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# A Glimpse into Personality Traits of Bullies, Victims and, Bully-victims

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## **Abstract**

Personality traits of individuals involved in bullying have been studied, however, not much research has been done on personality traits of bully-victims in comparison to bullies and victims. In this study, we assessed personality traits warmth, angry-hostility and assertiveness within victims, bullies and, bully-victims and examined whether bully-victims show personality traits more alike bullies or victims. We expected victims to score highest on warmth and bullies to score highest on angry-hostility and assertiveness. Bully-victims would score more like victims on warmth and more like bullies on angry-hostility and assertiveness. The sample consisted of  $N = 261$  Dutch teenagers between 16 and 20 years old. The participants self-reported their bullying experiences using the Olweus Bully/Victim Questionnaire and their personality traits were assessed based on the NEO-PI-R. We observed one significant difference, namely that bully-victims score higher on angry-hostility than bullies do. Bullies did not score significantly higher on angry-hostility than victims. Furthermore, no significant differences were found between the three groups on warmth and assertiveness. From this study, it seems that there is no relation between bullying experiences and personality traits warmth and assertiveness. To note, due to this study's insufficient power, subtle differences between the groups could have been undetected and generalizability of our findings is limited.

*Keywords:* bullies, victims, bully-victims, Big Five personality traits

## **A Glimpse into Personality Traits of Bullies, Victims and, Bully-victims**

Bullying can be considered a worldwide problem. Bullying can be defined as the exposure to negative behaviours of one or more individuals against one individual which happens repeatedly and for a while. The relationship between the involved individuals is interpersonal and can be identified by an inequality of power (Olweus, 1994). Across 40 countries approximately 26% of the adolescents have been involved in bullying (Craig et al., 2009). In multiple countries in Europe roughly 51.5% of the children aged between six and eleven were involved in bullying (Husky et al., 2020). Many groups have been identified within bullying. The most common groups are bullies, victims, bully-victims and non-involved individuals (Pouwels et al., 2015). Bullies are individuals who expose others repeatedly to their negative actions but are not exposed to negative actions of others themselves. Victims are individuals who are repeatedly exposed to negative actions by bullies but do not bully others. Bully-victims are individuals who bully others and are at the same time a victim of bullying themselves. Non-involved individuals neither are bullied by others nor do they expose others to their negative actions (Pouwels, 2015).

In general, it can be important to examine the relation between personality traits and bullying experiences because then the process and consequences of bullying can be better understood. Focussing on differences in personality traits within bullies, victims and, bully-victims may help to understand the differences in the processes and consequences of bullying within these groups and may be helpful in developing and improving interventions on bullying (Du et al., 2020). Personality traits can clarify why certain individuals bully while others become victims and may explain negative consequences of bullying (Alonso & Romero, 2017; Card & Hodges, 2008). For example, low levels of assertiveness in victims predict more bullying experiences over time which causes victims to have a low self-concept (Card & Hodges, 2008). Bullies seem to dominate others, which could lead to aggressive

bullying behaviour against others (Fossati et al., 2012). Bully-victims score high on impulsive behaviour and emotion dysregulation; they present aggressive behaviour against others due to which they may also become targets of bullies (Kennedy, 2018; Schwartz, 2000). In this study, we aim to find out whether bullies, victims and, bully-victims differ in personality traits warmth, angry-hostility and, assertiveness and whether bully-victims show these personality traits more similar to bullies or to victims.

In order to understand the bullying situation and why certain individuals bully and others become a victim, personality traits can be used. It has been suggested, for instance, that personality traits of bullies can explain bullying behaviour within bullies and personality traits of victims can help explain why some individuals are victimized while others are not. Prior research seems to support the idea that there is a relation between bullying experiences and personality traits (Alonso & Romero, 2017; De Bolle & Tackett, 2013; Fossati et al., 2012; Georgesen et al., 1999; Lowenstein., 1978; Mynard & Joseph, 1997; Slee & Rigby, 1993). For example, bullies seem to score high on extraversion and neuroticism (Georgesen et al., 1999; Mynard & Joseph, 1997; Slee & Rigby, 1993), potentially because they characterize themselves as stimulation seekers and action-oriented (Fossati et al., 2012) and are often characterized as dominant and impulsive (Fossati et al., 2012). They often seem to respond to the increase of emotional tension with aggression targeted at other people (Kodžopeljić, 2013). On the other hand, victims seem to score low on extraversion in comparison to bullies (Mynard & Joseph, 1997) but score high on neuroticism as well (Slee & Rigby, 1995; Tani et al., 2003). Victims may possess personality traits like introversion and can be characterized by having low self-esteem and being submissive (Atik et al., 2012; Fossati et al., 2012; Kodžopeljić, 2013; Slee & Rigby, 1993). Bully-victims seem to score more like bullies on assertiveness and higher than victims on assertiveness (Alonso & Romero, 2017). Furthermore, they also score lower on warmth than both bullies and victims (Alonso &

Romero, 2017). Bully-victims score relatively high on neuroticism as well in comparison to bullies and non-involved individuals. They can be characterized by hostility and high levels of excitement seeking (Alonso & Romero, 2017). In sum, prior research concludes that bullies and victims both often score high on neuroticism whereas only bullies score high on extraversion while victims do not. This could explain that dominant individuals are more likely to bully than submissive individuals, who often become victims.

In order to get a better understanding of personality traits, the interpersonal circumplex can be used (Kiesler, 1983; Pincus & Ansell, 2013). This model interprets interpersonal situations through personality traits based on two dimensions, agency and communion. Agency illustrates the interaction between dominance and submissiveness while communion is characterized by the interaction between warm agreeable behaviour and cold quarrelsome behaviour. The interpersonal complementarity seems to explain that behaviour on one end of the dimension of agency pulls towards behaviour on the other end of the dimension of agency (Orford, 1986). Within bullying situations, bullies seem to be more dominant, while victims are often submissive. Victims seem to have a submissive attitude towards other children and are typically more insecure and anxious than bullies and non-victims (Atik et al., 2012). Bullies, on the other hand, seem to dominate other children and prefer having control over others (Fossati et al., 2012; Slee & Rigby, 1993). Bully-victims seem to use proactive aggression against other children, which includes dominating others (Salmivalli & Nieminen, 2001). The interaction between dominant bullies and submissive victims can lead to unfavourable interpersonal situations.

This study will provide information on personality traits of bullies, victims and, bully-victims which could be helpful in improving and designing interventions on bullying. Most existing interventions on bullying have focused on either reducing bullying behaviour within bullies (Swearer et al., 2009) or focused on supporting victims of bullying (Zins et al., 2007).

These interventions could, however, be improved as they do not always seem to reach optimal effectiveness (Hall, 2017; Ng et al., 2020). Interventions on bully-victims have not been designed yet as this group is often left out in research. So, as our study examines differences in personality traits between bullies, victims and, bully-victims, our findings might provide useful information to improve interventions based on bullies and victims. Also, an intervention to support bully-victims could be designed based on the findings of this study. Uninvolved individuals have not been taken into account in this study as they do not have a need for interventions.

In this study, participants aged 16 to 20 years old filled in a self-report questionnaire on bullying and were categorized into one of the following groups: victim, bully or, bully-victim. The participants were assessed on multiple facets of two big five personality traits, namely neuroticism and extraversion. Extraversion was measured using the facets warmth and assertiveness. Neuroticism was measured using the facet angry-hostility.

Based on Alonso and Romero (2017) we expected that victims scored the highest on the personality trait warmth and bullies the lowest. Bully-victims scored significantly higher on warmth than bullies and similar to victims.

Based on Kodžopeljić (2013) we expected that bullies scored the highest on the personality trait angry hostility and victims the lowest. Bully-victims scored significantly higher on angry hostility than victims and similar to bullies.

Based on Fossati et al. (2012) we expected that bullies scored the highest on the personality trait assertiveness and victims the lowest. Bully-victims scored significantly higher on assertiveness than victims and similar to bullies.

## **Method**

The data that were used in this study had been collected beforehand by researchers of the study *Binnenstebuiten: sociaal gedrag en geestelijke gezondheid van pestslachtoffers* from

01-04-2017 to 30-06-2019. The Ethical Committee Psychology approved this study with the research code 16266-O, see Appendix A.

## Participants

The participants were sampled from high schools in the north of the Netherlands. The participants had to be sixteen years or older in order to participate in the study and complete the questionnaire. In total, 1670 teenagers responded to the study but 244 teenagers were younger than sixteen or did not complete the questionnaire. The control group was excluded from the study so this resulted in a sample size of 261 participants ( $N = 261$ ). The mean age of the participants was 16.88 years old, see table 1. The percentage of females who participated in the study accounts for 61.69%, portraying a higher proportion than males accounting for 37.55 %. Two teenagers indicated another gender, accounting for the remaining .77%. The descriptive statistics of the different groups involved in bullying, bullies, victims and, bully-victims can be found in table 1. Once the participants completed the entire questionnaire, they received a gym bag as compensation.

**Table 1**

*Descriptive statistics for participant characteristics and personality traits*

		Bully	Victim	Bully- victim	Total
N of full completers		84	136	41	261
Gender (%)	Male	37 (44.05%)	38 (27.94%)	23 (56.10%)	98 (37.55%)
	Female	46 (54.76%)	97 (71.32%)	18 (43.90%)	161 (61.69%)
	Other	1 (1.19%)	1 (0.74%)	0	2 (.77%)
Age range in years		16-20	16-20	16-19	16-20

Mean age in years	16.92 (.75)	16.87 (.81)	17.15 (.91)	16.88 (.75)
(SD)				
Warmth	2.60 (.52)	2.55 (.63)	2.54 (.60)	
Angry-hostility	1.66 (.56)	1.80 (.48)	2 (.52)	
Assertiveness	2.15 (.63)	1.96 (.72)	2.17 (.59)	

*Note.* Warmth, angry-hostility and, assertiveness are expressed in means (M) and standard deviations (SD).

## Measures

### *Bully status*

The Olweus Bully/Victim Questionnaire (Olweus, 1996) was used to assess the bully status of the participants and consists of 40 questions. The participants were asked about the number of occasions they had been bullied in the last month. Eight questions were asked to assess what type of bullying had occurred (e.g. “Were you physically bullied?”). The questions were answered on the following response scale: *I did not get bullied* (0), *it happened only once* (1), *it happened two or three times* (2), *it happened once a week* (3), *it happened multiple times a week* (4) in the last month. To be categorized as a victim, the participants had to answer at least at two questions that they were bullied two or more times in the last month.

Thereafter, the participants were asked how often they had bullied another person in the last month and subsequently eight questions were asked about how they had bullied another person (e.g. “Did you bully someone sexually?”). The questions were answered on the following response scale: *I never bullied another person* (0), *it happened only once* (1), *it happened two or three times* (2), *it happened once a week* (3), *it happened multiple times a week* (4) in the last month. To be categorized as a bully, the participants had to answer at least at two questions that they bullied another person two or more times. To be categorized as a



bully-victim, the participants had to answer at least at two questions that they were bullied two or more times in the last month and at least at two questions that they had bullied another person two or more times in the last month.

### ***Personality traits***

To assess the personality traits, the Revised NEO Personality Inventory was used (NEO-PI-R; Costa & McCrae, 1992). The NEO-PI-R assesses the Big Five personality traits neuroticism, extraversion, openness, agreeableness, and conscientiousness. Each personality trait is measured according to six facets. The assessment consists of 240 items, 48 items for each personality trait and eight items for each facet. In this study, the facets warmth ( $\alpha = .77$ ), angry-hostility ( $\alpha = .70$ ) and assertiveness ( $\alpha = .78$ ) were assessed. The items of the facets angry-hostility (“I get angry often because of how people treat me”) and assertiveness (“I am dominant, powerful and confident”) were alternately asked. Then eight items on the facet warmth were asked (“I am known as a warm and friendly person”). Each item had to be answered with the extent to which the item suits the participants. Most of the items were answered on the following response scale: *totally disagree* (0), *disagree* (1), *neutral* (2), *agree* (3), *totally agree* (4). Some of the items were reversed, so these items were answered on the following response scale: *totally disagree* (4), *disagree* (3), *neutral* (2), *agree* (1), *totally agree* (0). The items that were reversed were the second and fourth item of the facet warmth, the second, fourth, and sixth item of the facet angry-hostility and the second, fourth, sixth, and eight item of the facet assertiveness. Then the mean score was calculated for each participant on warmth, angry-hostility and assertiveness, with a range between 0 and 4.

### **Procedure**

This study used a self-report questionnaire that participants filled in via their phone at school which took 10-20 minutes. The participants started the questionnaire by reading the purpose and a summary of the study. Thereafter, they were asked about their age; if they were

sixteen years or older they could start filling in the questionnaire after they had given their consent. At first, they had to fill in personal information, such as gender and nationality and subsequently they had to react on statements and answer questions on bullying experiences. Thereafter, they had to react on statements to measure to what extent the participants possess the personality traits warmth, angry-hostility and, assertiveness. In the end, the participants received a gym bag as a compensation for filling in the questionnaire.

### **Statistical Analysis**

To determine the differences between the different bullying groups (victims, bullies and, bully-victims) on the personality traits (warmth, angry-hostility and, assertiveness), three one-way analyses of variance (ANOVA) were performed.

To test the first hypothesis, an ANOVA was performed with bullying status (victim, bully, bully-victim) as the independent variable and warmth as the dependent variable.

The second hypothesis was tested by performing an ANOVA with bullying status (victim, bully, bully-victim) as the independent variable and angry-hostility as the dependent variable.

The last hypothesis was also tested by performing an ANOVA, with bullying status (victim, bully, bully-victim) as the independent variable and assertiveness as the dependent variable.

Partial eta squared was used to measure the effect size of the three ANOVAs. On each ANOVA, a pairwise comparison was made using a post hoc Tukey test and administering a significance level of alpha equals .05. The analyses were carried out using the SPSS 26 statistical package. According to the post hoc power analyses, the powers of the analyses for warmth, angry-hostility and, assertiveness were respectively 6%, 34% and, 27%. As sufficient power is at 80%, our analyses indicated a low power for every personality trait. The effect

sizes of the post hoc analyses were respectively  $f = .03$  (small),  $f = .11$  (small) and,  $f = .10$  (small).

## **Results**

### **Assumptions check**

The assumptions for the three analyses were checked. The assumption of normality was checked by analysing three QQ-plots of the personality traits warmth, angry-hostility and assertiveness, see figures 1, 2 and 3 in Appendix B. All three scales were normally distributed. To check the assumption of homogeneity, Levene's test was used for all three scales. Homogeneity was not violated for warmth  $F(2, 258) = 1.76$ ,  $p = .17$ , angry-hostility  $F(2, 258) = 1.57$ ,  $p = .21$  and assertiveness  $F(2, 258) = 2.20$ ,  $p = .11$ , see table 2 in Appendix B.

### **Hypothesis testing**

For the first hypothesis, there was no general group mean difference regarding warmth ( $F(2, 258) = .28$ ,  $p = .76$ , see table 3). Therefore, there were no indications that victims were significantly warmer than bullies and that bully-victims were significantly warmer than bullies.

For the second hypothesis, a significant general group mean difference was found between the three groups regarding angry-hostility ( $F(2, 258) = 6.20$ ,  $p = .002$ ), see table 3. A Tukey post hoc test indicated that bully-victims ( $M = 2$ ,  $p = .002$ ) were significantly more angry-hostile than bullies ( $M = 1.66$ ,  $p = .002$ ), see table 1 and 5. There was no group mean difference regarding angry-hostility between bullies and victims ( $p = .14$ ) and bully-victims and victims ( $p = .06$ ), see table 1 and 5. Therefore, there were no indications that bullies were significantly more angry-hostile than victims.

For the last hypothesis, there was no general group mean difference regarding assertiveness ( $F(2, 258) = 2.78$ ,  $p = .06$ ), see table 3. Therefore, there were no indications that

bullies were significantly more assertive than victims and that bully-victims were significantly more assertive than victims.

**Table 3**

*One-way ANOVA analyses*

Personality trait		df	F	Sig.	$\eta_p^2$
Warmth	Between groups	2	.28	.76	.002
	Within groups	258			
Angry-hostility	Between groups	2	6.20	.002	.05
	Within groups	258			
Assertiveness	Between groups	2	2.78	.06	.02
	Within groups	258			

**Table 5**

*Tukey post hoc tests Angry-hostility and Assertiveness*

Victimstatus	Victimstatus	Mean Difference	Std. Error	Sig.
Angry-hostility				
Victim	Bully	.14	.08	.30
	Bully-victim	-.21	.10	.17
Bully	Bully-victim	-.34*	.12	.01
Assertiveness				
Victim	Bully	-.19	.09	.11
	Bully-victim	-.21	.12	.18
Bully	Bully-victim	-.03	.13	.98

\*. The mean difference is significant at the 0.05 level.

## Discussion

In this study, differences between bullies, victims and, bully-victims on the personality traits warmth, angry-hostility and assertiveness were examined and it was examined whether bully-victims would show personality traits more similar to bullies or victims. The results indicated that bully-victims were more angry-hostile than bullies. The findings did not indicate a difference in angry-hostility between bullies and victims. Moreover, the findings also did not indicate a difference in warmth and assertiveness between the three groups.

For the first hypothesis, inconsistent to what was expected, no differences were found on personality trait warmth between bullies, victims, and, bully-victims. Although insignificant, bullies had a higher mean score on warmth than victims. These findings are not in line with our expectations and previous research (Alonso & Romero, 2017). It could be explained that victims did not score significantly higher on warmth than bullies by the suggestion that repeated victimization could make victims look after themselves a lot more, at the expense of others which could lead to unfriendly behaviour against others (Tani et al., 2003). Repeated victimization could cause victims to hold a grudge against bullies (Bollmer et al., 2006), as a result this could lead to more victimization which could cause more unfriendly behaviour. As our findings do not indicate significant differences between the three groups, it is impossible to conclude whether bully-victims are more alike bullies or victims in warmth. Our findings could suggest that bullying experiences are not in relation with the personality trait warmth. Nevertheless, prior research suggests that there is a relation between bullying experiences and personality trait warmth (Alonso & Romero, 2017; Bollmer et al., 2006). The inconsistency with our findings could be explained by the low power of the analysis, which could cause subtle differences between the groups to stay undetected.

In contrast to what was expected in the second hypothesis, bully-victims scored significantly higher on angry-hostility than bullies. This is in line with findings that bully-

victims can be the most aggressive group in comparison to bullies and victims and manifest their aggressiveness in numerous ways (Salmivalli & Nieminen, 2001). Bully-victims may be more aggressive than bullies because they have to stand up for themselves as a consequence of being bullied. In addition, bully-victims could also display aggressive behaviour to others which can be the reason that they are bullied themselves (Kennedy, 2018; Schwartz, 2000). Inconsistent with our expectations, bullies did not score significantly higher on angry-hostility than victims. Although insignificant, victim's means on angry-hostility were higher than bully's mean scores. As bully-victims differ significantly from bullies on angry-hostility, it could be suggested that bully-victims are more alike victims on angry-hostility. However, the mean scores of the three groups are close to each other so therefore, it is impossible to draw a conclusion on whether bully-victims are more similar to bullies or to victims on angry-hostility.

In contrast to what was expected in the third hypothesis, no differences between bullies, victims, and, bully-victims on assertiveness were found. Although insignificant, bullies did have a higher mean score than victims on assertiveness and bully-victims had a higher mean score than bullies. Our findings are not in line with previous research (Alonso & Romero, 2017). As our findings indicate that there is no difference in assertiveness between the three groups, it is impossible to say whether bully-victims are more alike bullies or victims in assertiveness. Our findings could suggest that there is no relation between bullying experiences and assertiveness. Nonetheless, prior research suggests that there is a relation between bullying experiences and assertiveness (Alonso & Romero, 2017; Card & Hodges, 2008; Fossati et al., 2012; Slee & Rigby, 1993). The inconsistency of our findings with previous research could be explained by the low power of the analysis which could lead to subtle differences between the three groups to could be undetected. The findings could, however, be practically significant; meaning that the differences between the three groups are

visible in the real world but were not detected in this study due to the low power of the analysis.

### **Strengths and limitations**

One of this study's main contributions is the focus on personality traits within bullies, victims and, bully-victims. As personality traits of bully-victims have not been studied often in comparison to personality traits of bullies and victims, our study fills a gap in prior literature. The difference in angry-hostility between bully-victims and bullies, may be helpful information in designing an intervention based on bully-victims, as such an intervention has not been designed yet. An intervention based on bully-victims should be able to prevent bullying within bully-victims and to support bully-victims in coping with the negative consequences of being bullied.

This study has some limitations. The data on bullying experiences and personality traits used in this study is solely collected through self-report measures; this could give the threat of social desirable answers (Barnett, 1998; Lee, 1993). It can be helpful to include reports on bullying experiences by teachers, parents, and peers which could add additional information on bullying experiences from an outsider's perspective. With regard to personality traits, it could also be helpful to add reports by teachers, parents, and peers on personality traits of an individual involved in bullying. This way, the personality traits of an individual can be evaluated based on multiple perspectives which creates a more reliable image of the personality traits of an individual.

Another limitation is the difference in group sizes of the bullies, victims and, bully-victims. The powers of the post hoc analyses were based on the size of the smallest bullying group, leading to small powers of the post hoc analyses. A small power makes it difficult to detect meaningful findings due to random and systematic errors. This could lead to subtle differences to stay undetected.

This study had no longitudinal design, which can be seen as a limitation. The participants in this study were asked about their bullying experiences in the last month which could have been too short as this caused the frequency of reported bullying experiences to be low. This could have an impact on the generalizability of the study as the findings are based on limited bullying experiences. A longitudinal study could improve the generalizability of the study because the frequency of the reported bullying experiences within the study would be higher.

### **Future research**

Future research could be a longitudinal study in which participants will have to fill in self-reports on bullying experiences and personality traits at multiple moments over the period of a few months to a year. This will improve the generalizability of the study as the data will probably provide a high frequency of bullying experiences. Also, teachers, peers, and parents could report their observations on the bullying experiences of the participants and their personality traits to get information from multiple sides. Monitoring their bullying experiences and their personality traits over a period of time based on multiple reports, may provide information on the development of their bullying experiences in combination with the expression of their personality traits.

Findings from this study could be helpful in improving existing interventions based on bullies and victims because it will be visible whether personality traits within bullies and victims may change. It could be examined whether certain personality traits lead to becoming a bully or victim. As there are no interventions on bully-victims yet, personality traits involved in being a bully and victim at the same time, may be the foundation of designing an intervention for bully-victims. This intervention could focus on preventing bullying behaviour on one side and giving support on how to cope with negative consequences as a result of victimization on the other side.



## **Implications**

A clinical implication for future interventions on bullying could be a focus on anger management within interventions on bully-victims as bully-victims seem to possess higher levels of the angry-hostility personality trait than bullies. It could be interesting to find the reason for their angry behaviour against others, as they know what it is like to be bullied themselves. In the intervention, bully-victims could be interviewed about their motive to bully others while they are also bullied themselves to gain knowledge on their thoughts about their situation. This might clarify the behaviour of bully-victims which can be discussed with the bully-victims in the intervention to prevent them from bullying again. Moreover, bully-victims could be interviewed on their experiences as victims and receive the support they need.

Higher levels of angry-hostility within bully-victims is something that teachers and parents should also keep their eye on. Being angry or hostile against others might give the impression that a child bullies another child without knowing that this child is bullied itself. Teachers and parents may be unaware that the child is bullied itself and that its angry behaviour against others could be its defence mechanism. The advice to teachers and parents is to check on these children frequently and to find out whether the child is bullied itself. The advice holds for checking on bullies and victims as well, as they may also benefit from support of teachers and parents. This way, teachers and parents are able to step in early and give their support to the individuals involved in the situation.

## **Conclusion**

In this study, self-reported data was used to assess personality traits within bullies, victims and, bully-victims. Overall, bully-victims scored significantly higher on angry-hostility than bullies. However, more significant differences on angry-hostility between the three groups were not found, nor were any significant differences found on warmth and

assertiveness between the three groups. Our findings seem to suggest that personality traits warmth and assertiveness are not in relation to bullying experiences. It is noteworthy, however, that the present study did not have sufficient power which brings up the possibility that certain differences between the groups were not detected. Moreover, the generalizability of the present study may have had an impact on our findings as the frequency of bullying experiences within the study was limited.

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## Appendix A

Dear researcher(s),

Your application for research with human subjects has been approved by the Ethical Committee Psychology (ECP). The administrative information in the green block and the ECP-SONA form have to be added to the Research Package (according the Data Protocol) at the location on the Psychology Y-network area.

<b>RESEARCH CODE</b>	<b>16266-O</b> (Note, put this code always before the title)
<b>NAAM/TITELS ONDERZOEK</b> <i>[Name/Titles research]</i>	<b>Binnenstebuiten: Sociaal gedrag en geestelijke gezondheid van pestslachtoffers</b>
Datum registratie ADM. <i>[Registration date ADM.]</i>	27-03-2017/ JP
Is een supervisie-email ontvangen <i>[Is a supervisie-email received]</i>	N.v.t. <i>[N.a.]</i>
Begindatum onderzoek <i>[Start date of study]</i>	2017-04-01
Einddatum onderzoek <i>[End date of study]</i>	2019-06-30
<b>HOOFDONDERZOEKER</b> <i>[Principal Investigator]</i>	<b>Marije aan het Rot</b>
Is een PPP-account nodig voor PI (PI + Researcher account) <i>[Is a PPP account needed for PI]</i>	N.v.t. <i>[N.a.]</i>
<b>DAGELIJKSE BEGELEIDER</b> <i>[Day-to-day supervisor]</i>	<b>Minita Franzen</b>
<b>UITVOERENDE ONDERZOEKER(S)</b> <i>[Operational Researcher(s)]</i>	

With kind regards,

Janny Padding

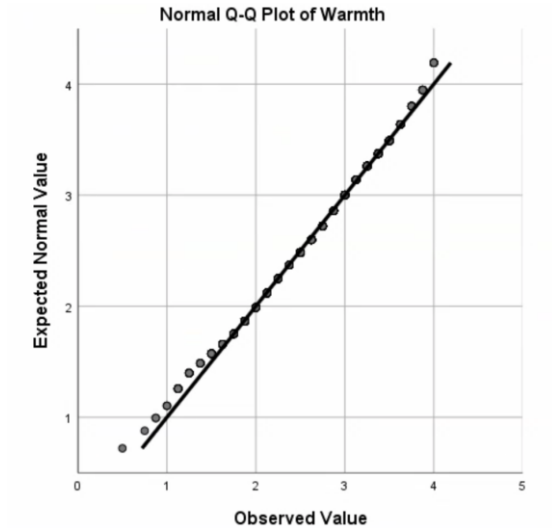
Research Administration Psychology (RAP)



## Appendix B

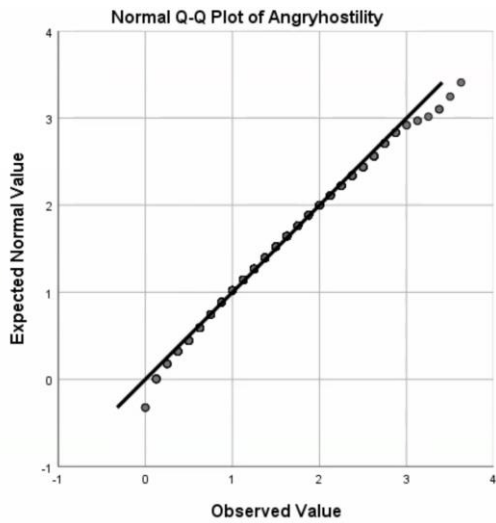
**Figure 1**

*QQ-Plot of personality trait warmth*



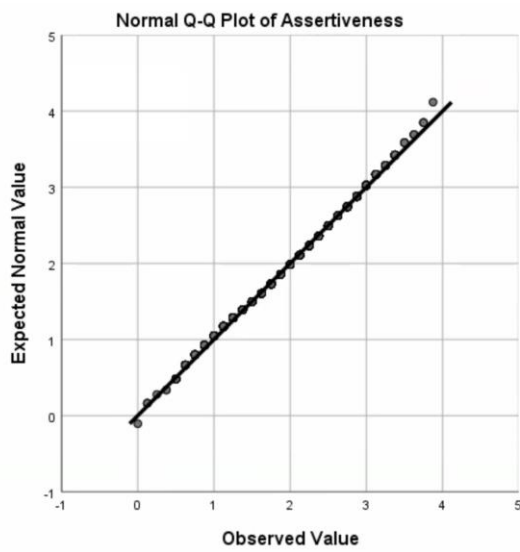
**Figure 2**

*QQ-plot of personality trait angry-hostility*



**Figure 3**

*QQ-plot of personality trait assertiveness*



**Table 2**

*Levene's test of Homogeneity of Variances*

		Levene Statistic	df1	df2	Sig.
Warmth	Based on Mean	1.76	2	258	.17
Angry-hostility	Based on Mean	1.57	2	258	.21
Assertiveness	Based on Mean	2.20	2	258	.11