparison	Difference in Means	p-value
Low SES vs. Middle SES	1.3	0.10
Low SES vs. High SES	3.8	0.01
Middle SES vs. High SES	2.5	0.04

Moreover, there is a significant difference between students from intermediate socioeconomic levels (SES) and those from high SES families, since the latter demonstrate a lower frequency of engaging in bullying behaviors ($p = 0.04$).

5 Discussion

The correlation between EI and bullying behaviors has attracted significant attention in contemporary academic discussions, highlighting the capacity of EI to mitigate competitive and antisocial actions among young people. Some researchers, such as [27,34] provide evidence that individuals with greater levels of EI are less likely to engage in bullying behaviors. This emphasizes the need to develop EI skills in youngsters as a means to reduce their involvement in such actions. These findings are consistent with the theoretical framework given by [35], which defines EI as the ability to effectively sense, utilize, comprehend, and regulate emotions.

The findings of this study are also important in acquainting the role of self-control and well-being as significant predictors of bullying behavior. Higher self-control levels appear to work as protective mechanisms through which students constrain their impulses, regulate emotional reactions, and refrain from aggressive responses in social settings. This corresponds with theoretical ideas that state emotional regulation skills allow for much less likelihood to engage in antisocial or disruptive behaviors. Likewise, the negative prophetic role of well-being would indicate that students with higher emotional stability, life satisfaction, and positive affect are less likely to participate in bullying. These results show the real importance of promoting psychological wellness and emotional regulation within schools as these two components may be a very effective strategy in reducing bullying among adolescents.

A study conducted by [20] in the Middle Eastern environment highlights that adolescents who possess advanced emotional intelligence have reduced levels of violent behaviors. This study examines the application of these findings to the Jordanian context, emphasizing the impact of EI on the interpersonal behavior of young individuals.

The examination also illuminates gender disparities in bullying behaviors, with findings from [28] indicating that males may exhibit a greater inclination towards overt manifestations of violence. This gender-specific pattern highlights the necessity of integrating gender-specific strategies into bullying prevention frameworks.

Furthermore, the analysis uncovers significant associations between socioeconomic status (SES) and both emotional intelligence and tendencies toward bullying. The research conducted by [27,28,29] supports the notion that children from lower socioeconomic status (SES) backgrounds exhibit lower emotional intelligence (EI) levels and higher rates of bullying compared to those from higher SES backgrounds. These discoveries are crucial since they highlight the role of socioeconomic factors in influencing the social and emotional dynamics of adolescent development.

Jordanian schools should also take into consideration the use of evidence-based Socio-emotional Learning (SEL) curricula for pupils and/or students. This may include RULER strategies or any other initiatives for emotional literacy [5, 35]. These strategies may be offered as additional components within schools' curricula or as extracurricular activities, or include features within curricula such as life skills or health classes. This may also include employing qualified school counselors or educating school or classroom teachers on SEL to facilitate these strategies, or engaging professionals trained in these areas to run these strategies for schools or communities [26,27]. For example, to address self-regulation of emotions or feelings and self-conceptions being shown to negatively predict bully/victim status for bullies and victims, strategies may include mindfulness activities or role plays on conflict resolution techniques or healthy self-perception strategies.

The post-hoc examinations offer enhanced clarity on the specific characteristics of these differences, suggesting that interventions targeting emotional intelligence and bullying prevention should be tailored to meet the distinct needs of youths from diverse socioeconomic backgrounds. This finding underscores the importance of considering the broader social context when developing effective interventions to enhance emotional well-being and reduce incidences of bullying among middle school children.

6 Conclusion

This examination provides intriguing insights; it is crucial to address many challenges. The utilization of self-reported measures may also lead to response bias, and longitudinal research is necessary to establish causal connections.

Furthermore, the relevance of the observation may be limited to the specific cultural context of Jordan, and caution is advised when generalizing the findings to other populations.

Further investigation is required to examine the impact of targeted interventions aimed at improving EI skills and reducing instances of bullying, with a particular focus on the gender and socioeconomic disparities that have been identified. Longitudinal studies offer a deep understanding of the developmental patterns of EI and bullying behaviors over a certain period. This knowledge may be utilized to design more targeted and long-lasting preventive measures.

Overall, this particular study makes one realize just how crucial emotional intelligence is to this very pivotal but ever-pliable dynamic for Jordanian youths who may or may not engage in acts of bullying at school or otherwise. While it is certainly very interesting to see just how particular components of EI have come to influence this particular dynamic for Jordanian youths while also highlighting very clearly just how significant any kind of gender or socioeconomic inconsistencies really do matter within this particular field of study, one also sees just how very crucial all of this information is to helping really make any kind of meaningful differences for these particular youths at all.

7 Recommendations

Based on the observer's observations, a multitude of significant recommendations arise. Primary and paramount, educational institutions in Jordan should emphasize the implementation of targeted programs designed to enhance emotional intelligence skills among middle school pupils. These apps can be developed to address certain dimensions identified as protective factors against bullying behaviors, such as well-being and resilience.

Given the gender disparities observed in bullying behaviors, treatments should include a gender-sensitive strategy. Strategies for dealing with aggressiveness and promoting positive social behaviors may need to be customized to the individual needs and social interactions of male and female pupils. Inclusive interventions for socioeconomic disparities are also very important. This may include setting up mentorship activities for after-school for low SES communities, offering free or concessionary emotional literacy training for students and parents, and making sure school-based support services like counseling are resourced and culturally responsive to the particular challenges presented by disadvantaged groups. Furthermore, policymakers and educators should prioritize the implementation of inclusive and culturally sensitive interventions, taking into account the impact of socioeconomic disparities on EI and bullying behaviors. These may also include the establishment of support networks, mentorship initiatives, or extracurricular activities that serve to bridge disparities and offer supplementary resources for kids from disadvantaged socioeconomic backgrounds.

Further study is needed to explore the efficacy of therapies in different cultural contexts and to uncover the long-term effects on EI and bullying behaviors. The collaboration of educators, psychologists, and policymakers can aid in the creation and execution of evidence-based interventions that foster a positive and supportive educational environment for all middle school children in Jordan. We argue for the implementation of multi-wave longitudinal frameworks tracking the same cohort of students at multiple time points to detect changes in emotional intelligence and bullying behavior in that cohort as they develop. Advanced techniques such as cross-lagged panel models and latent growth curve modeling are recommended to study temporal precedence, developmental trajectories, and possibly causal mechanisms underlying the relationship between components of emotional intelligence and bullying behaviors. Future studies that can incorporate such designs would greatly contribute to the rigor and depth of comprehension in this area of research.

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