THE PERCEPTIONS OF INTERNATIONAL STUDENTS ABOUT ACADEMIC BULLYING

By

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Abstract

Many international students enter Canada every year to pursue their educational careers. This academic journey is mostly a positive one, rich in various experiences but not without challenges from present and previous academic interactions. This thesis research explored the impact of teacher bullying from an international student perspective. Data were collected from over 50 international students from Memorial university of Newfoundland through online survey and in-depth interview which found out that developed countries have in place; working strategies which help their educational institutions control and manage academic bullying unlike developing countries' where those strategies do not work effectively.

Study identified that academic bullying affects an international student's social confidence, academic input and performance and demoralizes students. Also that there are evidence that academic bullying still exists in Newfoundland and Labrador as suggested by the online survey. Other very important revelations include critical patterns of academic bullying such as sorting (paying an academic facilitator for marks), compromised evaluation, and compromised evaluation process, emotional and social stigmatization which has a part to play at the long run in the economic sustainability of a country.

Keywords: Academic bullying, Academic evaluation/assessment, Academic ability, Academic performance, Education/ learning facilitator, Academic displacement and Academic sorting.

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List of Abbreviation

APA   American Psychological Association

ICEHR   Interdisciplinary Committee on Ethics in Human Research

MUN   Memorial University of Newfoundland and Labrador

NL   Newfoundland and Labrador

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Academic life experiences are no different from other life experiences. Some have positive experiences at some point in their academic life or throughout their entire academic life whereas some others do not. As much as every institution is charged with creating an enabling environment which will be conducive for learning by those overseeing such institutions, they are also responsible for ensuring that learning facilitators or teachers deliver knowledge-based instructions fairly, conduct assessment without bias, and grade performance equitably. As much as these are the hallmarks of a good learning environment, these ideals in many practical instances have remained elusive especially with reported incidences (Gilmore, 2009) of teacher-student academic bullying across various learning institutions namely; primary, secondary/high school, and of course the tertiary institutions.

Bullying is something universal (Corey, 2009), found in every culture as a form of class struggle and a consequence of social interaction (Espelage, Bosworth, & Simon, 2000) wherever it is found. Broffenbrenner's (1979) earliest study on bully-victim interactions emphasized the utilization of power imbalance (Swearer & Hymel, 2015) by the bully as the main reason for bullying. or lodging this power over victims. Cornell, Shukla, and Konold (2015) affirmed this in their peer victimization study on authoritative school climate. The use of this power imbalance is not peculiar to school environment alone (Olweus, 2012), as there is scarcely any human socialization arena without victimization cases especially where there is an imbalanced power distribution between the victim and the bully. The reality of this

asserts can better be explained in the teacher-student relationship; a relationship with obvious power imbalance which may often be exploited by the teacher or academic facilitator against the student either physically, socially, emotionally, cognitively, or otherwise based on the premise that most students have a form of fear and respect for the teacher. In whatever shape it takes, it is a form of academic bullying, a situation which stakeholders have well fought hard to stop in order to curtail its harmful effects on the academic ability, performance of students, and more importantly, to control its effects on the psyche of the victim which is capable of setting up a vicious cycle of bullying (McEvoy, 2005)

Academic bullying is injurious intent by the teacher or academic facilitator (either of the teaching staff or the administrative/management) to harm or abuse a student either physically, socially, cognitively, verbally, or emotionally which occurs either once or repeatedly in a teacher-student relationship during learning in school. These are also all forms of behaviours social or relational, overt or covert, directional or non-directional within the learning environment among the social members which cause academic/learning facilitators or teachers and supervisors to nurse injurious intent to harm, abuse, discriminate, and/or cause the students to suffer academic deprivation or neglect either personally in relation to others. Academic bullying is degrading and affects the psychology of the students (Gootman,1993). Sometimes, students abused and or who have been bullied become victims based on the misconceptions of the teacher or the academic facilitator of the students or the victim or their intention to utilize the power imbalance to get the student or the bullied do their bidding or to punish the student for refusal.

According to Gilmore (2009), academic bullying metamorphoses in various forms and shapes as can be authenticated by bullying reports in most primary, secondary, and tertiary schools depending on the nature and circumstances of the social environment in which the

school is situated. For instance, reports of academically bullied victims suggest that being shouted

down, beaten, abused physically or verbally, evaluation misrepresentation, sorting, manipulation of

the students, exploitation (financially, socially, emotionally), displacement of grades, missing scripts,

injustice (many forms of unfair treatment), and even sexual harassment are but forms of academic

bullying. As bad as they are, these antecedents have influenced and shaped the perception of students

regarding their academic life, their performance, and their personal lives. In many instances,

academically bullied students perceive the act as an illicit way which teachers deploy to obtain

benefits from students which leads to loss of cognitive ability and aggrievement due to exploitation.

These, in the perception of the students are damaging with lasting negative psychological effects

leaving the students with feelings of embarrassment, depression, loss of confidence, and feeling

demoralized. However, occasionally and rarely, academic bullying may spur or challenge the student

to work harder to improve to prove the academic bully wrong especially when the student is

downgraded.

The negative antecedents associated with academic bullying are those that have left stakeholders

in search of solutions to control and manage the menace. Such solutions could only be galvanized

through research in order to understand the nature, consequences and effects of consistent research

efforts directed towards understanding the morphology of teacher-student academic bullying.

Measures taken to control and manage it may not be adequate. This study has therefore taken a step

in that direction especially in trying to understand how academic bullying influences students'

academic life and wellbeing.

1.2 Statement of the Problem

The dangers of academic bullying to the academic and personal lives of the victims (students)

such as; grade misrepresentation, academic ability displacement, loss of marks,

feelings of dropping the course, actual dropping/changing of course, skipping of classes, loss

of passion and mental instability have made academic bullying one of the most topical issues

in education management yet under researched. Across various school circumstances,

students are usually victims of facilitator's excesses which do not conform to a moral and

ethical code of conduct guiding the roles of teachers or academic facilitators in the discharge

of their duties. Despite the supervisory roles of the school management, there is still a need to

introduce effective measures which are safe for students and proper for management to

manage and control academic bullying in schools.

One of the problems encountered in policy making towards managing and controlling

academic bullying is embedded in not understanding the intricacies and forms in which it manifests.

With the changing social environment aided by hyper advances in information technology, new

dimensions of human interaction on media platforms may abet its prevalence, the nature of its

manifestation, and its control. There is therefore the need to explore its control and management in

the light of its true nature and manifestation as reported by victims.

Another problem associated with academic bullying is reporting/feedback from victims

which help school management to know the current state of affairs as related to bullying in their

institution. Most students are afraid to report their bullying incidences because they feel that they

may be further bullied. This peculiar problem has reduced the chances management has in eliciting

vital information from the victims to strengthen their policies. Also, there is the problem of trust as

most times; students are not trusted when they make their reports regarding their victimization

experiences which come with forms of stigmatization in the eyes of the teaching colleagues of the

bully. This study is therefore

channeled towards finding other alternatives which can be employed to report bullying incidences

and at the same time protecting the reporter. It is hoped that the anonymity of the research survey

and in-depth interviews will be expedient in providing answers/solutions to the problem of this

current study.

1.3 Objectives of the Study

The major purpose of this study is to explore the nature, perceptions, experiences, effects,

and solutions to academic bullying among international students in Memorial University,

Newfoundland. Specifically, the study will seek to determine:

1. The nature of academic bullying among students.

2. The perceptions of international students about academic bullying.

3. The experiences of students towards academic bulling as it relates with their academic

   achievement.

4. The reported forms in which academic bullying affects the academic performance of the student

   victims.

5. If there are possible policies and solutions whose implementation may aid the control and

   management of incidences of academic bullying within school environment.

1.4 Research Questions

Considering the problems of the study, the following research questions have been

formulated to guide the study:

1. What is the nature of academic bullying?

2. What are the perceptions of students about academic bullying?

3. What are the experiences of students towards academic bulling as it relates with their academic achievement?

4. In what reported forms does academic bullying affect the academic performance of the student victims?

5. Are there possible policies and solutions whose implementation may aid the control and management of incidences of academic bullying within school environment?

1.5 Relevance of the Study

Academic bullying is a focal issue among stakeholders in education. Basically, it affects both academic performance of students as well as their personal lives. Having established in literature that academic bullying displaces students' academic ability as much as it leaves them feeling embarrassed, depressed and sad, finding the nature, perception, and consequences which it has and ways through which to control and manage the menace will be relevant in many ways:

It will enable institutional management to understand the complex nature of academic bullying within the circumstances of the students especially in developing policies aimed at addressing these problems. Equally, the nature of academic bullying as revealed by the participants of the study will also enable the school management to understand its implications on academic performance of students. It will further avail management the opportunity to utilize the suggestions and solutions offered for controlling and managing the menace.

For the students, this study is important in several ways. It will help the students' voices to be heard especially considering that most students are not comfortable reporting their experiences and the impact of those experiences on their academic and personal lives. Therefore, the anonymity of research will enable stakeholders to hear and be aware of the plights of students in their relationships with their

teachers or education facilitators. It will further motivate students to know that one of the fastest ways

to curbing the menace is by

reporting one's experiences which will lead to management action for the good of all. This study will

also serve to admonish students about keeping quiet about their academic bullying experiences as this

may displace their academic ability and make them lose their primary positions and opportunities.

Another important dimension of this study's relevance is that it will help to stimulate further

research interests in academic bullying especially exploring other intricates of teacher bullying not

covered in this study. The knowledge of this will help to improve the research design for future

studies which in turn will help better results to be found and to help address the problems associated

with academic bullying.

1.6 Contextual Definition of Key Study Variables

Academic bullying

Academic bullying is an injurious intent by the teacher or academic facilitator (either of the

teaching staff or the administrative/management staff) to discomfort, harm, or abuse a student either

physically, socially, cognitively, verbally, or emotionally. It may be directed towards his/her academic

evaluation or personal life. It is any behaviour of a teacher towards a student which is abusive,

regardless of whether it is referred to as maltreatment, bullying, or abuse. For this study, the following

terms, academic abuse, academic maltreatment, teacher bullying, teacher abuse, and teacher

harassment are used interchangeably to mean same thing as academic bullying.

Academic evaluation/assessment

Academic evaluation/assessment as used in the context of the current study refers to periodic assessment by the teacher of the students to examine their learning progression; it is also a review of students' learning experiences.

Academic ability

Academic ability is the personal capacity inherent in every student to understand and reproduce knowledge facilitated by the teacher to the students. It also refers to the skills and aptitudes students have necessary for undertaking their course of study and imbibe the knowledge therein.

Academic performance

Academic performance in this study refers to a periodic measure of students' academic competence usually ascertained through assignments, tests, quizzes, or examinations.

Education/learning facilitator

Education/learning facilitator refers to teachers who impact knowledge to students or other members of the school community who help in organizing the students for learning purposes.

Academic displacement

Academic displacement refers to a situation of misrepresentation of students' grades in an academic assessment whereby a more intelligent student is portrayed to be less intelligent with the less intelligent student having more grades and placed above him/her academically and vice versa.

Academic sorting

The term academic sorting or sorting refers to influencing academic grades with money. It is situation whereby a student offers the teacher or the academic facilitator money to improve his or her grade on an academic evaluation or assessment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter focuses on examining the conceptual, theoretical, and empirical literature about the perceptions of academic bullying by international students of Memorial University of Newfoundland. The review considers the conceptualization of bullying as an act of victimization before digressing to academic bullying. Theoretical support is provided to explain the interplay of human behaviour which ushers in bullying behaviour after which a theoretical framework for the current study is outlined. Empirical evidence is also reviewed to support the findings of the study.

In the conceptual review, I explore definitions and provide a brief history of bullying as a behavioural pattern in the school environment; types of bullying behaviour with various forms of behaviour manifestations are also considered. Also, the use of theoretical linkages will help support empirical studies in related areas of study. Using these key words: bully, bullying, academic bullying, academic environment and academic performance, internet and electronic searches for the review of conceptual, theoretical, and empirical literature were conducted from 1979 onwards.

2.2. Overview of Bullying

Bullying as a human behavioural trait can be found almost in all walks of life. Peer groups of adolescents are the most common place it is found. It is also found among professional organizations between superiors and their subordinates (e.g. tertiary institutions of higher learning public and

private sector organizations). The form found among the institutions of higher learning is what is termed academic bullying. It is usually an abusive behaviour directed towards the student by his or her learning provider with intent to undermine the student, harm him or her physically, emotionally, and otherwise. The learning provider enjoys the imbalance of power created as a result of being the instructor and having the capacity to determine the subordinate's learning outcomes on a subject.

According to the Olweus (1999), there are nine types of bullying; which include: verbal bullying, (attacks through nicknames or derogatory comments); physical assaults against an individual (hitting, spiking, derogatory gestures, etc.); assaults against other's possessions (intentional damage, ruin or disfigure); isolation or social exclusion (avoidance, dismissal, mock association); lies (in form of gossips and false rumours); coercion (influencing people to do things or decline against their will); racial bullying (discrimination on the basis of race e.g. skin colour); sexual bullying (unacceptable sexual gestures, speeches, remarks against a member of the opposite sex as a form of mockery or lead towards sexual harassment or exploitation) and lastly cyber bullying (proliferation through the use of phones and internet to perpetuate any form of aggression repeatedly). There are other examples of bullying which can be found in any school learning environment.

Quite a few of the highlighted types of bullying can be found in the learning situation. For instance, international students may experience a kind of racial isolation and exclusion as examples of bullying from their learning facilitators whereas every other student may experience verbal, physical, cyber, and sexual bullying equally. Bullying in the academic environment occurs with lots of implications for the students which may affect the students emotionally with implications on their ability to reach a certain academic goal. There is a close association among happiness, popularity, victimization, academic performance, and school safety (Raskauskas & Modell, 2011). Mishna

(2003) asserted that unlike school children, adult students in higher institutions may not be afraid of going to school or being in school but may react negatively towards increased involvement as a result of identified frustration within the school environment.

2.2.1 History of Bullying

The concept of bullying is as old as civilization. Corey (2009) placed a premium on the volatile effects of the agents of socialization on the child's development such as environmental factors like the nature of family structure; locality and the child's relation with peers which may have varying influence on the child.   Historically, the interaction of environmental factors and socialization process influence children's behaviour and one of such influences is academic bullying. Other interactions within the learning environment with teachers and the school authorities necessarily influence children's behaviour also with varying social consequences including academic bullying (Haltigan & Vaillancourt, 2014). The extent of a child's development within the school environment has consistently been linked to adjustment challenges of the child later in life; many studies have provided linkages among self-esteem, self-assertiveness, and bullying in relation to children's socialization process in trying to adapt to their environment (e.g. Emamzadeh, 2004; Anagbogu & Anyachebelu, 2004; Bonanno & Hymel, 2006; Corey, 2009; Erol & Orth, 2011; Ferguson & Dyck, 2012; Haltigan & Vaillancourt, 2014; Swearer & Hymel, 2015). Among all developmental challenges, students single out bullying behaviour as the commonest vice among kids in school with adjustment challenges leading to varying academic performance.

2.2.2 Definitions of Bullying

Bullying wherever it is found is a serious issue. As a form of aggressive behaviour, Niedl (1996) identified that bullying is also found in the workplace and professional organizations such as

higher institutions especially between superiors and their subordinates and among workers. Generally, bullying behaviour is conceptualized as the earliest form of aggression. Vaillancourt, Hymel, and McDougall (2013) offered biological influences of peer victimization in understanding the origins of bullying behaviour as an offshoot of aggressive behaviour in the socialization process. Olweus (1999) also identified bullying as a subset of aggressive behaviour which is exploited by the bully because of an imbalance of power such that it is difficult for the victim to defend him/herself. In the school environment, bullying has been linked not only to a form of peer socialization pattern but also as academic bullying, between the teachers (those who facilitate learning) and among students. Among other effects, those who are victims of bullying complain that they feel mentally stressed, depressed, and have shattered esteem which cognitively disturb their learning.

2.2.3 Theories of school bullying

To understand theoretical backgrounds which govern the initiation and sustenance of most bullying behaviour, it is important to understand behavioural phases it often takes before gaining momentum. Typical of phase one are subjugation and control; and destruction and elimination (Field, 1996). For any bullying behaviour to be established the priority of the bully is to gain control over the victim and where total control is elusive the second phase which is destruction and elimination of the victim will be nursed. Based on these behavioural antecedents, social-ecological theory (Bronfenbrenner, 1979) and the social-ecological diathesis-stress model (Swearer & Hymel, 2015) have become useful in evaluating the bullying behaviour although with inherent limitations.

2.2.3.1 Social-ecological theory (Bronfenbrenner, 1979)

To fully understand the Bronfenbrenner (1979) model, there is need to create a picture of Espalage's (2004) social-ecological environment in which the interaction occurs. This social-ecological environment which is at the base of exchange system between the bullied and the bully

is the product of diverse socialization agents which influences individuals and determines to some

extent the persistence of the behaviour. Micro-systems and the macro-systems were identified by

Bronfenbrenner (1979) as concentric circles which determine the extent of environmental influence

leading to bullying behaviours. Others are: meso-system and exo-system. Espelage and Swearer

(2010) and that of Orpinas and Horne (2006) opined the social circles and socialization agents

which house the interaction of students, their families, teachers, learning facilitators, organizational

staff, the school environment, the community environment and the prevailing culture to a large

extent influence and determine the prevalence of bullying behaviour in the academic environment.

However, this can be controlled should the various socializing agents harmonize their interest

towards the bullying menace.

Bronfenbrenner (1979), Espelage and Swearer (2010), and Orpinas and Horne (2006) identified a

strong correlation between the academic environment and the prevalence rate of academic bullying

especially in environments where there are no proactive measures to limit learning facilitators'

overbearing influences on their students. Academic learning centers with histories of racial abuse and

discrimination may equally have higher tendencies of academic bullying occurring. Social exclusion,

racial bullying, or discrimination will be common forms here (Olweus, 1999). Program abandonment and

poor grades may be the commonest implications for academic bullying.

Barboza, Schiamberg, Oehmke, Korzeniewski, Post, and Heraux (2009) contend that the

combination influence of the social circles further increases the chances of bullying in the learning

environment; these may be termed micro-macro interaction and meso-exo system interaction. The

authors asserted that the multiple negative influence of socialization agents also create multiple effects

and a higher tendency for bullying prevalence in the academic environment. For instance, Moon and

Alarid's (2015) study used the theory of low self-control as a predictor of an array of deviant behaviour that low self-control was more associated with physically and psychologically bullying; a stronger explanation for bullying especially in comparison with other youths who experienced disciplinary measures by their teachers. Their study linked the relationship between low self-control and bullying and the effects of opportunity factors (i.e., parental supervision, association with other bullies, negative school environment, and disciplinary measures used by teachers) on bullying in the context of low self-control theory. Psychological bullying was found to be significantly and negatively predicted by a negative school environment which is in appreciation of the Bronfenbrenner (1979) model emphasizing the effects of agents of socialization on behaviour.

The strength of Bronfenbrenner's (1979) model lies in explaining conceptual forces of interaction between the person and the agents of socialization. This is to a large extent the pattern of the prevalence rate of many forms of aggression. His theory describes circles of influence between two persons, a person and the socializing circles, and interaction among socializing circles which influences a person's aggressive behaviour. Bronfenbrenner's (1979) model has several limitations. The model did not foresee internal factors which are causative or motivation factors of bullying as a form of aggression; not only environmental influences that instigate bullying behaviour but intrinsic factors such as discriminatory tendencies and exploitative tendencies also instigate bullying behaviours. Expanding this theoretical foundation, Swearer and Hymel (2015) further examined social-ecological diathesis–stress model as an explanation for prevalence and sustenance of academic bullying behaviour.

2.2.3.2 Social-Ecological Diathesis–Stress Model (Swearer & Hymel, 2015)

The Swearer and Hymel (2015) social-ecological diathesis-stress model was born out of the need to fill the gaps in Bronfenbrenner's (1979) model and by so doing answer questions of the limitations. Swearer and Hymel's (2015) model is hinged on psychological stressors in one's life which produces bio-cognitive vulnerabilities in a person leading to aggressive behaviour such as bullying. Multiple stressful social events do not entirely explain behavioural trends such as depression, anxiety, and aggression, but they can arbitrarily increase bio-cognitive vulnerabilities of the sufferer with associated negative outcomes. Swearer and Hymel contended just like Chango, McElhaney, Allen, Schad, and Marston (2012) that it is the inability of the sufferer to cope with life's stressors more positively that inevitably leads to all forms of negative responses including aggression-based behaviour such as bullying.

Bonanno and Hymel (2010), as cited in Swearer and Hymel (2015), recognized that the inability of persons to react and cope more positively to stressful life events around them as the basic root of negative sociological outcomes. Bonanno and Hymel (2010) laid emphasis on the nature of the coping capacity of the individual on these influences as the precursor of social-ecological stress leading to various negative outcomes such as aggression towards the self, suicidal thoughts and aggression towards others, bullying, and to higher degree terrorism. The intensity of these may be determined if global, stability, and internal cognitive schemas, and negative beliefs about self, world, and future, individuals precipitate negative events at increased risk for internalizing and externalizing problems (Hammen & Rudolph, 2003). The authors also recognized the associated developmental problem of children and youths who engage in aggressive behaviours as a means of self-assertion and development which mix in the form of group interaction in developmental arenas. White and Waters' (2015) study which sought to: (i) create enabling institutions and (ii) applications of

character strengths by applying case study centers on two aspects of Peterson's research as introduced into a large K-12 school in Australia portrays this. The authors successfully described five-character strength initiatives aimed at controlling and containing academic bullying and yet promoting students' interaction and development. English curriculum, school sport, student leadership, and counseling initiated as strength initiatives were integrated into existing school experiences to help students significantly reduce stress associated in their peer-to-peer interaction. The authors found that this reduced frequent victimization reports afterwards.

The strength of the Swearer and Hymel (2015) social-ecological diathesis-stress model is in providing causative explanation on the initiation and sustenance of bullying behaviour as acts of aggression. It highlights that peoples' inability to cope with stressors associated with interacting with various socialization agents is the causal factor precipitating varying negative outcomes including harm to the self and to others such as bullying as a form of aggression. Providing answers to this causality gives the model the ability to differentiate individual factors from environmental factors those that dispose one to bullying behaviour. Limitations to this model which was dominated by cultural influence of group behaviour are that in some cultures, effects of dominating others as forms of social relevance and superiority are encouraged. The antecedents of these socio-cultural effects may lead to institutional inefficiency in checking racial and other forms of discrimination which inadvertently breeds academic bullying among other aggressive behaviors.

2.2.4 Prevalence of school bullying

School harassing happens in each nation and in most schools, although the level and manner may fluctuate extensively. Due, Holstein, Lynch, Diderichsen,, Gabhain, Scheidt,, & Currie (2005), in one of only a handful couple of similar international investigations of school harassing, found that

among the 28 nations in their study, the most elevated frequency of school bullying happened in

Lithuania with more than 41% of young men and 38.2% of young ladies demonstrating that they had

been bullied. In Sweden, with the most minimal level of tormenting, it was discovered that young

ladies were the least extent liable to be harassed with 5.1% of young ladies and 6.3% of young men

showing that they had been tormented.

A later report comprised of 40 nations gives additional confirmation of the pervasiveness of

school bullying as a global issue. Craig, Harel-Fisch, Fogel-Grinvald, Dostaler, Hetland, Simons-

Morton, Pickett, (2009) found that bullying extended from 8.6% to 45.2% among young men and

4.8% to 35.8% for young ladies. Exploitation was most normal in Baltic nations, for example,

Estonia and Lithuania, with the least rates happening in northern European nations, for example,

Sweden and Finland. Rates of exploitation were higher for young ladies in 29 of 40 nations and the

predominance of exploitation diminished with age. Scandinavian nations have the most minimal

levels of harassing and bullying. Eastern European nations were found to have the most astounding

occurrences of bullying.

Bovaird (2010) contends that the explanation behind these distinctions in pervasiveness

rates crosswise over nations is likely because of estimation contrasts. A few outcomes depend on

self-reports, others are peer assignments, and still others are finished by guardians. Not all

investigations have operationalized bullying in a similar way. Some measure the time over the

previous month, recent weeks, or the entire school year. There may likewise be issues with

memory. The sort of estimation might be as Likert-type questions (emphatically consent to firmly

deviate), yes/no reactions, or checks. Frequently tormenting or exploitation is contained a solitary

thing instead of separating the harassing practices into its different sorts (Bovaird, 2010; Cornell &

Bandyopadhyay, 2010; Swearer, Siebecker, Johnsen-Frerichs, & Wang 2010).

Schools in Canada have experienced harassing similarly as it has happened in different parts of the world. Canadian information has demonstrated that 54% of young men and 32% of young ladies showed that they had tormented somebody in the previous month and a half, while 34% of young men and 27% of young ladies showed that they had been harassed once in the previous a month and a half (Craig and Pepler, 2003). Utilizing information from the 2002 and 2006 Health Behaviour in School-age Children, Craig and McCuaig-Edge (2008) found that in 2002, 38% of their example demonstrated that they had been casualties of harassing and that this extent dropped marginally to 36% of every 2006. Forty-one percent of their sample, in 2002, demonstrated that they were frighten and this extent additionally dropped somewhat to 39% out of 2006. Young men were more probable than young ladies to take part in harassing. At the point when contrasted with universal information these rates put Canada on the higher end of rates of exploitation and harassing (Craig et al, 2009).

In Newfoundland and Labrador, White (2014) completed a major study on school bullying and cyberbullying. In his study, data was collected from teachers and students (grade 6, 9 and 12) in over 60 schools covering all types of schools in the school district of Newfoundland and Labrador. He found out that bullying and bullying victimization are evident in schools in Newfoundland and Labrador. Durdle (2008), contemplating 150 reviews of five to eight students in a single school in Newfoundland and Labrador, found that a little more than 23% of students confessed to breaking other people groups' things, 26% confessed to attempting to hurt or trouble individuals, 28% confessed to prodding different understudies, 30% confessed to battling with different understudies, and 32% confessed to disrespecting the educator. In light of meetings with 100 students in rudimentary, middle school, and senior-school, Nesbit presumed that 20% of understudies in the area were potential casualties of school harassing (Nesbit, 1999).

Regardless of far reaching fluctuation on student contribution rates as bullies and additionally casualties in school tormenting, most extensive findings show that 20% to 30% of students are habitually engaged with school harassing as culprits as well as casualties (Juvonen, Graham, & Schuster, 2003). Late research in England found that 49.1% self-announced being conventional casualties, 20.5% self-revealed being digital casualties, 18.2% self-detailed being customary domineering jerks, and 5.0% self-revealed being digital harassers (Monks, Robinson, & Worlidge, 2012). A similar report by Wang, Iannotti and Nansel (2009) of USA youthful harassing practices finds that the predominance of tormenting others or being exploited (at any rate once over the most recent 2 months) is 20.8% for physical harassing, 53.6% for verbal tormenting, 51.4% for social tormenting, and 13.6% for electronic tormenting. Moore, Huebner, & Hills, (2012) reported that in excess of 13 million kids in the United States aged 6-17 are casualties of electronic harassing and that "roughly one-6th of grade school age youngsters and 33% of teenagers report being debilitated, called names, or humiliated by data shared about them on the Internet" (p. 431). An investigation of 16,000 USA students in grades 6-10 demonstrated that 30% detailed continuous inclusion in some type of harassing with around 13% recognizing themselves as spooks, 10.6% as casualties and 6% as spook/casualties (Nansel et al., 2001).

Craig and Pepler (2007) and Larochette, Murphy, and Craig (2010) additionally observed that a high percentage of Canadian students report harassing or being tormented and affirm this speaks to a vital social issue. Craig, Pepler and Blais (2007) found that frequency of school harassing with school-matured youngsters in Canada is more prominent than in other World Health Organization (WHO) nations. As commented by Rigby and Smith (2011), "In Canada… the wonder of tormenting has just as of late achieved such extents as to end up a subject of broad social caution" (p. 2). Late insights confirm this depressed viewpoint (Canadian Nurse, 2012). For instance, it is estimated that

(a) more noteworthy than 1.1 million Canadian kids are constantly tormented every week (b) 49% of

Canadian guardians report their kids being tormented at school (c) 26% of Canadian guardians say

they do not know whether their kid is being harassed on the web (d) half of youngsters engaged with

harassing are the two casualties and culprits and (e) contrasted and non-spooks, kids who are spooks

in grades 6 to 9 are 6 times more prone to have a criminal record by the age of 24 (Canadian Nurse,

2012).

Durdle (2008), Nesbit (1999), Power-Elliott and Harris (2010), and White (2014) show that

school tormenting is an issue in the province of Newfoundland and Labrador. In 1999, Nesbit

typically arranged the idea of harassing in basic, junior, senior high and post-secondary students into

six distinct structures: physical ambush, verbal mishandle, seizing belonging, undermining, prodding,

and controlling. Durdle (2008), Power-Elliott and Harris (2010), and White (2014) declare that

school tormenting is a hazardous social dynamic among students in Newfoundland and Labrador and

they support continuous research in conjunction with early aversion and mediation as vital for

effective against harassing programs.

2.3 Overview of Academic Bullying: History, Definition, theories and Prevalence of Academic Bullying

2.3.1 History of Academic bullying

Krugman and Krugman (1984) completed one of the first significant studies on academic bullying. They profiled what they considered as academic bullying behaviour by academic facilitators. In this study, the authors also pointed out clearly that some forms of teacher's behaviour trigger certain response from students like crying, which implies an emotional impact. Krugman and Krugman (1984) outline academic bullying behaviours as: Setting unfeasible study expectations, threatening students either through body language or verbally, making public demeaning remarks towards students, singling students out and tagging them as unsuccessful, and immoderate screaming and rants that resulted in students crying.

Another major Study about academic bullying was conducted by in the 1990s by Nesbit precisely in 1991. In this study the researcher outlined six categories of academic bullying behaviours exhibited by teachers in the classroom, these behaviours include (a) Unfair interaction with students (b) demonstrating a wide range of attitudinal changes that in general have a defeatist effect on the classroom environment (c) distancing themselves from students and being emotionally unsupportive (d) humiliating students through put downs (e) dominating and controlling students (f) Frightening students. Each student has a varied behavioural response to academic bullying which is potentially abusive in nature, overall there is a strong likelihood that academic bullying behaviours affect students. While academic bullying at a university differs from bullying in K-12 schooling, it is reasonable to argue that bullying occurs at each level of schooling organization as a result of power imbalances between the bullies and those being bullied. Thus, I am using the school level examples

from our Newfoundland and Labrador context to extrapolate similar conclusions for the present study.

2.3.2 Definition of Academic Bullying

Bullying is often a peer related injurious intent to harm or abuse someone physically, verbally or emotionally which occurs repeatedly. Power imbalance between the perpetrators and the victims are the commonest cause of bullying (Swearer & Hymel, 2015). Behaviours which are classified as bullying include; hitting, teasing, bluffing, unwelcome touching, various forms of exclusion, rejections, discrimination, mean spirited texts, chats or voicemails, threats, and rumour-mongering with intent to damage the victim's reputation and good name. Usually, perpetrators weld a psycho-sociological influence on their victims which enables them to continually exploit the victims' vulnerability and helplessness to being bullied and/or abused. Outside peer-to-peer interaction among children, research efforts have equally identified other forms of bullying such as academic bullying (McDougall & Vailliancourt, 2015).

Academic bullying refers to all forms of behaviours social or relational, overt or covert, directional or non-directional within the learning environment among the social members which comprise academic facilitators or teachers, supervisors, and students with injurious intent to harm, abuse, discriminate, and cause the students to suffer academic deprivation or neglect. It is also an intentional and willful hurting behaviour, emotional or psychological abuse directed towards the students by their academic facilitators in the academic environment. Many cultures of the world and schools have reported high incidences of academic bullying as an emerging challenge in education

which could influence learning processes (Raskauskas & Modell, 2011). Outside physical and

psychological challenges to learning, bullying has been identified as one of the most prominent

problems facing children in the school, as well as one of the most significant health risks for

children's wellbeing (Haltigan & Vaillancourt, 2014). Peer victimization is a serious problem

globally and is a predictable, accepted, and often unspoken painful part of childhood (Mishna, 2003).

In the academic environment, subtle forms of violence are presented in the form of bullying

behaviour as an interpersonal conflict (Bonke, 2009).

Academic bullying is often than not neglected or not even mentioned in the academia, the

least talked about bullying and it is evident around the globe. Baron and Bryne (2005) puts forward

that academic bullying has an international scope and is seen to be in occurrence in many cultures

and schools. Academic bullying involves power differentials, Bonke (2009) shares similar views

asserting that bullying is the intentional, unprovoked abuse of power by one or more persons to inflict

pain or cause distress to one or more persons. This unprovoked abuse, callous use of power by some

educational facilitators on certain students is known as academic bullying. Since there is no one

unique or accepted definition of academic bullying, it is possible to have academic bullying defined

differently depending on an individual experience and what he or she seeks to find out. The above

definition of academic bullying will be used consistently through this study and will have same

meaning as academic abuse, academic maltreatment, teacher bullying, teacher abuse, and teacher

harassment.

2.3.3   Theories of Academic Bullying

The various theories of academic bullying that will guide this study are arranged in a tabular form below. They are also known as theories of abuse and aggression.

Theory	Details

CHARACTERISTICS/SKILLS AS CAUSES OF ABUSE

1. **Social-Psychological Model, Belsky, 1978**	Marital discord, few vocational opportunities, too many children.
2. **The Transitional Model, Wolfe, 1999**	Environmental stressors and stress management difficulties
3. **The Psychodynamic Model, Steel & Pollock, 1974**	Lack meaningful bond when experiencing chaos or the Unexpected
4. **Mental Illness,** Crosson, 1978	A person's state of mind
5. **Cycle of Violence,** Widom, 1992	Violent behavior is learned and passed to children
6. **Character-Trait Model,** Merrill, 1962	Hostile, rigid, passive, dependence and competiveness
7. **Personalistic Theory,** Jackson, Karlson, Oliver, & Tzeng, 1991	Poor parenting skills, inability to plan, poor judgement, lack of parental motivation
8. **Social Learning, Bandura, 1977a**	Repeat a negative behaviour if they are rewarded for it.
9. **Frustration/Aggression Hypothesis,** Dollard et al., 1939	Desired goal blocked, become frustrated. Frustration leads to aggression. Frustration increases with the unexpected.
10. **The Interactional Model,** Jackson et al.	Result of dysfunctional system. Role of child, chance

1991	events, and family structure
11. **Cognitive-behavioural Theory**, Milner & Crouch, 1993	Unrealistic expectations of child
12. **Ecological theory**, Garbarino & Eckenrode, 1997	Individual factors, family factors, community factors and cultural factors

ENVIRONMENTAL CAUSES OF ABUSE

1. **Cue Arousal Theory,** Berkowitz, 1974	Extension of the Frustration/Aggression Hypothesis**.** Frustration leads to anger, not necessarily aggression. A cue, or stimulus in the environment, leads to anger.
2. **Excitation Transfer Theory**, Zillman, 1983; Zillman & Bryant, 1974	Stimulus from one situation transferred to another! Agressive when the source of frustration is a person.
3**. Relative Deprivation Theory**, Runciman, 1966; Vanneman & Pettigrew, 1972	More aggressive when feel not getting what they deserve. Feelings of deprivation leads to frustration and aggression
4. **Deindividuation,** Festinger et al., 1952	Aggress when in large groups, a group mentality

STRESS AND STRESSORS AS CAUSES OF ABUSE

1. **Economic Theory**, Steinberg et al., 1981	Abuse is the result of living in impoverished conditions
2. **Environmental Stress**, Selye, 1975	Lack of education, poverty, unemployment and job stress
3. **Environmental-Sociological-Cultural Model**, Selye, 1975	Stressors in modern society are triggers

Table 1 is adapted from Gynn W.B Sharpe (2011) Teacher Abuse and its Impact.

2.3.4   Prevalence of Academic Bullying

Students have provided details regarding their educator's practices. In an investigation of undergrads, over 44% of members detailed watching a student being harassed by an educator (Chapell, et al, 1999). In an example of center school students, 1.7% detailed being harassed by an instructor in the previous five months (Olweus, 1996. Considering these discoveries from different age groupings and nations, mishandling by instructors surely has all the earmarks of being a far-reaching issue**.**

Research has demonstrated that instructors recognize that academic bullying of students happens within their calling. For instance, an examination asking 116 instructors from seven primary schools in the USA to report their own and their colleagues' harassing uncovered that 88% of educators shared that abuse of pupils occurs inside their calling and 32% recognized that they have tormented a pupil either a couple of times or as often as possible. (Twemlow et al., 2006). Furthermore, 33% revealed that they have known at least one educator who tormented students inside the past school year. In another examination exploring instructors tormenting, the analyst controlled self-reports to 101 educators from seven secondary schools in England and found that 70% announced seeing partners spook understudies and 58% recognized that their very own portion practices might be considered, by understudies, as harassing (Terry, 1998). Despite the small example sizes, these few investigations uncover that instructors do perceive their very own portion and their associates' practices as improper. Since the term tormenting was utilized as a part of every one of these examinations, it isn't known whether rates of announcing would have contrasted had the conduct been more fittingly named mishandle.

In a Canadian and American study of mishandled kids, the level of casualties who were male and female was equitably disseminated (Trocmé et al., 2001; USDH, 2010). Of Canadian rudimentary matured youngsters, 27% of all examinations were for male casualties and 24-25 – 28% of all examinations were for female casualties aged 4 to 11 (Trocmé et al., 2003, 2005) while 20% of every single announced case in the US were for males and 20% of all cases were for females aged 4-11 (USDH, 2010). Accordingly, being male or female is not likely prescient in instances of bullying.

Then again, contrasts between the rates of males and females researched were found for varying sorts of bullying. Over all the ages, aged 4 to 11 accounted for 32 - 34% of all physical, 21% - 26% of all sexual, 25% - 26% of all disregard, and 24.5% - 26% of all enthusiastic abuse examinations, while females aged 4 to 11 represented 21% - 25% of all physical, 32% - 36% of all sexual, 23% - 25% of all disregard, and 26% - 29% of all passionate abuse cases researched (Trocmé et al., 2003, 2005) . In this manner, males and females are likely to be academically bullied at comparative rates; it gives the idea that females will probably be more vulnerable to sexual abuse while males are all the ones that are more prone to physical abuse.

2.4 International students in Canada

Newby (2012) reports that the Commission on Foreign Student Policy (CFSP) in its survey of the historical backdrop of global students in Canada, found that Canada had gotten students from all over the world but essentially from other English-speaking nations, and the United States amid the late 1950s and mid-1960s. By the 1970s and mid-1980s, there was an observable move to international students originating from rich Asian nations, particularly Hong

Kong and Malaysia (p. 29). Conversely, just a predetermined number of students originated from poorer, less developed nations. In 1993 and 1994, about 87,000 students worldwide enlisted in Canadian educational institutions and were 1% of Canada's aggregate student enrolment (Chui, 1996, p.42). In 2010, most global students originated from China, India, South Korea, and the United States (Newby, 2012, p.29). In 2011, there were more than 193,000 international students seeking post-secondary instruction in Canada (Institute of International Education, Project Atlas, 2011) while the Association of Universities and Colleges of Canada (2011) (which progressed toward becoming Universities Canada in 2015) refers to 190,000 global students. Of those 190,000 students, 143,000 were full-time, and 47,000 were part-time. (p. 10). Forty-one percent of the international students were enlisted in colleges, universities and exchange schools, and 33% (32%) were basic and auxiliary students (Chui, 1996, p.43).

There are a few reasons that spur global students to pick Canada to finish their degrees: (1) Canadian colleges are known worldwide for quality instruction, and (2) loved ones have suggested Canada to them (Newby, 2012, p.33). Moreover, Canada is viewed as an alluring spot where global students can apply for grants and different sources of money related help (p.33).

The influx of international students to Memorial university of Newfoundland is on the rise since MUN is one of the most affordable universities in Canada. The researcher narrows down the subject of academic bullying to the views and perceptions of international students currently enrolled at MUN in this study for reasons of convenience.

2.5 Review of Academic Performance

Experiences with peers and family members do influence social and academic integration in complex ways; there is no doubt that human liberal capacity for internal self-motivation is unending and the sustenance, enhancement of these inborn traits require supportive conditions. Without eliminating unsupportive conditions such as negative influences of socialization agents rarely could satisfying academic goal be achieved (Ryan, 2000). It is based on the above considerations that the influence of academic bullying becomes important in the study of academic achievement motive in any learning environment and how bullying cut in between.

2.6. Theories of Academic Performance

A few theories have provided linkages between social interaction outcomes (such as peer pressure and bullying) and academic achievement motives. Two of the theories have been found critical to the study of the influence of academic bullying on academic performance; namely socialization theory of academic performance and Walberg's theory of educational productivity.

2.6.1 Socialization theory of Academic Performance (Cooley, 1929)

Biologically, psychologically and socially, human development achievement is embedded as a functional part of socialization processes from infancy to old age. By the means of socialization, significant learning processes are initiated and experienced. Socialization goals tend to be different but have a lot of similarities across cultures of the world; cultural variability as evident in actions, customs, and behaviors of distinct social groups, and the individual is a fundamental expression of learning and development. Chao (2000) contends that it is through this reflexive learning and teaching process termed socialization that various human societies attain continuity.

Cooley's (1929) study on social influences of family and peers on the child's development process gave rise to what is today appreciated as socialization theory. Inheritance and dissemination of norms, customs, cultures, and ideologies which provide an individual with the skills and habits that are necessary for participating within one's own society are the focal points of Cooley's (1929) theory of socialization. The means through which individuals acquire skills that are necessary to perform as functional members of their societies are offered on the platform of socialization process. Harkness (1996) emphasized that although changes in peoples' culture from one community to another, unique traits are found in the actions, customs, and behaviours of the whole social groups and the most fundamental expression of culture is usually found at the individual levels, and this expression is usually socialized by one's parents, extended family and extended social networks including socialization influences of peers (e.g. bullying).

Chao (2000) highlighted this interrelated influence as cultural models which define desirable endpoints for development inform of socialization and performance goals. This study acknowledged the uniqueness and the place of socialization theory by relating the influence that socialization has as a developmental process to academic achievement. Support was also found in the assertion "there is no doubt that school bullying is a serious problem in academic settings all over the world" (Kibriya, Xu, & Zhang, 2015). Kibriya, Xu, and Zhang's study supports this theoretical framework with the relationship between bullying on academic performance. The authors used data culled from Ghana through the Trends in International Mathematics and Science Study. Their study used a quasi-experimental propensity score matching and OLS methods followed by a series of robustness tests that validates assumptions. Their study findings

showed that bullying has a negative effect on academic performance; there was a statistical emphasis that female students are more affected by bullying than their male counterparts. The study further found that the presence of a female teacher rather than male teachers reduces the negative effects of bullying on the female students. The results of the study encourage policy makers to introduce gender sensitive anti-bullying program in academic settings.

2.6.2 Bullying and Educational Productivity

Walberg (1981) argued that classroom learning is a multiplicative, diminishing-returns function of these essential factors namely: students' ability and motivation; quality and quantity of instruction; the social psychological environment of the classroom, education-stimulating conditions in the home and peer group, and exposure to mass media. Analyzing Walberg's (1981) model, it is possible to assume that students' ability, motivation; and quality/quantity of instruction may be dependent on social psychological environment of the classroom, education-stimulating conditions in the home and peer group, and exposure to mass media may all be antecedent behaviours to bullying.

Walberg, Fraser, and Welch (1986) noted that students' ability/prior achievement, motivation, age/developmental level may be influenced by critical factors such as; quantity of instruction, quality of instruction, classroom climate, home environment, peer group, and exposure to mass media outside of school. Direct and indirect effects on academic victimization experiences serve as a foundation for school adjustment problems (Juvonen, Yueyan, & Espinoza, 2011). Bullying experiences affect victims' adaptive functioning and academic achievement in both direct and indirect ways. In Juvonen, Yueyan, and Espinoza's study, more bullying predicted lower levels of standardized achievement scores and grade point averages. Predictive associations

between peer victimization and academic difficulties were partly accounted for by increased

levels of depression. The most frequently tested indirect model believes that emotional distress

caused by negative peer encounters inhibits learning and performance. In other words, it is

assumed that a student who is victimized by peers becomes worried about getting ridiculed or

beaten up and therefore stops participating in class or has trouble concentrating on the

academic tasks. Overall, they found that students who are more bullied were more likely to

receive lower grades and engage in fewer academic tasks than did other students (Juvonen,

Yueyan, & Espinoza, 2011).

DiPerna, Volpe, and Stephen (2002) emphasized that psychological environments such

as classroom climate, home environment, peer group, and exposure to media which are clearly

students' subjective characteristics are important for school learning, but they only comprise a

portion of the learning equation. This emphasis can be seen in the study by Cornell, Shukla, and

Konold (2015) which aimed to examine how authoritative school climate theory provides a

framework for conceptualizing 2 key features of school climate namely; disciplinary structure

and student support which may be associated with 3 measures of peer victimization. A statewide

sample of 39,364 7th- and 8th-grade students attending 423 schools was used with the aid of

multilevel multivariate modeling. Their findings reveal that meaningful associations at both the

student and school levels of analysis. There is evidence from their findings of lower levels of

teasing and bullying, bullying victimization, and general victimization with higher disciplinary

structure. Cornell, Shukla, and Konold (2015) suggest that an authoritative school climate

precipitates lower peer victimization and bullying.

The application of Walberg's (1981) model explains the multiplicity of factors which are under the domain of learning influences. These can be grouped into subjective factors such as ability, motivation to learn, age/developmental capacity to learn; learning factors such as the quality and quantity of instruction and classroom climate and psychological environment referring to interaction in the social arena such as influences, home interaction, peer groups, and media. For DiPerna, Volpe, and Stephen (2002) and Walberg (1981) to conceptualize the factors that influence academic performance is to take cognizance of a wide spectrum of variables which are potentially influencing variables. Further pockets of evidence can still be found in Van der Werf's (2014) study on the effects of bullying on academic performance. The author conducted both long and short-term studies of 9th grade students in Saber test (2005-2006). The author used a standardized test answered by students two years later (long term). The result of Van der Werf's (2014) study suggest that a one standard deviation in Saber 9th and by 0.4 standard deviation in Saber 11th. Overall, there is a strong indication that the bullying effect is stronger for younger students in the short term although no clear differences in gender were identified. However, in the long term, the effect of the bullying is found to be no more. The author concludes that there are clear differences in the bullying effects and academic performances depending upon the students' academic achievement; students with higher academic achievement tend to have lesser bullying effects than those with lower academic achievement.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, I present the methodology adopted by my study which is a mixed research method. This method explores the use of qualitative data obtained with the aid of an in-depth interview (IDI) to support the quantitative data derived from an online survey. This chapter also presents the sampling procedures, data collection methods, data analysis, and the relevant ethical considerations applied while exploring the methodology.

The research questions that guide this study are as follows:

1. What is the nature of academic bullying?

2. What are the perceptions of students toward academic bullying?

3. What are the experiences of students toward academic bulling as it relates with their academic achievement?

4. In what reported forms does academic bullying affect the academic performance of the student victims?

5. Are there possible policy solutions whose implementation might aid the control and management of incidences of academic bullying within the school environment?

3.2 Mixed Research

A mixed research approach focuses on an in-depth probing of people's beliefs, assumptions, understandings, opinions, actions, or interactions (Doyle, 2014) by utilizing both qualitative (In-depth Interview) and quantitative data (survey) (Creswell, & Plano Clark, 2011). Hesse-Biber (2010) contends that mixed methods research (also referred to as mixed research) attempts to get in the middle of the two other approaches (quantitative and qualitative), seeking to respect each by using both in a research study. According to Onwuegbuzie and Byers (2014), "mixed methods research is, generally speaking, an approach to knowledge (theory and practice) that attempts to consider multiple viewpoints, perspectives, positions, and standpoints (always including the standpoints of qualitative and quantitative research)". These researchers encourage a broad interpretation of "methods" in mixed methods research to allow for "inclusion of issues and strategies surrounding methods of data collection (e.g., questionnaires, interviews, observations), methods of research (e.g., experiments, ethnography), and related philosophical issues (e.g. ontology, epistemology, axiology)" (Johnson, Onwuegbuzie, and Turner, 2007, p. 118).

3.2.1 Survey Study

In survey research, the researcher selects a sample of respondents from a population and administers a standardized questionnaire to them. The questionnaire, or survey, can be a written document that is completed by the person being surveyed,

an online questionnaire (e.g. survey monkey), a face-to-face interview, or a telephone interview (Creswell, & Plano Clark, 2011).

3.2.2 In-depth Interview

In-depth interviews (IDIs) are an insightful qualitative research method that allows the researcher to tap into the mind of people being interviewed (Jamshed, 2014). To keep costs down, many researchers choose to complete IDIs via telephone, rather than the costlier option of conducting the interviews in-person. While telephone IDIs provide a cost advantage, the researcher loses the ability to read visual cues provided by the respondent when answering questions. More recently, computer technology is employed as researchers have study respondent's complete surveys in an online forum. When IDIs are not conducted face-to-face, efforts are made to ensure that open-ended questions asked via telephone are transcribed effectively (Onwuegbuzie & Byers, 2014).

3.3 Context and Sampling

My research study was completed at Memorial University of Newfoundland. The context of the current study extends to the nature of academic bullying, the perceptions of students about academic bullying, the experiences of students as related to their academic achievement and reported forms. Possible policy solutions whose implementation might aid in the control and management of incidences of academic bullying within the school environment have become the focus of the study. Forty-eight participants from the international student community completed the survey and four (4) participants completed the IDI.

For the application of the qualitative approach (IDI), the researcher chose the participants in a manner that permitted him to operationalize and optimize his understanding of the case being examined. In this case, "the qualitative researcher purposefully or intentionally selected from a list of international students at Memorial University willing to tell their stories.

The researcher selected the international student population because there is evidence of international students being more vulnerable to academic bullying (Heath Gilmore Higher Education Reporter, 2009). The goal is to elicit more meaning using qualitative and quantitative data from international students about academic bullying who have either observed or experienced it. The main purpose of conducting sampling (survey and IDI) in this area and among international students is to permit the (me as) researcher to access the opinion of those who understand the construct of "academic bullying" rather than using the general population (Ross, 2005). In this research, the two main strategies used for sampling are discussed below: online survey, and In-depth Interview.

3.4 Data Collection

3.4.1 Online Surveys

During data collection, an online survey was carried out and interviews of interested survey participants were later conducted. The online survey enabled the researcher to select a sample of respondents from a population of international students at Memorial University and administer a standardized questionnaire to them using electronic media. This method protects the identity of the respondents and allows them to respond freely to the items or questions asked in the survey without inducement of any kind (Creswell, & Plano Clark, 2011). The survey was an online questionnaire deployed through the survey

monkey platform. The questionnaire items contain (10) dichotomous questions which present the respondents with an open-ended choice of "Yes" or "No" answers on the aspects of academic bullying which are under study. The online respondents are expected to click either a "yes" or a "no" to have a varied answer to a question. They also have the right to skip questions that they do not want to answer. Sample questions from the survey include: "During your entire school life, have you ever been academically bullied? Yes/No", "Have any of classmates or friends complained to you of being academically bullied? Yes/No" and "Do you feel you have ever been marked down in any course by an academic bully thus misrepresenting your true academic ability? Yes/No".

To achieve this, the researcher used random sampling technique. This probability approach ensures that all international students currently enrolled as full-time students of MUN had equal chance of participating in the online survey. The international student organisation facilitated this by sending out the online survey to their international students email serve list.

3.4.2 Interviews

The interviews were semi-structured and open-ended to give more freedom to the participants to discuss and to "identify any comments people might have that are beyond the responses to the closed-ended questions" (Creswell, 2012, p. 220). Interviews were also employed in this study because they are "necessary when we observe behavior, feelings, or how people interpret the world around them" to infer them (Merriam, 2009, p. 88). This also avails the interviewees the opportunity to express themselves in their own words (Brenner,

2006). Semi-structured interviews allow the researchers to enter "the psychological and

social world of the respondent" (Smith, & Osborn, 2003, p. 59). Furthermore, this method of

collecting data also gives voice, authority, and freedom to the participants to express their

perceptions but also allows the researcher to be more objective. As a result, important themes

can emerge during the semi-structured interviews "through collaboration between the

interviewee and the researcher" (Legard, Keegan, & Ward, 2003, p. 140).

For the recruitment of the interview participants, the researcher used convenience

sampling. This non-probability sampling was used because there were only few international

students from the online survey population that willingly agreed to partake in the interview

component. Using this sampling technique, the researcher was able to recruit four

international students for the interview.

These face-to-face interviews with four (4) international students of Memorial

University provide detailed insights into their experiences, challenges regarding their

academic bullying or perception of it, and its observation. This approach allows the

participants to express their thoughts and experiences freely. It also gives them a

chance to put forward their own ideas including suggestions that helps provide a better

understanding of academic bullying.

This research method provides the researcher with rich data on the Nature of

academic bullying, the perceptions of students about academic bullying, the experiences

of students as related to their academic achievement, reported forms and possible

policies and solutions whose implementation might aid the control and management of

incidences of academic bullying within school environments.

Interviews were audio-recorded and lasted for approximately thirty minutes to one hour each. After completing all the interviews with participants, data were subsequently transcribed for analysis, and saved in word documents. After that, the participants were sent a follow-up email with the transcript attached. They were asked to review their transcripts to make sure that the information reflects their thoughts and is an accurate depiction of the interview. All the interviews took place at a safe location in the St. John's Campus of Memorial University of Newfoundland. This location was chosen because it was both convenient for the participants and researchers who are all international students of Memorial University.

After recruiting four (4) interested participants, the informed consent form (Appendix A) and interview questions (Appendix B) were sent to them a couple of days before the day of the interview so that participants had enough time to read them carefully and go through all the essential points. I contacted all the participants through emails to set the date, time, and location of the interviews. At the beginning of each interview, I had to establish a cordial relationship with the participants and build conditions of mutual trust and comfort through greetings and informal exchanges. This was done through chatting about home, and life as a student, since we all have related backgrounds. Before each interview commenced, I explained the main points of the informed consent form and gave time for participants to ask questions if they had any. The participants were informed that interviews would be audio-recorded and would last for approximately one hour. Participants were also informed that pseudonyms would be used to cover their identity. Names or identifying markers would not be used in any publication or presentation. Participants were also informed that they could member-check the interview transcript before it was included in the study. In addition, all

the participants would receive a copy of the audio and transcript for their own files after the interview. After that, both the participants and I signed the informed consent form.

During the interview, hand-written notes were documented to ensure clarity of the any points raised by the interviewees. All the audio files were recorded using a recorder and the mp3 files were transferred to my personal password protected computer. In all, there were 5 interview questions (Appendix B). Most of the questions were open-ended and covered the main research questions of the study. The questions were developed based on the broad analysis of five (5) critical research questions that have been listed in the introduction of this chapter. Open-ended questions led the participants to "best voice their experiences unconstrained by any perspectives of the researchers or past research findings" (Creswell, 2009, p.218).

3.5 Data analysis

The bulk of the data to address the research questions for this study was collected from the online surveys (48). Merriam (2009) stated that "Data analysis is the process used to answer your research questions," (p.176). After completing data collection, the next step was to organize the data, make sense of texts though analysis, and then form answers to the research questions. This process of analyzing the data allows certain themes and patterns to emerge from the online responses and interview transcriptions. The online responses were categorized and coded into themes generally around the research questions. Each of the dichotomous online questions has a pre-determined code for the answer options as No = 1 and Yes = 2. The yes or no answers were summed using the theoretical mean point which is the aggregate of the responses divided by number of options = $1 + 2 = 3/2 = 1.5$. The Mean responses for all the participants could be rejected if they did not reach 1.5.

For the interview, I adopted Merriam's constant comparative method to analyze data. This method was used by the researcher to develop understandings of data by generating codes (Kolb, 2012, p. 83). This method contains several steps. First, each interview transcript was divided into segments. These segments of data were then collected into categories based on similarities and differences (Merriam, 2009, p. 30). Then, comments, observations, and notes were jotted down in the margins. This process of coding is often called open coding. It is a "process of making notations next to bits of data that strike you as relevant information for answering your research questions" (p. 178). This step focused on giving codes to pieces of data and collecting them in categories. The process of grouping open codes is called axial or analytical coding which deals with finding connections between categories and creating comparisons.

The second step is sorting categories and data. In this process, the categories and subcategories are rearranged and renamed to reflect the codes emerging in the data. A file folder is created afterwards and labeled with a category name which contains data that are coded according to their theme. All the codes are listed and attached to every transcript (Appendix C) and the same procedure was used with all the other transcriptions. Finally, the lists of themes were compared to one another. This process was repeated until the seventh transcription was completed. All the codes were categorized to form the final main themes and concepts.

3.6 Trustworthiness

This study includes strategies to improve trustworthiness and to validate the accuracy of data. Creswell (2012) stated three procedures to ensure the credibility of findings in qualitative research: triangulation, member checking, and external audit.

Creswell (2012) defined triangulation as "the process of collaborating evidence from different individuals, types of data, or methods of data collection in descriptions and themes in qualitative research" (p. 259). In this study, there is triangulation since the different individual interviews were applied to support other source of data used in the study such as the online survey. – It is easy to see similar issues emerging from the data analysis of different sources through this process.

Member checking was also employed to guarantee the accuracy of data transcribed as the participants were presented with their files (audio and text version) of the interview and asked to verify the answers they gave earlier and the accuracy of the account" (Creswell, 2012, p. 259). This was before transcribing the original version for data analysis. They were all satisfied with the transcripts. The last strategy that is used in the study is an external audit which is done by "asking a person outside the project to conduct a thorough review of the study and report back" (Creswell, 2012, p. 260). In this case, my supervisor played the role of an external auditor.

3.7 Role of the researcher

I used quantitative and qualitative data in this study. In the quantitative approach, the online survey was used for obtaining the data whereas for the qualitative, the researcher was considered an instrument for qualitative research (Doyle, 2014). This means that data are

mediated through the human instrument rather than machines like the online survey. I am an international student enrolled in the master's degree program of Educational Leadership. During my graduate coursework, I became interested in examining the challenges faced by students when dealing with an academic bully and how it might affect academic performance of students. Because of the growing interest I developed in this subject matter, I decided to focus my thesis on the Perceptions of International Students about Academic Bulling. I recognize that I am playing two roles in this research: One as researcher and the other as international student who could have been academically bullied. Consequently because of this, I am being very concerned about being as objective as possible. To conquer my fears, I developed a rigorous data analysis strategy to aid me in this objectivity and I constantly questioned my own bias. I kept my focus on the survey data obtained from the online survey and transcription documents and sought to express only what the data implied and what the participants had to say.

3.8 Ethical Considerations

Ethics approval was received from the Interdisciplinary Committee on Ethics in Human Research (ICEHR) of Memorial University of Newfoundland. The materials reviewed by the ICEHR encompassed a research proposal, informed consent form, survey questions (for the online questionnaire), interview questions, selection procedure, and recruitment and posting letters employed in conducting this study. Participants who agreed to be interviewed were asked to sign the informed consent form which briefly outlined the objectives, benefits, and risks of the study and ensured them that their names will be kept anonymous using pseudonyms. In addition, all the interviewees were informed of their rights and their option to withdraw from the study at any time prior to the generation of findings.

The audio files and the transcripts were saved in a Password protected file in my personal computer. At the end of this study all the data will be stored appropriately as per regulations. All data (survey responses, audio, transcripts, and consent forms) will be kept for a minimum of five years and will be stored securely. A copy of the survey questionnaire, consent form, interview protocol, and recruitment forms are provided in Appendix A, C, and D respectively.

3.9 Summary

A mixed research design was chosen as the best way to explore the lived knowledge and feelings of the participants regarding academic bullying. The aim of the study was to understand the experiences, challenges, and management of academic bullying. Forty-eight (48) participants completed the online survey using random sampling technique while four (4) participants were recruited for the interview using the convenience sampling technique. This chapter explains the research design, methods, and the steps used in data analysis along with the strategies followed by the researcher to locate participants, ensure trustworthiness of data and abide by ethical considerations.

CHAPTER FOUR

DATA ANAYSIS

4.1 Introduction

This chapter discusses the findings of the study using various categories and themes that emerged from the data analysis of the semi-structured interviews.

The purpose of this study is to explore the nature, perceptions, experiences, effects, and solutions to academic bullying among international students of Memorial University of Newfoundland. Data for this study were collected through an online survey and interviews with four (4) participants which include 2 females (1 married, 1 single) and two male (both single) who are currently enrolled as full-time students of Memorial University. They are all aged 18 and above, have completed at least high school, and have indicated interest to be part of this study.

The first section of this chapter has two segments which are: online survey participants' profiles and interview participants' profiles. The second section of this chapter will report the results of this study in details. The analysis of this data will be carefully presented sequentially in categories. Themes and sub-themes within these categories will be described as well.

Online Survey Participants are all international students.

4.2.1 Respondent Profiles (Survey)

Table 2: Summary of online survey responses for 48 participants

S/N	ITEMS	YES	NO	SUM
1	During your entire school life, have you ever been academically bullied? Yes/No	26	22	48
2	In academic experiences, have you been academically bullied more than once? Yes/No	20	28	48
3	Have any of classmates or friends complained to you of being academically bullied? Yes/No	32	16	48
4	Are you aware whether the person (s) who academically bullied you has or have bullied someone else? Yes/No	20	28	48
5	Have you ever skipped classes, felt unsafe, uncomfortable or nervous on your way to and from classes? Yes/No	20	28	48
6	Do you feel you have ever been marked down in any course by an academic bully thus misrepresenting your true academic ability? Yes/No	26	22	48

7	Have you ever witnessed anyone been academically bullied through your student life? Yes/No	26	22	48
8	Do you feel there are adequate strategies and regulations to discourage academic bullying in the institutions you have attended in your country? Yes/No	08	40	48
9	Do you feel there are adequate strategies and regulations to discourage academic bullying at Memorial University? Yes/No	30	18	48
10	Is academic bullying perceived to be an everyday part of the culture in academic institutions in your country? Yes/No	30	18	48

Table 3: Summary of individuals' item responses (survey) applying statistical weights.

S/N	ITEMS	YES	NO	SUM	N	X	R
1	During your entire school life, have you ever been academically bullied? Yes/No	52	22	74	48	1.54	Accepted
2	In your academic experiences, have you been academically bullied more than once? Yes/No	40	28	68	48	1.41	Rejected
3	Have any of your classmates or friends complained to you of being academically bullied? Yes/No	64	16	80	48	1.66	Accepted
4	Are you aware whether the person (s) who academically bullied you has or have bullied someone else? Yes/No	40	28	68	48	1.41	Rejected

5	Have you ever skipped classes, felt unsafe, uncomfortable or nervous on your way to and from classes because of an academic bully? Yes/No	40	28	68	48	1.41	Rejected
6	Did you feel you have ever been marked down in any course by an academic bully thus misrepresenting your true academic ability? Yes/No	52	22	74	48	1.54	Accepted
7	Have you ever witnessed anyone been academically bullied through your student life? Yes/No	52	22	74	48	1.54	Accepted
8	Do you feel there are adequate strategies and regulations to discourage academic bullying in the institutions you have attended in your country? Yes/No	16	40	56	48	1.16	Rejected
9	Do you feel there are adequate strategies and regulations to discourage academic bullying at Memorial University? Yes/No	60	18	78	48	1.62	Accepted
10	Is academic bullying perceived to be an everyday part of the culture in academic institutions in your country? Yes/No	60	18	78	48	1.62	Accepted

SUM = response total value for YES and NO, N = Total number of respondents, X = participants mean score, R = decision based on mean cut-off point (YES = 2, NO = 1, Mean cut-off point = 2+1 = 3/2 = 1.50)

Research Question One

What is the nature of academic bullying?

Research question one is answered with online survey questions 1-3.

Table 4: Mean responses of online survey participants on the nature of academic bullying

S/N	ITEM	YES	NO	Total Score	N	X	R
1	During your entire school life, have you ever been academically bullied? Yes/No	52	22	74	48	1.54	Accepted
2	In your academic experiences, have you been academically bullied more than once? Yes/No	40	28	68	48	1.41	Rejected
3	Have any of your classmates or friends complained to you of being academically bullied? Yes/No	64	16	80	48	1.66	Accepted

SUM = response total value for YES and NO, N = Total number of respondents, X = participants mean
score, R = decision based on mean cut-off point (YES = 2, NO = 1, Mean cut-off point = 2+1 = 3/2 = 1.50)

From Table 3, items 1, 2, and 3 were used to analyze the nature of academic bullying among 48 online survey participants. From the analysis, the survey reveals that 26 participants answered "Yes" to the item question "During your entire school life have you ever been academically bullied?" while 22 participants' responded with an affirmative "No" for the same item. The mean point of 1.54 which was accepted because, it was greater than the mean point of 1.5. The data show that the international

student respondents have been academically bullied during their study life on a

significant level. Although answers to question 1 confirm the prevalence of academic

bullying in university, the responses of participants to question 2 reveals that the

number of participant bullied more than once is 20 in contrast to 28 respondents of

"No" to question 2. From the data, it could be said that academic bullying appears to be

a less-repetitive form of behaviour from the bully to the victim. From the online survey

data also, there is evidence that people who have been academically bullied have

observed someone else being bullied by the same academic bully considering that 32

online survey respondents were in the affirmative "Yes" to the item question "Have you

any other classmates or friends who complained to you of being academically bullied?"

while only 16 responded with a "No". It is pertinent to state that the online survey did

not streamline questions to identify whether these incidences took place at Memorial

University, or other universities in Canada or outside Canada. The responses from the

online respondents covers all types of tertiary institutions and cuts across Canada and

the respective countries where the respondents have attended post-secondary education.

Research Question Two

What are the perceptions of students about academic bullying?

Research question two is answered with online survey questions 4, 5, 8, and 10.

Table 5: Mean responses of online survey participants on the perceptions of

students about academic bullying

S/N	ITEMS	YES	NO	Total Score	N	X	Remark

4	Are you aware whether the person (s) who academically bullied you has or have bullied someone else? Yes/No	40	28	68	48	1.41	Rejected
5	Have you ever skipped classes, felt unsafe, uncomfortable or nervous on your way to and from classes? Yes/No	40	28	68	48	1.41	Rejected
8	Do you feel there are adequate strategies and regulations to discourage academic bullying in the institutions you have attended in your country? Yes/No	16	40	56	48	1.16	Rejected
10	Is academic bullying perceived to be an everyday part of the culture in academic institutions in your country? Yes/No	60	18	78	48	1.62	Accepted

SUM = response total value for YES and NO, N = Total number of respondents, X = participants mean score,
R = decision based on mean cut-off point (YES = 2, NO = 1, Mean cut-off point = 2+1 = 3/2 = 1.50)

From Table 4, items 4, 5, 8, and 10 were used to analyze the perceptions of students about academic bullying among 48 online survey participants. From the analysis, the online survey reveals that only 20 participants answered "Yes" to the item question "Are you aware whether or not the person (s) who academically bullied you has or have bullied someone else?" Twenty-eight participants responded that there were no known academic bullies at any point of their school life, with with the item mean point of 1.41; thus the item was rejected. The data showed significantly that not many participants knew any academic bully at any point during their school life. A similar outcome was obtained from question item 5 on "Have you ever skipped classes, felt

unsafe, uncomfortable or nervous on your way to and from classes?" Twenty

participants answered "Yes" while 28 responded with "No". Question item 8 asked:

"Do you feel there are adequate strategies and regulations to discourage academic

bullying in the institutions you have attended in your country?" Analysis of

participants' responses from the online survey showed 8 "Yes" answers and "40" No

answers. There is a greater number of respondents who believe there are no adequate

strategies to discourage academic bullying in institutions they attended in their

countries.

Research Question Three

What are the experiences of students towards academic bulling as it relates with

their academic achievement?

Research question three is answered with online survey questions 6 and 7.

Table 6: Mean responses of online survey participants on the experiences of

students towards academic bulling as it relates to their academic achievement.

S/N	ITEMS	YES	NO	Total Score	N	X	Remark
6	Did you feel you have ever been marked down in any course by an academic bully thus misrepresenting your true academic ability? Yes/No	52	22	74	48	1.54	Accepted

7	Have you ever witnessed anyone been academically bullied through your student life? Yes/No	52	22	74	48	1.54	Accepted

SUM = response total value for YES and NO, N = Total number of respondents, X = participants mean score, R = decision based on mean cut-off point (YES = 2, NO = 1, Mean cut-off point = 2+1 = 3/2 = 1.50)

As seen in Table 5, items 6 and 7 were used to analyze experiences of students towards academic bulling as it relates to their academic achievement. From the analysis, the online survey revealed that there are 26 "Yes" answers to question item 6 which asked, "Do you feel you have ever been marked down in any course by an academic bully thus misrepresenting your true academic ability?" and 22 participants responded "No" on the same item question. The mean score was accepted because the higher affirmative participants' responses confirmed that academic bulling has some negative influences on the academic life of students. Twenty-six participants responded "Yes" to Question 7 which asked, "Have you ever witnessed anyone been academically bullied through your student life?" as against 22 "No" responses on the same item question. The mean score was also accepted because participants' responses confirmed that they have been marked down for many courses taught by an academic bully thus misrepresenting their true academic ability.

Research Question Four

In what reported forms does academic bullying affect the academic performance of the student victims?

Research question four is answered with online survey questions 6 and 7 (only victims of academic bullying – those who responded "Yes" to question item no 1 were used for this analysis; there are 26 respondents).

Table 7: Mean responses of online survey participants on reported forms: Does academic bullying affect the academic performance of the student victims.

S/N	ITEMS	YES	NO	Total Score	N	X	Remark
6	Have you ever skipped school, felt unsafe, uncomfortable or nervous at school or on your way to and from school because of an academic bully? Yes/No	36	8	44	26	1.69	Accepted
7	Did you feel you have ever been marked down for any course by an academic bully thus misrepresenting your true academic ability? Yes/No	44	4	48	26	1.84	Accepted

SUM = response total value for YES and NO, N = Total number of respondents, X = participants mean score, R = decision based on mean cut-off point (YES = 2, NO = 1, Mean cut-off point = 2+1 = 3/2 = 1.50)

From Table 6, items 6 and 7 were used to analyze experiences of student victims towards academic bulling as it relates to their academic achievement. From the analysis, the online survey revealed that there are 26 student victims of academic bullying as identified by participants' responses to research question 1 (item question 1). Analysis of

the student victims' responses to question item 6 revealed that 18 respondents were in affirmation as against 8 respondents to the question item 6 which is "Did you feel you have ever been marked down in any course by an academic bully thus misrepresenting your true academic ability?" Hence, the mean was accepted at 1.69. Also, the responses of 12 student victims of academic bullying showed that 22 respondents said "Yes" to question item 7 against 4 respondents that said "No" to the same question, thus the mean was accepted at 1.84.

Research Question Five

Are there possible policies and solutions whose implementation might aid the control and management of incidences of academic bullying within the post-secondary school environment?

Research question five is answered with online survey question 9.

Table 8: Mean responses of online survey participants on possible policies and solutions whose implementation might aid the control and management of incidences of academic bullying within the post-secondary school environment.

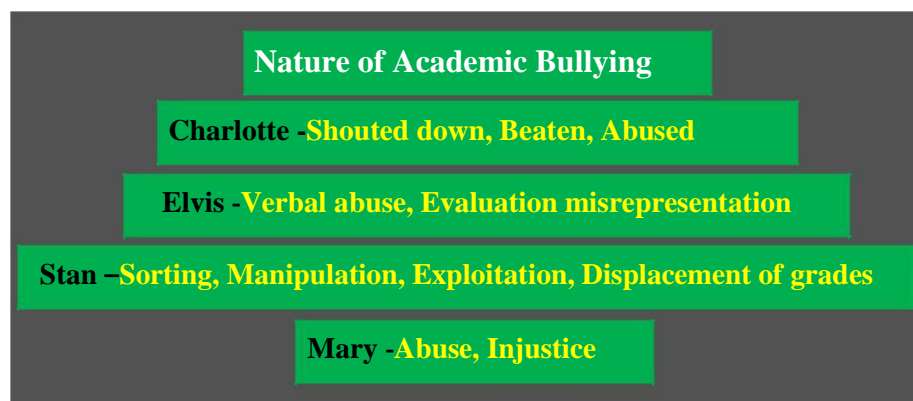| S/N	ITEMS	YES	NO	Total Score	N	X	Remark
9	Do you feel there are adequate strategies and regulations to discourage academic bullying at Memorial University? Yes/No	60	18	78	48	1.62	Accepted

SUM = response total value for YES and NO, N = Total number of respondents, X = participants mean score, R = decision based on mean cut-off point (YES = 2, NO = 1, Mean cut-off point = 2+1 = 3/2 = 1.50)

Table 7 answered by item question 9 was used to analyze possible policies and solutions whose implementation might aid the control and management of incidences of academic bullying within postsecondary environments. From the analysis, the online survey reveals that 30 respondents have a "Yes" answer to research question item 9 which asks, "Do you feel there are adequate strategies and regulations to discourage academic bullying at Memorial University?" against 18 respondents who registered a "No" answer; hence, the mean score of 1.62 was accepted.

4.2.2.1 Emergent Categories and Themes

The aim of this section is to discuss the various categories and themes that emerge from the data analysis. The presentation of data is accompanied by verbatim quotes from the participants to support these themes. Direct quotations from the respondents are presented to provide validation for the themes. The sub chapter is divided into five main categories which are discussed below:

Figure 1: Themes extracted from the four interviewees on research question 1.

Nature of Academic Bullying
Charlotte -Shouted down, Beaten, Abused
Elvis -Verbal abuse, Evaluation misrepresentation
Stan –Sorting, Manipulation, Exploitation, Displacement of grades
Mary -Abuse, Injustice

From the emergent themes shown in Figure 1, participants in the study were asked questions about their awareness regarding academic bullying in Memorial University of Newfoundland. The focus of the questions is to determine the level of participants' awareness regarding the prevalence of academic bullyi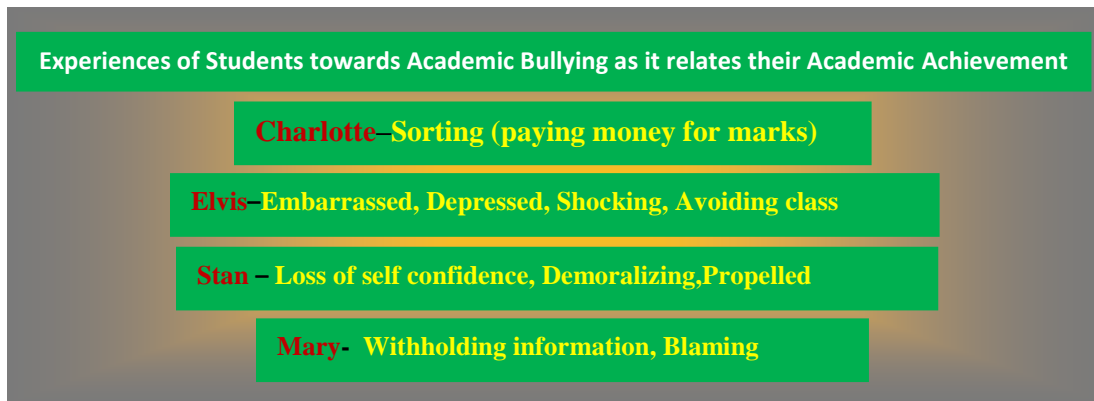ng. It is important to establish participants' awareness about academic bullying to establish it as a social and academic problem within the school environment. Participants' reaction to the nature of academic bullying revealed that when students are shouted down, beaten, abused either verbally or otherwise, and displaced in grades because of sorting, manipulation, or exploitation, they are being academically bullied.

Figure 2: Themes extracted from the four interviewees on research question 2.
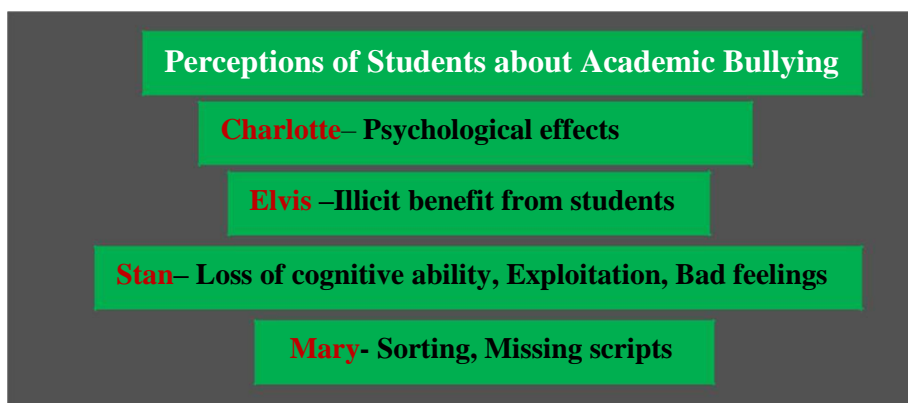
From the emergent themes shown in Figure 2, participants in the study were asked questions on their perception about academic bullying in Memorial University of Newfoundland. The focus of this question is to determine their understanding and mental impression of academic bullying. Charlotte, Elvis, Stan, and Mary all observed that academic bullying is a problem with psychological effects such as loss of cognitive ability, patterns of illicit benefits from students (e.g. money for marks, exploitation, bad feelings and missing (scripts)).

Figure 3: Themes extracted from the four interviewees on research question 3.

Experiences of Students towards Academic Bullying as it relates their Academic Achievement

Charlotte–**Sorting (paying money for marks)**

Elvis–**Embarrassed, Depressed, Shocking, Avoiding class**

Stan – **Loss of self confidence, Demoralizing,Propelled**

Mary- **Withholding information, Blaming**

Emergent themes shown in Figure 3 reveal that sorting (paying for marks), feeling embarrassed, depressed, shocked, avoiding classes, loss of self-confidence, and feeling demoralized are some of the experiences of students find themselves in as a result of academic bullying in relation to their academic achievement. The interviewees also identified withholding information and missing scripts as part of this experience, an incident they say happened in the institutions they attended from which are located in their various countries. They never mentioned having such an experience at Memorial University of Newfoundland.

dd **Figure 4: Themes extracted from the four interviewees on research question 4.**

Reported forms in which Academic Bullying affects the Academic Performance of Victims

Charlotte –Grade misrepresentation

Elvis -Loss of marks, Feel like dropping the course, helped me to improve

Stan – Skipping of classes, Loss of passion, Negative IQ, Mental instability

Mary - Displacement of Grades
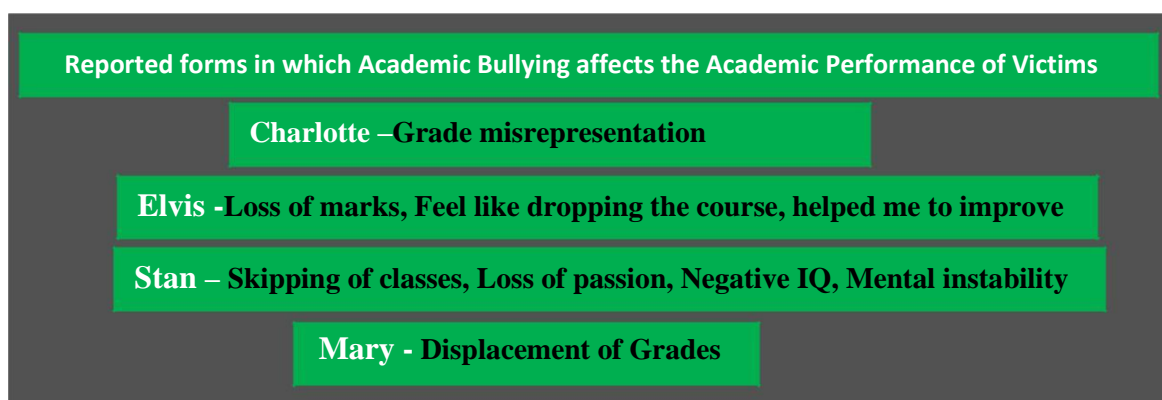
Emergent themes highlighted in Figure 4 reveal that academic bullying affected student victims in the following forms: grade misrepresentation, loss of marks, feelings of dropping the course, helped victim to improve, skipping of classes, loss of study passion, negative intelligence quotient, mental instability, and displacement of grades. These themes show that academic bullying has a negative impact on the academic performance of students. Only in exceptional cases does it propel, motivate, or help the students to improve on his or her grade to prove the academic bully wrong as identified by Elvis.

Figure 5: Themes extracted from the four interviewees on research question 5.

From the emergent themes shown in Figure 5, participants in the study were asked questions about strategies and solutions which might be adapted to control and manage academic bullying in the school environment. The answers revealed that using an anonymous appraisal system, complaint box, good policies, carrying out new research, introducing new channels of communication, sensitization of students and teachers alike, re-training of teachers on understanding the students and public suggestion boxes may in part or whole help in controlling and managing academic bullying in the school environment.

Chapter Five

Summary of Findings, Suggestions, and Conclusions

This research was guided by five research questions which were presented based on the literature review regarding academic bullying. The purpose of this research is to investigate whether international students feel that they have been academically bullied and whether they feel this has affected their academic achievement. After the data were analyzed (both survey and qualitative data), the following findings were made on the five research questions answered.

5.1 Discussion of Results

Results are discussed using the research question that guided this study. The analyses of data from chapter four are discussed below.

Discussion of Research Question One

Research question one seeks to understand the nature of academic bullying among the students especially the teacher-students' relationship. Question items 1-3 were used to answer the research question. Participants in the online survey indicated that during their entire school life they have been academically bullied with a mean point of 1.54 indicative of 50.84% affirmation to the question. Although the participants' denied that they had been bullied more than once with a mean point of 1.41 indicative of 46.80%; they however asserted that their academic bully had bullied someone else apart from them at 55% representing a mean point of 1.66. There is also evidence from IDI regarding the nature of academic bullying. Repeated

themes from the IDI transcript showed that "shouted down", "beaten", "abused", "verbal abuse", and "sorting" (paying for marks) are the common hallmark (nature) of academic bullying in a teacher-student relationship. The first interviewee stated that:

"sometimes when teachers tutors and asks a question in the class and the student thinks that something is the right answer, he or she may be shouted down, beaten *and sometimes the teacher may even* abuse *the learner in the classroom if the answer given by the student is not right"*.

The above excerpt is the narrative voiced by the first interview respondent who is from a developing West African country and insists this is a typical scenario in the high school he attended in his country. They did not talk about witnessing such behavior at Memorial University of Newfoundland. The third interviewee also exposed other forms of academic bullying especially by the academic facilitator when he commented:

> *"Sorting (paying for marks) is a form of academic bullying. The students often* feel bad *if they don't pass because of sorting* since the society will perceive them as not working hard *whereas it is not so. I think it also* affects their mental capability *sort of"*.

There are also empirical studies which support the various views of academic bullying by these international students; for instance, bullying has been recognized as a serious problem in today's schools by Rose and Monda-Amaya (2012) in which the authors stated that it is imperative that educators understand the dynamics and consequences of bullying, as well as remedies and strategies to combat it. Also, Nadine (2014) in his study on the impact of bullying on academic success for students with and without exceptionalities identified similar forms of bullying in his research work.

Discussion of Research Question Two

In research question two, the researcher intends to find out the perceptions of students about academic bullying. Item responses to questions 4, 5, 8, and 10 which were used to analyze the research question 2 indicated that there is a general culture of academic bullying in every school with item mean point 1.60 (53%). The students could not indicate whether they have ever witnessed classmates academically bullied during a school year with low mean score of 1.16 representing 37.86%. None of their mates/friends complained to them of being academically bullied (see mean point at1.41 representing 46.80% neither did they affirm whether there are any known academic bullies at any point in their school life at mean point of 1.41 (46.80%).

Empirical evidence from Wang, Swearer, Lembeck, Collins, and Berry (2015) found that students' attitudes toward bullying mediated the relationship between student-teacher relationships and physical, verbal/relational bullying showing a significant group difference on student-teacher relationships and attitudes toward bullying between the bully, bully-victim, and victim. The bystander groups and students not involved in bullying might not report academic bullying which may explain the reason why it is twisted to deal with this issue considering that many will not share their experiences even with anonymous medium. The second interviewee put it correctly when he was asked:

"you have been with other students or people, have you ever heard 'this teacher did this to me", 'that one did this to me' have you heard other people's perception about academic bullying?"
The interviewee's answer to the above which is:

"I have not come across bullied international students, but I am sure there are others"

This helps to buttress and confirm the challenge of communicating or reporting academic bullying in the school environment. One of the interviewees also opined that issues of students' examination missing scripts to a large extent constitute academic bullying since some of academic facilitators do it to bully students and to solicit payment for marks popularly called sorting from unsuspecting students.

Discussion of Research Question Three

Research question three investigates the experiences of students toward academic bulling as it relates to their academic achievement; mean responses from the online survey show some form of positive affirmation to the question "Have you ever skipped school, felt unsafe, uncomfortable or nervous at school or on your way to and from school because of an academic bully?" At 1.41 (46.80%), although students' bullied experiences are varied in form it was not enough to make the majority of the international student participants skip classes or school, feel unsafe, uncomfortable or nervous at school or while going to school because of an academic bully.

Themes which were used to describe this experience from IDI include; depressed, shocked, demoralizing, avoiding, propelled, affected negatively, and losing one's self-confidence. These themes highlight that the academic bulling experience is far from being palatable. Consider also that online survey participants indicated that being marked down by an academic facilitator is a form of bullying which displaces the victim academically. Participants' responses to question item 7 "Did you feel you have ever been marked down for any course by an academic bully thus misrepresenting your true academic ability?" of the research question 3

revealed a positive mean response rate of 1.54 (50.6%). This is also supported by the evidence obtained from the qualitative analysis. The first interviewee responded:

"yea, it can really affect their academic performance because when students are being shouted down at or asked to keep quiet, sometimes even if he/she has the correct answer, he won't be able to answer in the class because they will be thinking the teacher might do the same thing or…… but the interviewee continue….. that it may work for some people positively and others negatively depending on individual differences." to the question:
"do you think it is going to affect their grades (students that are always bullied academically) especially when they are always shouted at; 'shut up' 'sit down', get out of my office etc?
Similarly, interviewee three answered to the same question thus:

"I cannot say for sure, I think academic bullying affects the education negatively in general but it varies from individual to individual, like me, it helps me positively to study harder but in general terms it affects students negatively. It might make some people to drop off the course, some, not to come to school, some, to have depression and some, people to use caffeine to study at night".

From the responses of the interviewee one and three, there is evidence supporting the finding from the online survey that experiences of students towards academic bulling affects their academic achievement. Both quantitative and qualitative results of the current study are also supported by the finding of Nadine (2014) on the impact of bullying on academic success for students with and without exceptionalities which revealed that: students who are bullied have a fear of coming to school because they feel unsafe; thus, they are unable to concentrate, and their academic success is hindered. Additionally, students with exceptionalities are bullied more often than students without which places them at a double disadvantage.

Discussion of Research Question Four

Research question four seeks to understand the reported forms in which academic bullying affects the academic performance of the student victims. This was answered using question items 6 and 7 which analyzed the responses of 12 victims (those with a "Yes" answer to question item number 1). Both items received significant positive affirmation from the online survey with 1.66 (55.3%) and 1.83 (61%) respectively for the questions: "*Have you ever skipped school, felt unsafe, uncomfortable or nervous at school or on your way to and from school because of an academic bully?*" and "*Did you feel you have ever been marked down for any course by an academic bully thus misrepresenting your true academic ability?*" The above survey results have found support from the works of Al-Raqqad, Al-Bourini, Al Talahin, and Aranki, (2017) on the impact of school bullying on students' academic achievement from the teacher-students' point of view; the result of their findings indicated that school bullying exists in all schools regardless if they are government or privately owned and operated. Their study also concludes that school bullying affects student's academic achievement either the victims' or the bullies'. The study by Nadine (2014) on "the Impact of Bullying on Academic Success for Students with and Without Exceptionalities" equally confirms that academic bullying affects the victim's academic performance.

This is also supported by the views of interviewee number two who is a victim of academic bullying (he consented when he was asked "was it your own experience or someone else's experience) who highlighted that academic bullying affects academic performance. He said: "*actually it concerns evaluation, in particular an assignment which everyone submitted but the lecturer rejected mine and asked me to submit later, afterwards when I came to re-submit it,*

he never collected it back neither did he tell me my offense and it affected my scores as I have no marks for the assignment".

Apart from the experience of this interviewee, generally, reoccurring themes obtained from other interviewees on the questions related to whether academic bullying affects academic achievement of victims which include: misrepresentation of grades; quitting school, course drop, skipping of classes, and loss of passion to study are all pointing towards its negative effects. Only interviewee number two denoted that it helped him positively; he said: *"It helped to step up my studies because I felt that stepping up will help me cushion a poor score on the courses I felt bullied this helped me perform well and improved my average".*

Discussion of Research Question Five

Research question five focuses on the possible policies and solutions whose implementation may aid the control and management of incidences of academic bullying within the school environment. The result of the online survey confirmed an assenting response with a mean score of 1.60 (53.3%) to the question item 9 "Do you feel there is adequate strategy and regulation to discourage academic bullying in the schools you have attended in your country?" Results from this online survey analysis confirm that there are ways through which academic bullying can be managed. This was highlighted in the works of Modin, Låftman, and Östberg (2017) on "Teacher Rated School Ethos and Student Reported Bullying—A Multilevel Study of Upper Secondary Schools in Stockholm, Sweden"; their study found that bullying was associated with all but one of the five sub-dimensions of school ethos, namely structure and order for dealing with bullying behaviours at the school which lends support to the idea that the social

organization of schools, as reflected in their teacher-rated ethos, can affect individual students' attitudes in a way that prevents the emergence of bullying behaviour among students.

Equally, the study by Wang, Swearer, Lembeck, Collins, and Berry (2015) also supported the findings of Modin, Lafman, and Ostberg (2017). Their research indicates that there is a significant group difference on student-teacher relationships and attitudes toward bullying between bully, bully-victim, victim, and bystander groups and students not involved in bullying.

There is also support from the qualitative data analyzed from the IDI since reoccurring themes such as: *good policies, more research, anonymous appraisal, sensitization, channel of communication, suggestion boxes and need for more training* from the interview questions equally confirm that all the interviewees are optimistic that these processes if utilized will aid the control and management of academic bullying within the school environment. In their responses, they opined as follows:

Interviewee one: "*Yea I don't think if there is a follow up in the developing countries but here in Canada I think students have a voice for example, at the end of every semester, we make anonymous complaints but in developing countries you may be expelled if you do that or for saying such*".

Interviewee two: "*To move forward, good policies need to be developed and to manage academic bullying, more research are needed to get more facts on the issues especially getting the people who have experienced it to tell their story*"

Interviewee three: "*there should be sensitization among stakeholders in education especially teachers, they need to be taught about the dangers and need to relate well with their students*".

Interviewee four: "*More training is required for teachers on how to understand students because they have different abilities with lots of differences; this difference may be psychological,*

training related as we all come from different countries, society and background. Everybody in the educational sector should know what to expect from students (international) and must be patient to guide them".

The findings from the analysis of the qualitative data part of this research confirms that although there are not adequate strategies and regulations in place to discourage academic bullying in schools; the suggestions above if implemented will help change the nature and prevalence of academic bullying in school environments. The change in trend of academic bullying occurrences will help cut down the observed negative antecedents which hinder academic performance and achievement among the bullied or victims of academic bullying.

5.2 Implications of Study Findings

The nature, perception, experiences of observers/victims, and the strategies, policies and solutions as garnered in the current study mainly support the prevalence of academic bullying and its negative consequences on academic performance of students in both developed and developing nations. However, developing countries appear to suffer more from this social malaise supported by the evidence of interviewees 1, 2, and 4 who shared their academic bullying experiences while they were studying in their native countries in Africa. Remarkably, interviewees 1 and 4 further supported their assertions with the opinion that developed countries of the West and Europe have working strategies which help their education systems control and manage academic bullying unlike developing countries where those strategies do not work.

Critically, both quantitative and qualitative data analyzed in the study confirm that students who experience academic bullying from an academic facilitator are most of the time

usually demoralized which affects their academic inputs and equally affects their social

confidence in school in various negative ways. Rarely does such academic bullying spur

or challenge students to study harder and prove the bully wrong.

Other grievous implications of the study finding to the society in general which can be

found in some critical patterns of academic bullying such as sorting (paying an academic

facilitator for marks) have to do with displacement of academic potentials through compromised

evaluation. This affects the society because a false image of the "best candidates" to a position is

projected through the compromised evaluation process. This in particular is the major cause of

unemployable graduates and professional quacks. Other implications give room for emotional

and social stigmatization and breakdown.

5.3 Limitations of the Study

It is difficult to account for what constitutes academic bullying because it is broad in

nature and involves human individual differences. The present study attempted to expand

existing understanding of academic bullying using quantitative and qualitative methodologies.

Subjective aspects of academic bullying may be immeasurable because what constitutes

bullying to victim "A" may not necessarily be interpreted as bullying by victim "B". Academic

bullying experiences usually exist at the personal level of the bullied who reports the account.

The extent of the truth of their account without exaggerations and withholding the part they

played which fueled chances of being abused cannot be ascertained.

5.4 Summary of Findings

This study focuses on examining the Nature of academic bullying; perceptions of

students about academic bullying; experiences of students towards academic bulling as it relates

to their academic achievement; reported forms through which academic bullying affects the academic performance of the student victims; and possible policies and solutions whose implementation might aid the control and management of incidences of academic bullying within school environment.

In chapter two, the conceptual, theoretical, and empirical literature about the impacts of academic bullying on the academic performance of students were reviewed. From these literature sources, there is evidence that academic bullying is real across all levels of education; there is also evidence that the way which academic bullying is manifested differs from one victim to another as much as its impacts the victim's academic performance. The current study was based on the evidence provided from the survey and the in-depth interviews conducted among the participants of the study.

The review considers the conceptualization of bullying as an act of victimization before digressing to academic bullying. Theoretical support explains the interplay of human behaviour which ushers in bullying behaviour after which a theoretical framework for the current study is outlined.

I explored definitions and provided a brief history of bullying as a behavioural pattern in school environments; types of bullying behaviour with various forms of behaviour manifestations are also considered. Also, the use of theoretical linkages was supported by empirical studies in related areas of study. A summary of selected literature was given in line with the reviewed literature. Using these key words bully, bullying, academic bullying, academic environment, and academic performance, internet and electronic searches for the review of conceptual, theoretical, and empirical literature were undertaken up to 2018.

Chapter Three of this research provides a description of the methodology, study design, how the data were collected, presented, and analyzed. The method of data collection employed was mixed

and made use of quantitative and qualitative data. Quantitative data were collected with the aid of the online survey to elicit the responses of forty-eight (48) participants on 10-point question which requires a "Yes" or "No" answer. Their answers were analyzed using mean point averages to accept or to reject responses to five research questions formulated to guide the study. The quantitative data were also complemented by qualitative data made available through the IDI's granted by four (4) participants who were asked varying questions in line with the research questions. Their answers were interpreted using thematic content analysis for identifying congruence and departures of opinions.

Chapter 4 presents the data collected for the research and a detailed explanation was given for every section of the questionnaire. There was a high response rate from the participants to all the questions asked in the survey and analysis was made in response to the research questions. From the results, it could be concluded that the nature of academic bullying usually takes the form of being shouted down, beaten, psychologically abused, verbally abused, and sorting (having to pay for marks). These forms of academic bullying are perceived as: displacement, manipulation and exploitation, injustice, social, emotional and psychological abuse, and loss of cognitive ability of the students. Practical witnessed experiences of both the victims and as observers include: sorting, missing scripts, withholding of information, blaming, misrepresentation of grades, refusal, mental and social abuse which leave the victims depressed, shocked, demoralized, affected negatively, loss of their self-confidence, quitting school, course drop, class skips, loss of passion to study, drop in confidence and mental stability. There is evidence in both the quantitative and qualitative results that these forms of academic bullying negatively affect academic performance of the victims. The results are consistent with other studies further revealed with good policies, more research, anonymous appraisal, sensitization of channels of communication, suggestion boxes and teachers' training are strategies and policies which will be

effective in the control and management of academic bullying in the school environment. This was found to be interviewees' recommendations on how to control and manage academic bullying in school environment. For example, interviewee number one and four opined that anonymous appraisals in forms of complaint or suggestion box could help to curb the menace.

They also recommended training and retraining of teachers as appropriate measures towards managing academic bullying. Furthermore, Elvis and Stan, the second and third person interviewed during the field work emphasized that the best ways for managing academic bullying is through researching into the problems and making good policies to address them. Stan also suggested that sensitization on the dangers of academic bullying is equally as important as training and re-training of teachers.

5.5 Recommendations from the Study

The result of this study highlights a more negative perception of academic bullying than a positive one by international students; on rare occasions does it positively propel the students. There is need to understand further with the aid of empirical data other associated characteristics of academic bullying especially those variables that may be subjective to the victim such as socio-economic status of the victims, religious affiliation, academic ability, and other personal characteristics. The link to be provided by these variables in the prevalence and persistence of academic bullying may be useful in formulating policies and strategies deemed appropriate to help in the control and management of academic bullying in the school environment.

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APPENDIX I

International Students Academic Bullying Survey

This survey is designed to gain an increased understanding about academic bullying. Participation is voluntary, and you may quit the questionnaire at any time. This is an anonymous survey; there are no identifiers in this questionnaire that can disclose your identity. Thank you for taking the time to complete this important survey. Your time and efforts are greatly appreciated. Please complete the first two items and then circle the appropriate response Yes or No for questions 1-10.

1. During your entire student life have you ever been academically bullied? Yes   No

2. In your academic experiences have you been academically bullied more than once? Yes No

3. Are you aware whether the person(s) who academically bullied you has or have also bullied someone else? Yes No

4. Have any of your classmates or friends complained to you of being academically bullied? Yes No

5. Have you ever skipped class, felt unsafe, uncomfortable, or nervous on your way to and from class because of an academic bully? Yes No

6. Did you feel you have ever been marked down in any course by an academic bully thus misrepresenting your true academic ability?   Yes   No

7. Have you ever witnessed anyone been academically bullied through your student life? Yes No

8. Do you feel there are adequate strategies and regulations to discourage academic bullying in the institutions you have attended in your country? Yes No

9. Do you feel there are adequate strategies and regulations to discourage academic bullying at Memorial University? Yes No

10. Is academic bullying perceived to be an everyday part of the culture in academic institutions in your country? Yes No

APPENDIX II

IDI EXCERPTS

Guiding research questions for IDI

1. What is the nature of academic bullying?

2. What are the perceptions of students about academic bullying?

3. What are the experiences of students toward academic bulling as it relates with their academic achievement?

4. In what reported forms does academic bullying affect the academic performance of the student victims?

5. Are there possible policies and solutions whose implementation may aid the control and management of incidences of academic bullying within school environment?

IDI Excerpts Transcript

1.\ Chariotte – A lady about 39 yrs, an international graduate student from developing country

Intro/Greetings - Yeaa, good p.m thank you for coming for this eh interview and eh …, interview part of my research work. I just want to ask you some question about academic bully and ehh be able to use it for further analysis in my research work.

Qestion 1: Yea, Have u heard about academic bullying before?

Ans: Academic bullying? Hmmm No, not really academic bullying, but I have heard of the term bullying bullying among students, different types of bullying; physical bullying, cyber bulling and the rest

The researcher: Academic bullying is a type bullying that is directed from an academic facilitator to the student or learner usually in the school environment, it can be in an elementary, secondary or tertiary school setting or any type of learning environment.

Researcher: From this definition, have you witnessed any type of academic bullying from any type of school you have attended in the past?

Ans: I can say yes, bcos sometimes when teachers teach, may be the teacher asks a question in the class and the student thinks that something is the right answer ans , he or she may be shouted down, beaten and sometimes the teacher may even abuse the child in the classroom.

Researcher: But have ever witnessed other forms of academic bullying apart of teacher shout down, may mis-representation of students grades etc.

Ans – No answer

Researcher: You have been other people in school and associated with classmates friends from the same school or different schools; what do you think they feel about academic bullying, bullying from an academic facilitator to a student?

Ans – Yea, this type of bullying mostly affects students' learning and it can also affect them psychologically.

Researcher: That's good, that is the perception of students towards academic bullying.

Question 3: Do you think it is going to affect their grades (students that are always bullied academically) especially when they are always shouted at; 'shut up' 'sit down', get out of my office etc

Ans – Yea, it can really affect their academic performance because when students are being shouted down at or asked to keep quiet, sometimes even if he/she has the correct answer, he won't be able to answer in the class because they will be thinking the teacher might do the same thing or……

..(researcher throws… there is a person who said it affected him both negatively and positively) but the interviewee continue….. that it may work for some people positively and others negatively depending on individual differences.

Question 4: **Do you think that there are certain behaviours which students do and you can say that the teacher academically bullied him or her? Are there ways a student may be and increase his or her chances of being academically bullied or not**

We have some students that extroverts (talk too much) sometimes in the class u have limited time to teach and the student is talking or asking too many questions that is **too much contribution** which may obstruct the teacher while he or she teaches and it will disturb other students from asking questions.

(the researcher cuts in……. another person I chatted with raised the issue of sorting the teacher (paying people money to pass) Yes, a wife to an uncle have to pay money to the lecturer for her project, even when the work is done properly the lecturer will say, you will do the necessary corrections and just paying, but this is not the right to do, we should judge students based on the standard laid down because it doesn't show the really performance and it is part of academic bullying because those affected in grades are bullied over others for because others paid money to be above them while their real performance is not represented.

Question 4: If we eliminate academic bullying in most developing countries, do you think that the educational system, the ranking of the students and institution is going to be better or worse?

Ans: It will be better; at least every student will get the true representation of his or her grade.

Question 5: **From your experience from both developing country and now developed country, do you think that there are policies and measures that can be put in place in the school to tackle academic bullying?**

Ans: Yea I don't think and if there is, are there going to be a follow up In the developing countries No but here in Canada I think here, students have our voice for example, at the end of every semester, we make anonymous complaints but in developing countries you may be expelled if you do that or for saying such.

Question 5: Suggestion to reduce academic bullying

Ans: Anonymous appraisal should be introduced in institutions and there should be strategies to follow it up especially taking the right steps to follow it up

Researcher: Thanks

2.\ Elvis - A man about 43 yrs, graduate, working student from developing country (A Victim)

Intro/Greetings - Yeaa, good morning welcome for making out time to be part of this interview to see how it is going to help me finish up my research work. I just want to ask you some question about academic bullying.

Qestion 1: Have you heard about academic bullying before? What will you say about it?

Ans: Academic bullying do have affect students' academic performance on any individual in anywhere or school they found him/herself in any environment. Not in many occasions have witnessed Academic bullying. Each teacher tries to teach the students equally.

Researcher (redirects with definition form the project work) Academic bullying is a bullying directed from academic facilitator to the learner or student either trying to mark him down or using verbal abuse on them, the kind of bullying from the administrator to the student.

Question: Have you witnessed, perceived or experienced this kind of bullying especially while you were in school, the high school or the tertiary where the teacher or facilitator uses power dynamics to treat the student bad?

Ans: Yes, I have witnessed academic bullying before.

Researcher: Was it verbal, or was evaluation or during examination

Ans: Yes, both verbal and evaluation.

Researcher: Was it your own experience or someone else's experience

Ans: my own experience.

Researcher: Please can you say something or shed some light on it about this experience of yours regarding academic bullying?

Ans: Actually it concerns evaluation, particular an assignment which everyone submitted but the lecturer rejected mine and asked me to submit later, afterwards when I came to re-submit it, he never collected it back neither did he tell me my offense and it affected my scores as I have no marks for the assignment.

Researcher: Is there any reason why he did that

Ans: Because he wanted me to help in his research and I was not disposed at the time

Researcher: You said you have been academically abused verbally, how did you experience this?

Ans: Yes, by the same lecturer who abused me in the assignment by the kind of words he used on me when he rejected the assignment.

Researcher: How did you feel after the abuse? Did you feel that you are going to do well in your course or you are going to go home and think about leaving the school?

Ans: If I had the opportunity to drop the course and I would have dropped it.

Researcher: because of your feeling, did it affect your academic performance?

Ans: Yes

Researcher: You have been with other students or people, have you ever heard 'this teacher did this to me", "that one did this to me" have you heard other people's perception about academic bullying?

Ans: I have not come across bullied people but I am sure there are others.

Researcher: what are the experiences you have about your academic bullying your feelings during your academic bullying, depressed, shocked or feel bad

Ans: I did not feel depressed but I felt embarrassed and shocked, but I don't feel that I really want someone to experience the kind of things which I faced or the things I experienced.

Researcher: Did your experience help you academically like studying your book harder or something.

Ans: It helped to step up my studies because I felt that stepping up will help regulate such problems on the courses I felt bullied if I perform well and improve on my average.

Researcher: Generally in what reported forms do you think that academic bullying affect the academic performance of the student victims positively or negatively?

Ans: I cannot say for sure, I think academic bullying affects the education negatively in general but it varies from individual to individual like me it helps me positively to study harder but in general terms it affects students negatively. It might make some people to drop off the course, some not to come to school, some to have depression and some people to use caffeine to study at night.

Question: Do you behave differently during your academic bullying experience?

Ans: Yes, I avoided the lecturer

Question: Did you talk to other students or friends about your academic bullying experience?

Ans: No, I feel it will be demoralizing them.

Question 5: Are there Suggestion to reduce academic bullying for developing and developed countries?

Ans: For developed nations, yes, because there are rules that govern academic engagement but for developing nations there may be a few rules and they are not strong

Question: If developing countries take academic bullying seriously do you think that the educational system will improve?

Ans: Although there are these things in developing countries, their educational systems are still recognized somehow otherwise you and I won't be studying here. But it will be much better if it is curbed.

Question: Are there things you want to suggest to reduce academic bullying for developing and developed countries?

Ans: To move forward, good policies need to be developed and to manage academic bullying, more research are needed to get more facts on the issues especially getting the people who has experienced it to tell their story

Thank you very much

3.\ Stan - A man about 33 yrs, graduate student from developing country (A Victim)

Intro/Greetings - Welcome, my name is Enemuo Kingsley, Welcome to the interview session of my academic project I just want to ask you some question about academic bullying.

Qestion 1: Have you heard about academic bullying before? Do you know what it is, have you any idea or do you know its definition?

Ans: As someone who has passed through the higher institution I am conversant with it and have experienced it myself. Academic bullying is different type of bullying other than physical or otherwise. It may be student-to-student (smart ones bullying those not too smart in class although there is a law prohibiting such) and teacher-to-student bullying. It affects students' cognitive, emotional and social ability such as self-confidence etc. Sorting (paying for marks) is a form of academic bullying. The students often feel bad if they don't pass because of sorting because people is going to see them as not working hard whereas it is not so. I think it is going to affect their mental capability sort of.

Qestion 1: Do you know how any feature of teacher-student academic bullying?

Ans: there is this fear and respect from students to teacher and the teachers manipulate it to exploit students. My experience is my level two lecturer in my country set an abstract exam something he did not teach and compelled us to fail and consequently the class suggested sorting which is what he wanted. We paid money to pass as a form of sorting which is academic bullying.

Any other forms you witnessed?

There many but it is with the individual who is in contact with the lecturer but the bottom line is that the lecturer or teacher will in one way or the other abuse you, make u feel bad or make you lose your cognitive ability, feeling that u are not academically sound or losing your self-confidence.

What are the perceptions of people you have interacted with?

It boils down to culture, but since it is not physical it is not given recognition, ppl are expected to solve their mental or psychological problems. To solve this, there should be mutual respect between the teacher and students.

Question: What are its effects on your personal academic performance?

Ans: Its effect is individual because some people get propelled by that, others are affected negatively.

Question: What are the reactions of the people that are academically bullied?

Ans: Like I said before it boils down to individuals, a sort of personality thing because some bullied person may react by taking legal actions, others may drop the course or even change school, some may be motivated by that to do better to prove themselves to their bullies.

Question: Without academically bulling, do you think that you could have graduated with a better grade?

Ans: Yes, I would have performed better.

Question: In what reported forms does academically bulling affect the performance of student-victims?

Ans: the students may skip classes, lose their passion to study, affects their IQ level and confidence, self-confidence, mental stability.

Question: Are there things policies, roles, you feel that can reduce academic bullying for both developing and developed countries?

Ans: for developed countries, the channels of communication is not clear, not a lot has been done about the people report their bullies and students are demoralize if they don't see what is done about academic bullying. To move forward, good policies need to be developed and to manage academic bullying, there is need to find the good part of people, the teacher need to find balance among the students who are not equally gifted? It is still a big problem in developing countries, there are no laws, there are no policies, and nothing is being done. No platform for it because it is not seen as a problem.

Question 5: Are there Suggestion to reduce academic bullying for developing and developed countries?

Ans: there should be sensitization among stakeholders in education especial teachers, they need to be taught about the dangers and need to relate well with their students.

Question: do you think that there is going to be peaking or improvement in the education rating system of the developing countries when academic bullying seriously curtailed?

Ans: Yes because it will reduce what I will not call low quality graduates but people who are not deserving of their academic certificate and fail to give back what they have imbibed when put in positions.

Thanks.

4.\ Mary - A woman about 46 yrs, graduate student from developing country

Intro/Greetings - Welcome, to the interview session of my academic project I just want to ask you some question about academic bullying.

Qestion 1: Have you heard about academic bullying before? Do you know what it is?

Ans: No, not really, I have hear bullying, but from a layman's definition of it I can say it is the kind that has to do with academics, may be teacher to students but it is a kind of abuse mostly to a junior, a form of injustice like student to student, teacher to student, or management to students. Withholding of information is a kind of bully.

Lets us look at it from a facilitator to the students, what are the features?

Ans: Blaming students for not doing something properly in school whereas there are no instructions is a form of bullying and I have had that experience when I was doing my clearance in my school and entered the bursary office and I was abused verbally for not knowing/meeting the right officer. Students are also downcast especially when they are corrected publicly and abusively as forms of academic bullying.

Qestion 1: Are there other perceptions you have, or friends and classmates who have experienced academic bullying?

Ans: Yes, issues like waiting for senate for too long to approve results, missing scripts which many students complain are forms of bullying

Question: In what reported forms does academically bulling affect the performance of student-victims?

Ans: mentally and socially because my experience showed that some abused or bullied students couldn't take up their roles and socially couldn't associate with her mates but it is a matter of time the person will get over it. Reporting academic bullying is not proper in developing country because the student will not get justice and may be stigmatized. Sorting is also a form of academic bullying. It affects grading and displaces students of their grades and benefits.

Question: Does academically bulling exist in developed country as well as developing country

Ans: Yes in both, but more in developing countries because of different forms it takes like poverty. For example a friend didn't get the opportunity to re-do an assignment she got 18 over 25 but those who

got 17 over 25 got the opportunity and by doing this my friend got displaced, and this academic bullying bcos all are supposed to re-do it if anyone wants.

Question: Do you feel that there are adequate rules and regulations or policies to curtail academic bulling both in exist in developed country as well as developing country?

Ans: There are no such policies and regulation to checkmate such in developing countries, maybe there are suggestion boxes but people are afraid to use it anyway. No clear channel of communication; there is no support for leaders who try to promote some policies that can curb academic bullying both by students and their parents. But in developed countries there are measures (some online systems) to checkmate these issues.

Question: Do you feel that if the menace of academic bulling are curbed that it will improve the rating and acceptance of education system in developing country

Ans: Yes, mentally, socially and otherwise which will lead to a better country.

Question: What are your ideas, views and suggestions?

Ans: More training are required for teachers on how to understand student because they have different abilities with losts of minutes, may be psychological training especially at their different stages in life as they are growing children with different abilities. Everybody in education stuff should know what to expect from children and have patience to guide them. Thanks