“My Teacher Doesn’t Like Me”: A Qualitative Exploration Into Teacher Bullying

by

Justin Durante

A thesis submitted in partial fulfillment of the requirements for the degree of

Master of Education

in

School and Clinical Child Psychology

Department of Educational Psychology
University of Alberta

Abstract

Bullying has been a topic of educational research within schools for many years (Olweus, 1978; Mah, Stewin & Mah, 2001). Yet, despite its focus within schools, little is known about this social problem as it relates to teacher bullying behaviors. The current study investigates the occurrence of teacher-to-student bullying from the perspective of the student. Three participants were recruited to examine their experiences as it relates to teacher bullying. Interview transcripts were analyzed pursuant to the tenets of Consensual Qualitative Research (CQR) and were coded to account for participant perceptions and their subsequent experiences of teacher bullying. Nine categories emerged encompassing 31 domains. Results are interpreted through several theoretical frameworks and implications for future teaching practice are briefly discussed.

Preface

This thesis is an original work by Justin Durante. The research project, of which this thesis is a part, received research ethics approval from the University of Alberta Research Ethics Board, Project Name, “My Teacher Doesn’t Like Me”-A Qualitative Exploration into Teacher Bullying. No. 00042406, January 6, 2014.

To my father and sister, it is through this endeavor that I hope to have made you proud.

ACKNOWLEDGEMENTS

Above all, I would like to thank my mother, whose contributions to my life have been innumerable. Nothing that I have achieved would have been possible without you. In the face of indescribable loss, you've managed to support me unconditionally in each and every one of my endeavors, and placed no limits on my dreams and aspirations. You have truly been a blessing to me and I am forever grateful for everything that you have done.

Next, I would like to thank both my participants and research team. Despite tight schedules and academic obligations, you thoughtlessly donated your time to me so that I may undertake this endeavor. To my participants in particular, you courageously came forward with your experiences to provide substance to this study; I hope that I have done justice in retelling your stories.

This document marks the culmination of a two-year venture. As such, I would like to thank all those who facilitated its successful completion. To Dr. Troy Janzen, thank you for serving as my clinical supervisor for both the first and second year of my degree. You taught me how to think as a clinician, and a part of you will always be in my work. To Dr. Lia Daniels, thank you for taking me on as your student and for your patience and guidance during the writing process. Thank you to Dr. William Hanson, who suggested this study's methodological design when scant participant turnout left me with few options, and whose mentorship facilitated the analysis and explication of data.

Lastly, I'd like to thank Dr. Tanya Spencer, Dr. Wanda Polzin, and Sharon Lindstrom with Child, Adolescent, and Family Mental Health. You gave me the opportunity to work in the field for which I was trained, which has allowed me to broaden

and deepen my skillset considerably. Thank you for imparting to me some of your clinical wisdom, and for providing me with the time off to complete my academic requirements when needed.

Table of Contents

List of Figures

List of Tables

Chapter 1: Introduction

What started off as a normal day soon caused concern when it came time to take the kids to school. "I don't want to go to school", said the 13-year old boy to his mother. He wasn't sick, so when asked why he didn't want to go he replied, "My teacher doesn't like me". This is a phrase to which most parents may be accustomed, and one that is likely uttered many times by a school-aged population, but how many times is it taken as truth?

Bullying continues to be a systemic problem in Canadian schools (Richard, Schneider & Mallet, 2012), while its adverse overt and latent effects have become a topic of fervent discourse at the societal level. Bullying is inappropriate social behavior that is often conceptualized as physical or verbal abuse towards others (Monks & Smith 2006; Naylor, Cowie, Cossin, de Bettencourt & Lemme, 2006), with literature also demonstrating in depth some of the potential effects on the victim, which among others include suicidal ideation, depression, and Post-Traumatic Stress Disorder (Roberts, Rosario, Slopen, Calzo & Austin, 2013; Vanderbuilt & Augustyn, 2010; Rigby, 2000). The majority of research focusing on bullying incidence has been situated within schools (Olweus, 1994; Whitted & Dupper, 2005; Kaltiala-Heino, Rimpela, Rimpela & Rantanen, 2000); yet, the focus of these studies has almost exclusively been directed towards bullying amongst peers, and as such they have neglected a significant portion of the school population-teachers. Despite shedding considerable light onto the relational dynamics and consequences of peer-to-peer bullying, the extant bullying literature does not entirely investigate instances of teacher bullying by examining how they are perceived and experienced by students, or its potential consequences to students. Instead, when teachers are included in the bullying literature their role tends to be primarily

remedial or preventive. For example, studies have investigated teachers' efficacy in the implementation of intervention strategies (Kochenderfer-Ladd & Pelletier, 2008; Merrell, Gueldner, Ross & Isava, 2008), and have also shown that the incidence of classroom bullying is mitigated by their effective use of classroom management strategies, with caring and competent teachers who monitor student behavior having lower incidences of bullying in their classes (Roland & Galloway, 2002). Such studies have shown that teachers can play an integral role in the reduction of bullying within schools, but what of bullying instances where the teacher is the one who may be exhibiting the hurtful behaviors?

The overall purpose of the current study was to examine student experiences with teacher bullying, how they are perceived and what the potential consequences may be. The inherent power imbalance in the teacher-student relationship may serve to convolute any bullying behaviors that occur, making teacher-student bullying potentially less apparent than bullying that would otherwise occur amongst peers. Therefore, my research questions are: 1) How do students perceive acts of teacher bullying? 2) How are they experienced? I also draw on several theoretical frameworks to infer the potential consequences of teacher bullying to students. As the focus of my study was the student's unique experience, I conducted a qualitative study using a case-study design. In doing so, this study will address two gaps in the extant bullying literature. First, the research will investigate teachers as bullies, a perspective that to date remains scant (see McEvoy, 2005; James et al., 2008; Twemlow, Fonagy, Sacco & Brethour Jr., 2006; Whitted & Dupper, 2007 for exceptions). Second, the few studies that have been conducted on this topic have used quantitative methodology, and as such have not been able to capture the

student experience of teacher bullying. In taking a qualitative approach, this study will provide students with a voice that can further elucidate the occurrence of teacher-student bullying, which allows for a more comprehensive understanding of this topic to emerge.

Researcher's Background and Perspectives

My interest in this topic stems largely from being bullied by peers as a child. It occurred to the extent that I was often afraid to go to school, for fear of what I may have been subjected to. However, the hurt caused by such experiences pale in comparison to what I felt from being the brunt of jokes from my teachers. It did not occur often, but the memories from the few times it did still resonate strongly with me. The feelings of rejection and loneliness that came from being targeted by the other kids at school were compounded when a few teachers picked up where my peers had left off. It took away the safety net that I believed teachers provided, leaving me to feel more vulnerable and alone at school. As I grew older, I wondered whether there were other individuals who had had similar experiences, whether or not they were perceived in the same way, and if they caused similar feelings.

Beginning my program in School and Clinical Child Psychology allowed me to delve into the available bullying research, though I did not find answers to my questions. As I began working with children in an assessment and counseling capacity, the questions I had still lingered. While I approached each child with the belief that he/she can succeed in their own unique way, it mattered more what children believed in themselves. Looking back through my experiences, I realized how those beliefs can be influenced by peers, and even more so by teachers. I therefore chose to investigate the occurrence of teacher-student bullying from the student's perspective as the topic for my thesis research.

While moving forward with this project, my supervisor pointed out on numerous occasions how my biases were influencing the way I approached my research questions and the results I was hoping to obtain. In particular, I wanted to demonstrate how teacher behaviors might exacerbate peer-to-peer bullying via modeling and social learning theory, because such was the case with me many years ago. The passion with which I approached this topic made it a challenge to keep my own story separate from the research. To minimize this, I was advised to keep memos on how my past experiences were shaping my beliefs and expectations regarding this study, and to place them around my work area as a reminder to not let my personal experiences interfere with the research process. Although I tried to use unbiased language whenever possible, there were instances where my personal feelings about teacher bullying resulted in language stronger than my evidence may have supported.

As a final note, I want to mention that the intent of this study was not to persecute teachers. I recognize that the majority of teachers work tirelessly in an effort to help their students succeed in all aspects of life. The purpose of this study was to investigate the occurrence of teacher bullying from the eyes of the student, along with its nuances and implications, which will allow for a more comprehensive understanding of bullying within schools.

Chapter 2: Literature Review

The purpose of this section is to provide a thorough and cogent review of research that is relevant to the current study on teacher bullying. It will begin by describing the current theoretical conceptualization of bullying along with implications arising from differing viewpoints. Following will be a discussion of the school as the social context for bullying incidence. It will then move on to describe the consequences of bullying amongst peers, and then provide a review of the available literature on teacher-to-student bullying, along with implications for students who experience such behavior from teachers. It will end by elaborating on this study's theoretical impetus, and the need for the current study within bullying discourse.

Definition of Bullying

Bullying is not a new problem, as research investigating its nature, prevalence, and consequences has been taking place as early as the 1970's. It is a topic that has been investigated in many parts of the world including Canada, the United States, Great Britain, Australia, Italy, and Scandinavia (Rigby & Slee, 1991; Craig & Pepler, 1998; Furlong, Morrison, & Greif, 2003; Gini, 2004; Olweus, 1994). Moreover, research into bullying is not limited to schools but has been examined within the workplace and online community (Rayner, 1997; Patchin & Hinduja, 2006). Researchers define bullying as a relationship characterized by an imbalance of power wherein an individual is repeatedly exposed to negative actions that are intended to harm (Olweus, 1994). Bullying can take many forms including physical (i.e. punching, kicking), verbal (i.e. name calling, insults), or in other ways such as exclusion from groups, and often takes place in the absence of provocation (Olweus, 1994, 1997; Monks & Smith, 2006; Coloroso, 2002).

However, the prevailing definition of bullying may not be entirely robust. For example, Guerin and Hennessy (2002) point out that many definitions of bullying are derived from researchers' perception of the problem. To remedy this they conducted a study in which they interviewed pupils regarding their perceptions of bullying. Results differed from the general consensus, specifically in that students believed bullying need not be intentional nor repetitive. Similarly, Vaillancourt et al. (2008) also found that children and youth were less likely to view repetition and intentionality as characteristics of bullying, while Cuadrado-Gordillo (2011) demonstrated repetition to be an unnecessary criterion amongst teenagers. Focusing on a different group, Lee (2006) found that teachers also differ with regards to the criteria that they use to define bullying behavior. This study showed that teachers did not share a consensus on what constitutes bullying, particularly as it relates to the criterion of hurt and intent. Furthermore, Zerillo & Osterman (2011) found that teachers feel a greater sense of accountability for bullying incidences that result in physical rather than emotional consequences. Taken together, these studies demonstrate that both teachers and students differ from the predominant theoretical conceptualization of bullying put fourth in the scientific literature.

Although there are different definitions of bullying, it should not be confused with conceptually similar terms such as fighting or teasing. According to Olweus (1997), it is the imbalance of power that differentiates bullying from fighting, in that victims are often observed to be physically or mentally weaker, which results in an unwillingness to retaliate. Similarly, the same author reported that teasing is often confounded with bullying, but cannot be considered bullying unless it is of a denigrating nature and continues despite clear signs of distress from the target.

Implications of Previous Findings

The discrepancy that exists between teachers and students regarding their beliefs towards bullying behaviors allows for the possibility of a range of hurtful behaviors to occur and continue amongst not only students, but teachers as well. For example, in the context of peer bullying, certain behaviors that do not subjectively qualify as bullying to the teacher are likely to continue without properly being attended to, which would subject students to continued victimization without teacher intervention. In the case of teacher-student bullying, it is plausible that behaviors which teachers regard as benign may unknowingly appear in their own behavior patterns towards students. As well, the disparity between teacher and students regarding the constitution of bullying behavior may also affect the rates at which bullying is reported, making it more difficult for true prevalence rates to be obtained. In fact, studies have already shown this. Stockdale, Hangaduambo, Duys, Larson, & Sarvela (2002) found that students tended to report a higher prevalence of bullying than did parents or teachers, suggesting that youth may perceive a broader range of behaviors as bullying behaviors.

The Social Context of Bullying: Schools

Schools are complex social systems where children and adolescents spend the majority of their waking hours. Within this social system there are many individuals including but not restricted to peers, teachers, educational assistants, administrators, volunteers, psychologists, sign language interpreters, bus drivers, etc. Insomuch as bullying happens within this context, each of these people may be intentionally or unintentionally involved. Bullying typology identifies four categories of people: bully, victim, bully-victim, and bystander. Olweus (1994) defines the typical bully as someone

who has an aggressive reaction pattern combined with physical strength, while also describing the passive bully as someone who will engage in bullying behavior but does not initiate; the victim is characterized as having low self esteem and lacking true friendships, while exhibiting behaviors that signal others that they are insecure and will not retaliate if targeted. The bully-victim is someone who initiates bullying behavior while also experiencing victimization. Twemlow, Fonagy and Sacco (2006) define the bystander as an individual or group who indirectly and repeatedly participate in a victimization process as a member of the social system, who occupy the role by virtue of their ongoing interaction with the victim; bystanding behaviors can facilitate or ameliorate victimization (i.e. altruistic outrage at bully, denial of responsibility). Numerous ongoing interactions take place within the school, perhaps none more important than the interaction between teacher and student. Within the context of such a relationship, the implications of bystanding behavior can potentially become quite meaningful.

Consequences of Peer Bullying Victimization

Perhaps the most widely studied aspect of bullying research has been the consequences experienced by victims of peer bullying. One of the more prominent bullying researchers is Dan Olweus, who was among the first to pioneer studies on the topic (Olweus, 1978). In fact, much of the research into the adverse effects of peer bullying was triggered by his anti-bullying campaign, which was strongly motivated by Norwegian newspaper reports of three boys who committed suicide purportedly as a result of severe bullying by peers (Olweus, 1994). Since then, research has emerged that investigates the socio-emotional effects of peer bullying on victims. Victims have been studied across sex, age, race, culture, and sexual orientation (Mishna, Newman, Daley &

Solomon, 2009; Olweus, 1994; Eslea & Mukhtar, 2000). Given the heterogeneity of the victim in bullying research and the variability in the bullying experienced, meta-analyses provide an empirically sound way to generalize the effects.

Boulton & Hawker (2000) conducted a meta-analysis in which they collated the results of cross-sectional studies that measured peer victimization (i.e. physical, verbal, relational) and self or peer reports of psychosocial maladjustment (in the form of measures of depressive or anxious symptoms, loneliness, and negative global and social self-concept). The meta-analysis focused on research with children between 8 and 13 years of age, which is consistent with the fact that much of the bullying research has taken place within school contexts and included a school-aged population. Published studies between 1978 and 1997 that independently measured the aforementioned outcomes were consolidated, and effect sizes of peer victimization for each outcome were measured. Effect sizes were largest for depression among victims, followed by loneliness, negative self-concept, and anxiety. Yet, a limitation of this study was that it did not include any longitudinal studies into the analysis, which prevents an understanding of the potential effects of childhood victimization in adulthood. Towards this end, Sourander et al. (2007) gathered information regarding bullying victimization from a sample of 8-year old Finnish boys, obtained psychiatric information from this sample via a military call-up examination and army registry then 10 to 15 years later. Their findings revealed that frequent victimization predicted anxiety disorders; in fact, information about frequent victimization as a primary screener identified 28% of those with a psychiatric diagnosis even when controlling for the presence of emotional/behavioral symptoms in adolescence. Similarly, Shafer et al. (2004) examined the long-term correlates in both

males and females of school victimization with aspects of functioning in adult life (i.e. self-perception, lasting friendships, attachment style). They found that school victimization led to lower levels of quality of life as defined by the above parameters, and that these effects were robust to variations in gender.

Another important outcome that was not included in the previous meta-analysis was that of suicidality, particularly given its association with depression. Suicide can be considered the most extreme action due to its finality. Yet, the extent to which bullying victimization is the sole cause of suicide is difficult to measure, largely because attributions are left to family members, teachers, or peers of the deceased. Klomek, Marrocco, Kleinman, Schonfeld, & Gould (2007) conducted a study in which they investigated the relationship between peer victimization and suicide ideation and attempts among high school students. Their results indicated that frequent exposure to bullying was related to a high risk of depression, suicidal ideation, and suicide attempts compared to adolescents who were not involved with bullying behavior. Rigby and Slee (1999) found that suicidal ideation was consistently found to be associated with self-reports of victimization, though a greater likelihood of suicidal ideation existed in boys. Thus, it is clear that peer victimization is linked to concurrent and long-term adverse socio-emotional outcomes, with gender variability in specific adverse outcomes.

As bullying often occurs within the context of the school environment (Olweus, 1994), theorists have also investigated its effect on academic performance. Nakamoto & Schwartz (2010) presented a meta-analytic review of studies that examined the relationship between peer victimization and academic achievement in a total of approximately 29,500 participants. Results revealed a small yet significant negative

correlation between peer victimization and academic achievement. The correlations did not differ between boys and girls. Konishi, Hymel, Zumbo & Li (2010), also obtained a similar effect on math and reading achievement; however, they found an interaction between bullying and student-teacher connectedness. More specifically the effect of bullying on student achievement was moderated by feelings of student-teacher connectedness, suggesting that the teacher may serve as a buffer on the effect peer bullying has on achievement. This finding is encouraging and suggests that teacher-student relationships can be important in mitigating the effects of bullying.

Teacher-Student Bullying

Available research on the prevalence and consequences of teacher-student bullying is far less substantial, although this does not make the issue any less relevant. The teacher is responsible for creating a safe and respectful classroom environment that is conducive to learning (Rosas & West, 2009). It is not difficult to infer that a safe and respectful classroom should be one in which bullying is frowned upon. Indeed many teachers take actions to ensure this is the case by implementing intervention strategies (Merrell, Gueldner, Ross & Isava, 2008) and demonstrating effective classroom management (Roland & Galloway, 2002). Additionally, given the increased risk of peer victimization for sexual minority students (Berlan, Corliss, Field, Goodman & Austin, 2010), the Alberta Teachers' Association has created the Safe Spaces campaign, which uses posters, brochures, and stickers to identify schools and classrooms as safe, inclusive areas for students who identify as gay, lesbian, bisexual, or trans-gender. Bully Free Alberta is another initiative aimed at providing adults with the tips and tools necessary to prevent bullying from occurring. However, there is also a small body of literature that suggests students may interpret the practices of some teachers as a form of bullying.

The investigation of teachers as perpetrators of bullying behavior emerged as a product of seemingly unrelated initiatives. Terry (1998) conducted a study to measure the incidence of student bullying of their teachers, yet findings emerged relating to the abuse of students by teachers. For example, one question put fourth to teachers was whether their actions might have been perceived as bullying by students. Fifty-seven percent reported that that could have been the case. While such results were perhaps intended to express the cyclical nature of bullying, with those who are bullied more likely to bully themselves, it nevertheless elicited anecdotal reports from teachers of exhibiting harmful behaviors towards their students.

One of the first studies to explicitly shed light onto the incidence of teacher-student bullying was conducted by Twemlow, Fonagy, Sacco, & Brethour Jr., (2006). A sample of 116 teachers across various American elementary schools with varying years of experience completed an anonymous questionnaire asking them to describe any experiences they had with bullying while they were students, being bullied by students as teachers, bullying students, and their perceptions of colleagues' behavior's towards students using descriptors such as, "Puts students down to punish them"; "Humiliates students to stop disruption"; "Hurts students' feelings"; "Watches as other students bully each other"; "Allows disruption without intervening". These descriptors were rated on a scale ranging from *strongly disagree* to *strongly agree.* Forty-eight percent of respondents admitted to having bullied a student, and interestingly, teachers who bullied students showed a significant positive correlation with being bullied when they themselves were students. Moreover, teachers who observed more bullying behavior in colleagues also reported being victimized as students. Teachers within this study also

speculated a host of reasons as to why teachers display such behaviors, which included dominating their students out of fear of being hurt, lack of administrative support, being burned out, and being envious of their smarter students.

Whitted & Dupper (2007) conducted one of the few studies that solicited perceptions of teacher bullying from the student. They provided a questionnaire to 50 junior and senior high school students regarding incidences of physical and psychological maltreatment by teachers. Eighty-six percent of respondents reported at least one incident of physical maltreatment by teachers, which included teachers grabbing them very hard, not letting them go to the bathroom, punching them, or pushing them. Eighty-eight percent of respondents reported at least one instance of psychological maltreatment by teachers, which included teachers yelling at them, ignoring them, and making fun of them or their families. Respondents were also asked to describe their worst school experience (WSE). Almost twice as many students reported that an adult was involved in their WSE compared to students who reported that a peer was involved. Similarly, James et al. (2008) conducted a study investigating the role that teachers play in bullying within Irish schools. They reported the frequency and nature of teacher-student bullying and student-teacher bullying at two points in time. At both junctures, 31% of students reported being bullied by a teacher in ways such as being called names, being ignored, having their belongings taken, and physical harm.

McEvoy (2005) stated that teachers who bully feel their abuse is justified, as it is disguised in the form of "motivation….appropriate part of the instruction, or as an appropriate disciplinary response to inappropriate behavior by the target" (p. 2). He conducted a study in which high school students provided narratives of instances where

they felt targeted by a teacher, and whether punitive action was taken against the teacher if the incident was reported to school administration. The purpose of the study was to attempt to create a teacher bullying "profile" by examining potential commonalities in reported bullying behaviors, and whether school administrations reprimanded such behavior. Results were supportive of a teacher bully profile. For example, in response to the question "Do you think most students in your high school would agree on which teachers bullied students?", 93% of respondents answered yes. When asked whether teachers who bullied students could do so without getting into trouble, 77% responded yes. This teacher data was supported by students' own statements such as:

> "Nothing happened. I complained to the principal, who said he would "look into it," and nothing happened." (p.7).

Another student mentioned:

> "Nothing happened after I complained, but since my teacher knew I complained, I was scared to go to class" (p. 8).

From these findings it appears that the inherent power imbalance in the teacher student relationship, along with perceived inaction on the part of school administration in response to complaints, leaves students feeling as though they have little recourse when experiencing such behavior from teachers.

Theoretical Considerations on the Implications of Teacher Bullying

To date no research has examined the perceptions and experiences of teacher-student bullying for the victim. Although participants' voices tend to guide qualitative research more so than theory, theory can be used to understand and make sense of the results. Thus, I draw on three psychological principles and theories that may be helpful

when interpreting my results: the looking glass self, identity development, and social cognitive theory.

Looking glass self. Originally proposed by Cooley (1902), the looking glass self suggests that an individuals' self-perception is a product of the way they are perceived by others. Bringing empirical evidence to bear on this construct, Yeung and Martin (2003) conducted a study in which they tested the hypothesis that young adults' self-understanding is, to some, extent, an internalization of the views that others have of that person. They concluded that one's self perceptions and the "looking glass image" are not independent of one another and that others' perceptions of an individual can be incorporated into their sense of self. An interesting caveat to their conclusions was that when this occurs "disproportionate attention [is paid] to the perspectives of high status members" (p. 874). They cited that results of the study were consistent with previous research in which the perceptions of higher status individuals were more likely to be internalized by those who viewed them as such. These findings can be applied quite fittingly to the dynamic that exists between teacher and student. Teachers *are* higher status individuals and are generally regarded as such by their students. Hence, a comment that is made by a teacher towards a student has a higher possibility of being internalized.

Identity development. Erik Erikson posited that identity development is a dynamic process. According to his theoretical paradigm, identity development occurs in "stages", and is a product of the interaction between an individual's internal growth (i.e. cognitive and physical maturation) and external societal demands (Erikson, 1993). According to this view, the inner world of the individual and his/her outer world

converge to contribute to a developing identity. As the individual progresses through these developmental stages, they are faced with conflicts that, once resolved, can hinder or facilitate positive growth. According to this theoretical framework, between the ages of 6 to 18 an individual is faced with challenges ("conflicts") that allow him/her to develop social capacities, and feelings of competence. Between the ages of 6-18 the predominant social milieu is the school setting; thus, challenges that present themselves are often social/academic in nature, with the teacher serving as a facilitator for success. During this time, and in relation to the challenges that are faced, Erikson also purported that the individual establishes a working self-definition by being faced with questions such as, "Who am I?" and "What will I be?" Essentially, the individual must take his/her previous self-images, assess his assets and liabilities, and synthesize them into a coherent sense of self. If a teacher subjects a student to hurtful comments/actions regarding the quality of their work or potential for success, it may adversely affect his self-conception and self-efficacy, and skew their developmental trajectory.

Social cognitive theory. Social Cognitive Theory posits that vicarious, cognitive and affective processes consort to become the determinants of behavior (Bandura, 2001). Based on this theoretical framework it can be inferred that individuals do not operate independent of one another, and when applied within the school context, an inherently social environment, the ramifications of these inferences become quite large. A person is likely to engage in behavior they would otherwise renounce if a legitimate authority figure allows it to occur (Bandura, 1978). The teacher, therefore, becomes instrumental in determining what behaviors are acceptable within the classroom. Should the teacher fail

to discipline bullying behaviors or unknowingly engage in bullying behaviors themselves, it may create a classroom culture that legitimizes and breeds such behavior.

This theoretical paradigm also asserts the importance of environmental influences on self-efficacy. Bandura referred to the interplay between the two as reciprocal determinism-the idea that personal factors and environmental factors exert a mutual influence upon one another to produce behavior (Bandura, 1978). From an agentic perspective, no mechanism "is more central or pervasive than people's beliefs in their capability to exercise some measure of control in their own functioning" (Bandura, 2001, p. 10). According to Bandura, it is partly on the basis of these efficacy beliefs that people choose which challenges to undertake, how much effort to expend in the endeavor, and how long to persevere in the face of failure. In other words, people's motivations are determined largely by their self-efficacy. Of course, these beliefs in one's own abilities do not occur in a vacuum, but rather develop partly as a function of external feedback; the way in which an individual's performance is evaluated can strongly affect their self-efficacy appraisal and therefore alter the course of their attainments (Bandura, 1993). Within an academic context, feedback would be obtained largely through the evaluations of the teacher.

Need for this Study

Based on this literature review it is evident that teacher-student bullying occurs (McEvoy, 2005; Whitted & Dupper, 2007). Research on this topic provides insight into its frequency and nature, while also revealing teachers' perspectives regarding its possible etiology, but it does not elucidate the student's perspective of teacher bullying by examining their experiences. In conducting the present study, students who have experienced some form of teacher bullying will be given a voice that previous studies on

this topic have been unable to provide. In shedding light onto their experiences, participants can potentially empower others who may have encountered similar episodes. As well, through the current study I hope to provide directions for future research, particularly as it relates to potential nuances in how students perceive teacher bullying. The information derived from this study can be used to help teachers distinguish discipline from bullying and subsequently tailor their behaviors in more adaptive ways, which facilitates the creation of an effective and positive school climate that produces healthy outcomes in their students (Roland & Galloway, 2004). By contributing in these areas the current research stands to make an important and timely contribution: 1) How do students perceive acts of teacher bullying? 2) How are they experienced?

Chapter 3: Methods

This chapter entails a description of the methods used in the current study beginning with the guiding methodology and epistemology. Next, the data collection procedures are presented, along with a description of the recruitment procedures and criteria used for participant selection. The discussion will then move to a description of the method of analysis and the rationale for implementing such a method. Lastly, ethical considerations are discussed along with efforts made to improve the validity and trustworthiness of results.

Methodology and Epistemology

A qualitative methodology was used to better understand the phenomenon of teacher-student bullying, as it allows for the interpretation of a phenomenon based on the perceptions and experiences of the individual (Merriam, 2002). Flick, von Kardorff, & Steinke (2004) delineated several basic theoretical assumptions that underpin all methodological approaches within the spectrum of qualitative inquiry. First, social reality is understood as the result of meanings and contexts that are jointly created through social interaction. From this interplay, it is also assumed that there is a constant process and reflexivity involved in the creation of reality. Third, objective circumstances are made relevant through the subjective meanings to which they are attached. Lastly, the communicative nature of social reality allows for the reconstruction of social reality constructions, which become the starting point for research. In other words, qualitative research posits that reality is not the fixed, objective phenomenon that it is assumed to be in positivist research (Merriam, 2002). Rather, it focuses on understanding subjective

interpretations of phenomenon that arise through the interaction between person and context.

The decision to implement qualitative methods is perhaps determined most by the nature of the research questions being asked (Merriam, 2002). This study aimed to gather students' subjective perceptions and experiences of teacher bullying; an exploration into how students understand and are impacted by such experiences. According to Patton (1985), such an understanding is best obtained through qualitative research as it, "is an effort to understand situations in their uniqueness, to understand [their] nature, and what it means for participants to be in them" (p.1). Richards & Morse (2007) list additional considerations that are involved when deciding to implement a qualitative methodology. Notably, they state that application of qualitative methods is highly fitting when investigating a topic of which very little is known, as it inductively creates an understanding of the topic based on the participant's lived experience of reality. The subjective appraisal of phenomena associated with qualitative inquiry facilitates a burgeoning of information when variables of interest do no exist. Teacher-student bullying is a phenomenon of which little is known. Thus, by investigating this phenomenon through a qualitative lens, we obtain a not only a plurality of perspectives, but also create the potential for establishing a grounding theoretical basis (Flick et al., 2004).

Social Constructivism

Consistent with qualitative methodology, this study was approached via a social constructivist lens. Social constructivism is a philosophical approach to qualitative research that relies as much as possible on the participants' views of the situation being studied. According to Ponterotto & Grieger (2007), constructivism distinguishes itself

from other philosophical paradigms, namely positivism and post-positivism, in terms of ontology, axiology, and methods. With regards to ontology, constructivist researchers affirm the presence of multiple, equally valid, *constructed* realities. In terms of axiology, which deals with the role of researcher values, constructivist researchers acknowledge the inevitability of these values playing a role in the research process (bias), and strive to discuss these biases at length so that they are bracketed. In terms of data collection methods, constructivist researchers use highly interactive data collection methods aimed at uncovering meaning through words and text. What results is the interpretation of a phenomenon derived through naturalistic means.

Case study

This study was conducted using a case study design. The case study is a methodological design that seeks an in-depth analysis of a phenomenon or social unit such as an individual, institution, or community (Merriam, 2002). Flick et al. (2004) note that case studies can often be a starting point when investigating a topic through qualitative means. According to Merriam (1998), a defining characteristic of the case study is that it is a bounded system; that is, the unit of analysis must have clear demarcations in order to provide a theoretical ceiling to the number of potential cases. The case, then, has a finite quality about it either in terms of space, time, or components comprising the case (Merriam, 2002). Stake (1995) purported that the bounded system could be a child, a classroom of children, or a particular mobilization of professionals to study a childhood condition, but cannot be a relationship among schools or policies of school reform. The process of conducting a case study begins with the selection of a case, and is done purposefully not randomly, because it exhibits characteristics of interest to the researcher (Merriam, 2002). For this study, individuals who were subjected to

perceived instances of teacher bullying were selected; the unit of analysis becomes the individual experience of teacher bullying while the bounded system is the individual himself/herself. However, where case studies allow for a rich, thick depiction of a phenomenon, they are limited in the extent to which findings can be generalized. Yet, the purpose of this study was not the generalizability of results, but rather the bringing to light of unique cases of a phenomenon that may provide the foundation for future research and potentially inform teacher practice. Stake (2000) points out that much can be learned from an individual case; readers can learn vicariously from an encounter with the case through the researcher's narrative description.

Role of the Researcher

Consistent with the social constructivist philosophy of this study, the researcher relies heavily on the experiences that participants bring to the research process, but acts as the instrument through which these experiences are elicited. Given such an integral role in the data collection process, it is important that the researcher approaches the phenomenon free of preconceptions, unbound by hypotheses and predetermined variables, in order to not distort participant accounts and obtain their genuine perspectives. Merriam (2002) lists several advantages of having the researcher as the primary means through which data are collected and analyzed. First, since understanding is the goal, the researcher is able to be immediately responsive and adaptive to participant data. Moreover, the researcher is able to expand his/her understanding through verbal and nonverbal communication, process information immediately, clarify and summarize material, check with respondents for accuracy of interpretation, and explore unusual or unanticipated responses. However, an inherent risk in using the researcher as the primary means of data collection is bias. All human beings have biases that are the product of

gender, culture, ethnicity, religious affiliation, and experience that have the potential to distort participant data. Such biases cannot always be entirely eliminated; rather, it is important that the researcher identify these biases so that they become cognizant of them and thus less likely to be influenced by them (Merriam, 2002). To this end, I wrote down my beliefs and feelings that have arisen from my teacher-related bullying experiences- many of which became apparent through consultation with my supervisor- and have kept them visible at all stages of this research endeavor in order to think and act independently of them.

In order to cultivate a rich and thorough recollection of participant experience, the relationship that is formed between the researcher and participants is paramount; it is a relationship that facilitates the divulgence of important aspects of participant experience (Creswell 2009). My role therefore becomes one of support. I approached each participant from an egalitarian perspective and employed. Prior to beginning recording the interview, participants were assured confidentiality and that the interview room was a safe a secure place to discuss their experiences. Creswell (2009) states that the researcher needs to create a relationship that dissolves power differentials so that participants feel empowered to share their stories and make their voices heard. Pursuantly, I disclosed some of my experiences with bullying in the effort to dissolve any perceived power differentials. Additionally, the sharing of personal experiences with participants helps researchers to set aside past experiences so that they do not engage in them, which facilitates a deeper focus on the experiences of the participant; something known as bracketing (Creswell, 2009). The sharing of my own personal experiences also allowed

me to be more empathic towards the participant, which allowed me to convey a nonjudgmental message of understanding.

Expectations and Biases

Hill, Thompson, and Nutt-Williams (1997) recommend that researchers report expectations and potential biases in the participant section of the article. They define expectations as beliefs that researchers have formed based on reading the literature and thinking about and developing the research questions, while they define biases as personal issues that make it difficult to respond objectively to the data.

According to Bandura (2001), social learning is a form of vicarious learning that occurs as a result of observing both the behavior of others and the environmental outcomes of the behavior observed. Thus, any behavior exhibited by the teacher has the potential to be reproduced by the student. With this theoretical rationale, I expected teacher-bullying behaviors to be replicated by the students who witnessed them. In other words, students would use instances of teacher bullying in their own bullying behaviors towards peers. This was the case with me when I was a young student; therefore, I was presuming such might be the case with participants who took part in this study. As stated previously, my past experiences have also led me to develop certain biases towards teacher bullying. Hill et al. (2005) state that biases can also be reflected in the beliefs and values about the topic. Personally, I believed that instances of teacher bullying have to be directed solely towards the student, and that students would not perceive more general behavior directed at the class as a whole as bullying.

Data Collection Procedures

Data collection for this study involved several steps, which included the establishment of appropriate participation criterion, choosing an effective method of

recruitment, identification of data collection methods and a rationale for using such a method, and finally, employing an appropriate method of analysis.

Participation Criterion

Participants who were sought for this study were individuals who were 18 years or older and had received their schooling via Alberta's compulsory education system. The age criterion was established in order to circumvent prolonged delays that may have arisen from informed consent procedures, while the compulsory education system provided a uniformity of context for experiences with teachers. Most importantly, participants for this study had to identify as having been bullied by a teacher at some point during their school experience. Consequently, the sampling strategy used in this study was purposive. The philosophy behind this form of data collection is that individuals are selected who can purposefully inform an understanding of the research question and phenomenon being studied (Creswell, 2009). No particular form of teacher bullying experience was required. The bullying experience was the sole product of the participant's interpretation.

Recruitment Method and Participant Demographics

Permission was obtained from the University of Alberta Research Ethics Board to use flyer posters as the method of recruitment. Flyers were distributed across the University of Alberta campus that asked passersby whether they had experienced any form of teacher bullying; the researcher's contact information was provided at the bottom of flyers for further inquiries. Four participants contacted the researcher seeking further information regarding the study. Among them, 3 agreed to participate in this study. All 3 participants were female ranging in age from 23-44. All 3 participants were students from the University of Alberta-2 graduate students and 1 undergraduate. Hill et al. (1997)

recommend 8-15 participants. However, participants for this study were not forthcoming. An amendment to this study's ethics application had to be submitted in an effort to recruit more participants, and to extend the deadline before which data collection had to be complete. Despite these efforts, no further participants could be identified and data collection continued with the three aforementioned participants.

Data collection Process

Survey & Semi-Structured Interview

Merriam (2002) states that the data collection strategy used in a qualitative study is determined by the research questions posed and by determining which sources of data will yield the best information with which to answer these questions. The best method of obtaining information pertaining to student perceptions and experiences relating to teacher bullying is through the students themselves. Surveys in this study were employed as a primary screener; a means by which participants who would provide a rich and thick description of their experience could be identified. However, as mentioned above, the shortage of participants for this study did not allow for such screening. Therefore, all participants who came forward to complete the online survey were asked to partake in a face-to-face interview. These semi-structured interviews provided participants with an opportunity to tell their stories and be heard in a manner that was conducive to a rich divulgence of their experience.

Data collection took place from April 8th to April 31st, 2014. Once participants agreed to participate in this study they were emailed a link to an online survey. Questions that were posed to participants via the online survey were 1) What is your gender? 2) Have you ever felt picked on by a teacher? 3) What led you to perceive it that way? 4) How often did it occur? 5) Can you describe an instance where a teacher treated you

poorly? 6) What were the circumstances and where did it occur? 7) Were you treated poorly by more than one teacher at the same school? 8) How confident are you in teachers' ability to effectively deal with bullying? These questions provided the foundation for the subsequent questions that were asked during the interview sessions. Interview questions varied between participants depending on the nature of their experience. However, all questions were asked with the intent of further exploring the participants' experience.

Research Site

Data collection for the online survey took place on SurveyMonkey.net. The in-person interviews were conducted in private rooms at the University of Alberta Education Clinic. This location was chosen as the site to conduct the interviews because it provided a safe and quiet atmosphere for participants to tell their stories, and was also easily accessible to the researcher.

Research Team

Two other individuals were recruited to serve as data analysts for the present study, and one other to serve as an external auditor, comprising a primary research team of four. All 3 were current or former University of Alberta graduate students, and familiar with qualitative research methods. All researchers were provided with current literature pertaining to the method of analysis chosen for this study as a means by which to become familiar with the approach. Any questions regarding implementation of the methodology were directed to this study's adjunct supervisor, Dr. Bill Hansen.

Data Analysis and Interpretation

Data was analyzed pursuant to the tenets of Consensual Qualitative Research (CQR), which is a method that facilitates in-depth analyses of small sample sizes (i.e.

cases) by subjecting data to the cross-analysis of a research team. This approach synthesizes the perspectives of the research team into a consensus, which contributes to a robust interpretation of findings. According to Hill et al. (2005), the central components of CQR are the use of a) open-ended questions in semi-structured data collection techniques which allows for a more in-depth examination of individual experiences; b) several judges throughout the data analysis process to foster multiple perspectives; c) consensus to arrive at judgments about the meaning of the data; d) at least one auditor is used to check the work of the primary team of judges and minimize the effects of "group thinking" of the primary team. Hill et al. (1997) delineate 3 general steps in conducting a CQR analysis: 1) Responses to open-ended questions from interviews for each individual case are divided into domains (i.e. topic areas); 2) Core ideas (i.e. abstracts or brief summaries) are constructed for all the material within each domain for each individual case; 3) A cross-analysis, which involves developing overarching themes to describe consistencies in the core ideas within domains across cases, is conducted.

Transcripts

Transcription is understood as the graphic representation of conversation, and is needed to make fleeting conversational data permanently available on paper for scientific analysis (Kowal & O'Connell, 2004). All interview data was transcribed verbatim along with textual markers to indicate facial expressions or gestures. Identifying information was removed, and names were replaced with pseudonyms. Identifying information was available only to the lead researcher.

Analysis

Domains. The coding of domains involves segmenting interview data into groups of similar semantic content. The results are topic areas that form the subject matter for the

analysis. Hill at al. (2005) mention that domains can either be pre-established by deriving them from the research questions or extant literature and modified accordingly when applied to the data, or derived solely from the data. For the present study, domains were coded solely from the interview data, as it forced the researchers to approach each case without preconceived notions thus eliminating any potential biases. Domains were independently coded to segment the data for each case, at which point the research team converged to present their findings and establish consensus. However, there are no clear demarcations as to how data coding should be conducted (Braun & Clarke, 2006). According to these authors, data coding is a process that is largely contingent on researcher judgment, but suggest that any data that captures something important in relation to the research questions being asked or represents some level of patterned response or meaning within the data set qualifies as content worthy of coding. However, what constitutes importance or meaning may vary between researchers, and can theoretically lead to significant divergence in findings. Yet, it is the establishment of a consensus that is characteristic of the CQR process that allows for a robust interpretation of the data and substantiates researcher findings; each domain code is a synthesis of the research team's individual perspectives.

Core ideas. The constructing of core ideas is a step that involves capturing the essence of what the interviewee has said about the domain (Hill et al., 1997). It is a process that boils down each domain to its core using participants' own words. As such, core ideas remain as close to the data as possible in order to minimize inferences or assumptions that may not be entirely representative of participant perspectives (Hill et al., 2005). Similarly, Merriam (2002) states that each finding must be supported by the raw

data from which the finding was derived, which may be in the form of quotes, field observations, or supporting documentation. For this study, participant quotes were used to reflect each core idea from which they were derived. Each researcher independently reviewed the content within each domain and wrote what was believed to be the idea that accurately captured the content, and used participants' own words as a verification. Upon completion, researchers convened and argued each core idea until a consensus was reached on both wording and content.

Auditing. The next step in the analysis is auditing. Hill et al. (1997) underscore the importance of this step in data analysis by stating that it is not uncommon for research teams to give in to one member and not give full attention to the data. An auditor who is outside the consensual process mitigates that and other risks by providing a different perspective. Both domain and core idea consensus were given to an external reviewer to serve as a check for the team. Rigorous and detailed notes were given to the research team who met to consider each comment. Comments put forth to the research team ranged from the appropriateness of domain names to the suitability of content under certain domains. The team discussed each auditor comment at length and made revisions accordingly. Hill et al. (1997) state that the research team should not feel obligated to accept all auditor comments, and not all comments were accepted, as the reasoning behind contested domains/core ideas was felt to be valid.

Cross analyses. Cross analysis is the final step in the data analysis process. Up until this point, the team has examined the phenomenon within individual cases. Cross analysis involves looking across cases to determine whether there are similarities in the sample and brings the analysis to another level of abstraction (Hill et al., 1997). At this

stage, the research team examines the domains and core ideas and determines how they cluster into broad categories. Similar to the creation of domains, this step is approached free of preconceptions, as the categories are derived from the data. Researchers independently created the categories by further abstracting the established domains and core ideas and argued until a consensus was reached. As Hill et al (1997) point out, not all domains need to go into a single category, but can be divided across the categories that are most relevant. Domains that did not fit into broader categories were placed into a "miscellaneous" category. Once individual cross-analysis was completed, the team met again and argued until a consensus was reached, at which point the results were given to an external auditor for a final time. No revisions were requested to the established categories.

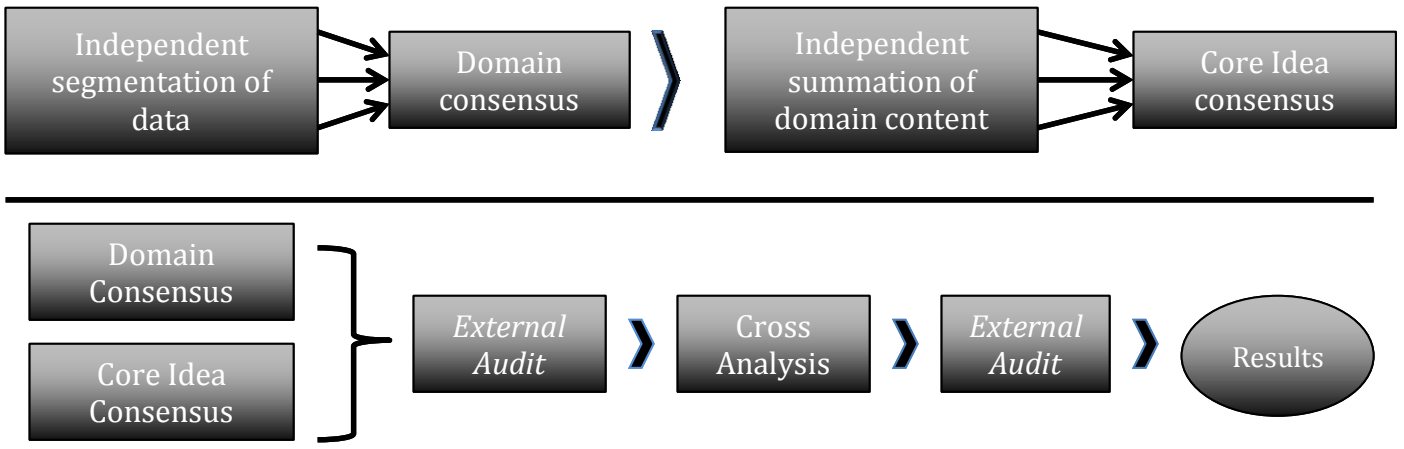

Fig. 1: Representation of the CQR process

Validity

Within a qualitative paradigm, validity asks how congruent one's findings are with reality (Merriam, 2002). As qualitative researchers are the primary means of data collection, they are able to interpret reality through interview data or observation, and are consequently considered closer to reality than if predefined variables had been interjected

(Merriam, 2002). However, as discussed earlier, qualitative inquiry assumes that reality is the unique construction of the individual, which leads to multiple subjective interpretations of lived experience. As such, there is no fixed, objective reality that can provide a basis for comparison. Rather, qualitative notions of validity are concerned with understanding the perspectives of individuals (Merriam, 2002). Accordingly, given the importance of understanding subjective interpretations of phenomenon in qualitative pursuits of validity, this study used a process of member checking and assembled a research team to enhance the accuracy of its findings.

Member Checking

Member checking involves taking the tentative findings or themes back to participants to ensure that they are accurate (Merriam, 2002). Upon completion of the data analysis, participants were contacted and provided with a detailed list of findings. Participants generally regarded the findings to be truly indicative of their sentiments regarding the topic at hand, though provided some clarification in areas where they felt there was ambiguity. Comments that were provided to the researchers were evaluated and incorporated into the results to accurately reflect participant sentiments.

Multiple Researchers

This study's data analysis was conducted predominantly on the semi-structured in-person interviews; therefore, tactics such as triangulation of data was not possible because there were no other data sources with which to achieve convergence. However, the use of multiple researchers is regarded as another form of triangulation known as investigator triangulation, which expands, checks, or corrects the subjective views of interpreters (Flick et al., 2004). Similarly, Merriam (2002) suggests that the use of multiple investigators can strengthen a study's internal validity by crystalizing its

findings. By employing a method of analysis which incorporates multiple researchers-and establishing a consensus among views thereby crystalizing the findings-this study increased its validity more so than through the use of one researcher as the only means of analysis. Lastly, in conjunction with the above approaches to validity, results are presented in a forthright manner; any information that runs counter to the dominant themes uncovered or theoretical suppositions will be readily apparent.

Reliability

Reliability is the extent to which research findings can be replicated (Merriam, 2002). Yet, Lincoln & Guba (1985) state that while questions of a study's trustworthiness are common across all research paradigms, "the *criteria* as formulated by conventional inquirers are not" (p. 218). Within a qualitative paradigm, the extent to which results can be replicated is often very limited given that interpretations of a phenomenon are not common to all those who experience it. Lincoln & Guba (1982) regard reliability within qualitative inquiry as *dependability;* that is, do the results make sense given the data collected. To achieve this, these authors suggest the use of an audit trail, which delineates all methodological steps and decision points (Lincoln & Guba, 1982). Detailed notes were kept throughout the research process that documented my thoughts and interpretation of all raw data, thus leaving a "trail" that if retraced provides a rationale for the conclusions that were derived.

Ethical Considerations

Informed consent

Informed consent is a process that involves explaining the nature and purpose of a study to participants, along with the types of questions that will be asked, how the data will be used, and how the results of the study can potentially benefit others. Informed

consent is an ongoing process, meaning that participants have a right to withdraw their consent at any time if they feel uncomfortable. However, Smith et al. (2009) explain that this is rarely the intended message, and that researchers generally mean that participants are permitted to withdraw at anytime within established parameters. All participants were informed that they had the right to withdraw from data collection and to have their interview data removed and destroyed prior to April 23rd, 2014, after which data removal would no longer be possible. No participants were coerced, and all participants who took part in the study did not request to have their data removed.

Confidentiality and Anonymity

Participants in this study were assured confidentiality. Data was accessible only to the primary researcher and those who provided guidance with the analysis. The data that was collected will be kept in a secure storage space for 5 years, though personal identifiers were removed once transcription began, and pseudonyms were used in their place. Personal identifiers were only used during the initial contact with participants. Once data was transcribed it was encrypted on a password-protected computer. No identifiers were used in the final report.

Risks/Benefits

Participating in this study had the potential to upset individuals by revisiting uncomfortable past experiences. A primary resource that was put in place for participants to use if necessary was the U of A mental health center, which provides short-term counseling to students. However, participating also had the potential to benefit participants. For instance, a potential benefit from participating in this study is the therapeutic effects of discussing past harmful experiences with another person who is interested in researching and helping to relieve the negative effects. I hope that the

information gained from this study will raise awareness regarding teacher bullying and how it is perceived so that no other student endures similarly hurtful experience

Chapter 4: Findings

The aim of this study was two-fold: 1) to identify how students perceive instances of teacher bullying 2) to examine students' experiences of such events. As such, results are presented dichotomously, beginning with a presentation of student perceptions of teacher bullying, followed by an analysis of their experience.

The Perception of Teacher Bullying

Table 4.1

Domains, Frequencies, and Illustrative Core Ideas for Perception of Teacher Bullying

Categories / Domains	Frequencies	Illustrative Core Ideas
1. Unprovoked Verbal Bullying	*General*	
Insults	*Variant*	"Stop that you little slob. Don't be a pig." "The teacher called me a crybaby."
Accusations	*Variant*	"The teacher accused me of plagiarizing."
Voice tone	*Variant*	"I think the tone she used was a little offensive to me."
Being used as an example	*Variant*	"The teacher used me as an example of disorganization."
Blame	*Variant*	"This teacher said that we were such awful students that he was quitting teaching."
Inappropriate Comments	*Variant*	"I noticed that you developed over the summer and you really look good." "Do you know what Viagra is for?"
2. Public Context	*General*	
During Class/In front of peers	*General*	"It happened during class/In front of everyone."
Laughter	*Typical*	"They kind of started laughing."; "They were laughing a little bit."
Prior Teacher Interaction:	*Variant*	
Involving same teacher	*Variant*	"She had no track record of being nice."
Involving different teacher	*Variant*	"My Grade 1 teacher would never have had those concerns."

Participants' recollections were used to determine how they perceived teacher bullying. Each participant recalled instances in which they felt to have been bullied by a teacher, and each instance was broken down to identify both the bullying behavior and

other relevant factors that contributed to their perceptions. Thus, in addition to the teacher behavior that was identified by participants, contextual elements that influenced their perception of the event as bullying were also identified. Topic areas of similar semantic content were collated across participants during cross-analysis to produce over-arching categories, which were then used to answer the question of how students perceive teacher bullying.

Results are shown in Table 4.1. Categories are divided into (1) bullying modality and (2) contextual/experiential influences. Hill et al. (2005) provide descriptors that denote frequency of occurrence for sample sizes of 15 or more. For this study, these descriptors were modified due to the small sample size. A *General* frequency denotes a domain that was found across all participants; *Typical* denotes a domain that was found across two participants, and *Variant* denotes a domain that was specific to just one participant. Categories are depicted in bold, with domains subsumed beneath them and core ideas adjacent to their corresponding domain. A total of 3 categories (1 bullying modality and 2 contextual/experiential influences) were found to represent how students perceive teacher bullying: 1) Verbal bullying; 2) Public Context; 3) Prior Teacher Interaction.

Verbal Bullying

All participants described an instance of teacher bullying in which words were at the root of the exchange. Domains subsumed under this category varied in that participants perceived different aspects of the verbal exchange to be hurtful in some manner, such as voice tone or a direct hurtful comment. A total of 6 variant domains emerged from within this category: 1) insults; 2) accusations; 3) voice tone; 4) being used as a negative example; 5) blame; 6) Inappropriate comments.

Insults. Marcia was the sole participant who recalled episodes in which her teacher insulted her. She described two instances, each by a different teacher. The first incident that Marcia described took place during a class activity where her and her classmates were building a bird ornament:

> I kept getting peanut butter on my fingers, and me and my new friends were laughing because the peanut butter tasted so good, and I remember saying to my teacher 'This peanut butter tastes so good!'. I just remember my teacher turning to me and being like, 'What are you doing?! Stop that you little slob! Don't be a pig.' I don't know why she singled me out like that. All the other kids we're doing it

The second incident occurred during a physical education class:

> We were in gym and we were playing dodge ball, and this guy threw the ball at my head, and you're not supposed to throw balls at people's heads. So he threw one at my head while his friend tripped me, so I got hit in the head and tripped and started crying, and the teacher in front of everybody, called me a crybaby, and didn't reprimand the other kids, and they started laughing

Accusations. A third instance of teacher bullying towards Marcia involved an accusation of plagiarism. Marcia recalled being erroneously accused by her teacher of submitting a piece of work that was not hers, "The teacher accused me of plagiarizing in front of everyone, and called my parents. I hadn't plagiarized it. "

Voice tone. One participant stated that it wasn't so much what was said that offended her, but the manner in which it was said. Mary recalled an instance of teacher bullying that took place during a class discussion. She describes being spontaneously

chosen in a high school classroom to answer a question to which she didn't know the answer:

> So on the spot she picked me, and I had no idea what the answer was, so I said something. I forget what I said, but when I said my answer, [the teacher] looked at me with like a 'Are you serious' face. She said something that, she didn't say stupid, but it was like, that's not a smart answer. My friend looked at me, and I was like, 'What's happening?'

Mary was legitimately attempting to participate in a class discussion, "I thought, I'm trying to participate, but you're giving me a sarcastic tone. Even though what you're saying is a little hurtful, that sarcastic tone makes it more degrading."

Being used as a negative example. Sandy described an experience in which she was called up to the front of her class by her teacher and used as an example:

> I just recall the teacher calling me up to the side in front of the class, and using me as an example, um, of disorganization, sort of how not to do it, and so he had me stand right up there. I was standing there, and he's telling the whole class, and not just telling them but showing them, me as an example of disorganization and what not to do

Blame. Sandy also described another incident that she perceived to be bullying. It was not directed specifically at her, but rather at the class as a whole: "I'm not sure if he was more of an inexperienced teacher, but this teacher basically said that we were such awful students that he was quitting teaching. That was huge."

Inappropriate Comments. The fourth and last instance of teacher bullying recalled by Marcia involved inappropriate comments made towards her by her Grade 8

physical education teacher. She describes the incident taking place on the baseball field, "I was like sitting on the bench and he came up behind me and was like 'I really noticed that you've developed over the summer, and you really look good.' And in front of all the other students."

Unprovoked Behavior

All participants described a teacher behavior that was unsolicited in that it occurred in the absence of an instigating event. In other words, what was perceived as teacher bullying was not believed by participants to be a response to misconduct of some sort, as they expressed either surprise or unawareness as to what elicited such behavior from the teacher. This was an implicit theme that was found to occur across all participants for each instance that they recalled. For instance, Mary communicated that she was "trying to participate" in response to her teachers sarcastic tone towards her. Marcia did not know why she was singled out during a class activity in which "all the other kids" were doing what she was, while Sandy also expressed that she had done nothing to warrant the behavior she described, "I thought to myself, 'I've done nothing. I'm trying to be a good student. I do my work. I'm doing what I need to."

Public Context

Many of participants' perceptions of the teacher behavior as bullying were influenced by the context in which the behavior took place. Participants found their perceptions of the events to be either facilitated or exacerbated by the interaction between teacher comments and the public context in which they were spoken. One general and one typical domain are subsumed under this category: 1) During class/In front of peers; 2) Laughter from peers.

During class/in front of peers. All instances of teacher bullying that participants recalled took place during a class activity and in front of their classmates, which seemed to solidify participant perceptions of the event as bullying. For example, in recalling how her teacher falsely accused her of plagiarism, Marcia stated, "Even if the Grade 2 teacher had done it in a nice way, instead of in front of everyone, I still wouldn't have reacted very well to it." Marcia stated that her reaction would have been the same even if the interaction had occurred in a nicer way. Yet, by stating that a nicer way would have been "instead of in front of everyone" suggests that she believed there was a more appropriate, private, way to address the situation that may have mitigated her perception of the event as bullying. Similarly, Mary stated how the event may have resonated with her had it taken place away from others, "I guess it would've been kind of different if she said it just to me, like if it was just me, but she said it in front of the class, right? And they were laughing a little bit." The way Mary states, "If it was just me," suggests that a more private forum for the interaction would have been a contingency that may have created a different perception of the event. Sandy also stated that the public context was significant in how she viewed her teacher's behavior:

> And that was I think, the one, the question about, you know, being able to identify what made it seem like it was bullying, was that it was pointed out in front of others; I know he was trying to make a point, it was just the manner in which it was being made. I don't like being called out about stuff

Laughter from peers. Two participants were laughed at as a result of the teacher's behavior towards them. Both Marcia and Mary stated that their classmates

laughed at the teacher's behavior towards them. For Marcia, the laughter from peers carried a particular message:

> Laughing at someone when they get hurt in a dodge ball game, for instance, and the teacher reprimands the kid who gets hurt, and then the other kids laugh, and then the teacher doesn't say anything about the laughing, that's like tacit endorsement of that behavior

Prior Teacher Interaction

This category emerged from one participant's experience. Marcia reverted back to previous interactions with both the same teacher and a different teacher, and used those experiences to help her formulate an opinion of the experience in question. This occurred specifically when Marcia was accused of plagiarism.

Interactions with different teacher. Previous experiences that Marcia had had with a different teacher influenced how she perceived this particular interaction with her Grade 2 teacher. The contrast that arose helped Marcia to perceive her Grade 2 teacher's behavior as bullying, "My Grade 1 teacher, for instance, was awesome. She never had those concerns, she wouldn't have, because she knew what I was capable of and really fostered my development." This previous experience with her Grade 1 teacher provided a basis of comparison to which Marcia compared her Grade 2 teacher's behavior. By referencing past positive interactions with other teachers, an accusation of plagiarism appears unwarranted and unjustified, "So the message is to not write anymore? Or act dumber?"

Interactions with same teacher. Marcia felt that her Grade 2 teacher did not care about her. For Marcia, this belief was the result of a lack of demonstratively nice or caring behaviors from this teacher, "She had no track record with me, for being nice."

The absence of any perceived nice or caring behaviors towards Marcia from this teacher was a pattern that she had recalled, and being accused of plagiarism was a behavior that was qualitatively similar to this "track record" of behavior. Interestingly, Marcia states that had this teacher exhibited any caring or nice behaviors towards her, the accusation of plagiarism may have been perceived differently, "I think I would receive it better from someone that I perceived to care about me than someone who had already had a track record of not being very nice or caring." Thus, any past caring behaviors from this teacher might have mitigated how Marcia perceived this event. Instead, the accusation of plagiarism became part of a track record of uncaring behavior.

Summary of Perceptions

Participants perceived an array of verbal behavior to be bullying in that no verbal domain was identified twice. As well, participants identified behaviors that were unprovoked and therefore not for the purposes of discipline. Having the encounter occur in a public context also played a significant role in the process as all participants found it to be instrumental in their determination of the event as bullying. Participants either stated explicitly that having the incident occur in front of others contributed to their perceptions of their teacher's behaviors as bullying, or identified contingencies that suggested their perceptions of the behaviors may have been different had they occurred away from others. Lastly, for one participant, positive experiences with previous teachers affected how she perceived the interaction with her teacher, as it was seen to mediate her conclusions towards her teacher's behavior towards her.

The Experience of Teacher Bullying

Table 4.2.

Categories and Domains of the Experience of Teacher Bullying

Domains/Categories	Frequency	Illustrative Core Ideas
1. Feelings		
Humiliation	*Typical*	-"It was rather humiliating." "It was extremely painful to be humiliated like that"
Embarrassment	*Typical*	"It was extremely embarrassing."
Degradation	*Variant*	"It was really kind of degrading."
Shame	*Variant*	"I remember feeling very ashamed."
Disappointment	*Variant*	"It was very disappointing."
Betrayal	*Variant*	"I felt so betrayed."
Intrinsic Change		
Participation/Motivation	*Typical*	"I went from being eager to learn, to not giving a shit about anything." "I didn't talk anymore in that class. I really didn't want to participate."
Self-Confidence	*Typical*	"Second-guessing myself. I think that's the right word for it."; "I do not have confidence in my ability to be organized."
Insight	*Variant*	"It makes me realize how much a person's tone can…"
Extrinsic Change		
Relationship with Peers	*Variant*	"They didn't seem that interested in playing with me anymore."
Coping		
Immediate		
Avoidance/Withdrawal	*Variant*	"I left school everyday. I'd call my mom and go home." "I'd read books under my desk. It was the only way to escape."
Minimization	*Variant*	"I just kind of laughed it off."
Delayed		
Counseling	*Variant*	"I know I've done a lot of psychological work around this, like counseling stuff around these two experiences."
Meaning-making/acceptance	*Variant*	"Maybe it was just part of my journey on this earth."
2. Participant Self-Regard		
Quiet/Sensitive	*Variant*	"I was the quiet kid."
Shy	*Variant*	"I didn't want the attention. I didn't want to stand out."
People pleaser	*Variant*	"I don't like disappointing people. I'm definitely a people pleaser."
Good student	*Typical*	"I was a good student."
Public Context		
In front of peers	*Variant*	"In front of all the other kids."
Prior Teacher Interaction		
Past experiences w/ teacher	*Variant*	"Compared to my science teacher…"
Conceptions of good teacher	*Typical*	"I loved her." " I wanna say nurturer."

To be considered part of the experience of teacher bullying, there had to be a discernable relationship (i.e. explicitly stated by participant to have occurred as a result of the incident, or unanimously agreed upon by the research team to be a direct or indirect consequence) between the perceived incident and any thought, feeling, behavior, or circumstance. Similar to participant perceptions of teacher bullying, it was found that some participant experiences did not occur independently, and were influenced by specific elements such as context and prior experiences. Similar to student perceptions, domain names came from the CQR process. As the level of abstraction increased, the group needed to decide on a domain name that encompassed all the categories, while also remaining distinct from other findings. Domains were also coded temporally when appropriate to reflect the enduring effects of the experience for some participants.

Results are depicted in table 4.2. A total of 7 categories emerged. Four categories represent the lived experience of teacher bullying (Feelings, Internal Consequences, External Consequences, and Coping), while three variables were identified as being contributory to participant experiences: Participant Self-Regard, Public Context, and Previous Teacher Interaction.

Feelings

Participants generally experienced a feeling following the incident of teacher bullying. Seven domains are subsumed beneath this over-arching category; embarrassment, and humiliation were found to occur typically across participants, while shame, degradation, disappointment, and betrayal occurred variantly.

Embarrassment. Participants typically reported that what had happened to them caused them feelings of embarrassment. Marcia reported feeling embarrassed after being publicly accused of plagiarism by her Grade 2 teacher, while Sandy felt embarrassed after

being publicly called out for being disorganized. As an illustration, Marcia stated, "I guess she [the teacher] just couldn't believe that a seven year-old could write that well. That, of course, was embarrassing." Here, Marcia regarded her teacher's comments as a failure to recognize her potential.

Humiliation. As a second typical domain, participants reported feeling humiliated as a response to the incidents of teacher bullying. After being told to stop being a slob, Marcia stated, "It was extremely painful to be humiliated in front of all the other kids." Sandy expressed a similar sentiment, "It was rather humiliating, and I mean I was a good student, so I was not accustomed to being sort of called out like that."

Shame. Sandy was made to feel shame as a result of being called up to the front of the class and shown as an example of disorganization by her teacher, "I remember feeling very ashamed at the time. I don't remember the words, I remember the feeling of shame, the fact that he called me up there with him." In this case, the feelings, rather than the words, left a profound impact on Sandy.

Degradation. Mary felt degraded following the interaction with her teacher. As mentioned earlier, Mary did not vividly recall the words that were used, but rather the tone with which the words were uttered, "When that sarcastic tone was used I found it really degrading." Thus, similar to Sandy, the words that were used fleeted in memory while the feelings had an enduring impact.

Disappointment. Mary also reported feeling disappointed in her teacher after their interaction, "I was disappointed. It made it a little risky. If I went and asked her a dumb question again, maybe she would single me out in front of the class again." Here, Mary's disappointment stems from the potential risk for the occurrence of a similar

interaction between her and her teacher; the fear of being singled out again led her to choose to not participate further.

Betrayal. Sandy reported feeling betrayed as a result of the perceived teacher bullying, where her teacher blamed her and her classmates for his decision to leave the profession. She states, "I'm trying to be a good student. I do my work. I felt so betrayed because that so affected my perception of myself as a student."

Intrinsic Change

As a broad category, Intrinsic Change refers to changes (behavioral or cognitive) that participants noticed to have taken place within them and attributed to the perceived teacher bullying. This category encompassed all participants, though subsumed domains did not occur across all participants. Two typical domains and one variant domain emerged.

Motivation/participation. Within the first typical category, participants reported that the incident with their teacher left them feeling less motivated to participate in the learning process. After having an accusation made against her, Marcia stated, "I was the most attentive student; I was awesome. I went from being very eager to learn to not giving a shit about anything." Here, Marcia's comments appear to stem from a sense of futility in performing academically. To her, there was no point in continuing to try because any work submitted may not have been regarded as truly hers. Mary stated that she no longer spoke publicly in her class after the interaction with her teacher. In this instance, her withdrawal seems to have served a functional purpose in that no longer participating reduced the possibility of having a similar episode occur in the future: "If I went and asked her anything that was kind of a dumb question, maybe she'd single me out in front of the class again."

Self-confidence. Participants also typically reported a decrement in their self-confidence resulting from the perceived incidents of teacher bullying. After being called up in front of her class and used as an example of disorganization, Sandy stated that she no longer has confidence in her ability to be organized. Similarly, Mary started to doubt herself, and would question her thinking prior to speaking out.

Insight. Insight was also seen as a change that occurred as the result of teacher bullying. Contrary to the other changes that participants saw within themselves, insight can be regarded as a positive change. In Mary's case, the feelings she experienced resonated so strongly with her that she did not want to impose those feelings on anybody else, "I'm more aware now, of how much tone can degrade somebody, even though they don't show it, they'll feel it. It makes me more aware because I don't wanna be that Grade 7 teacher." Here, Mary engaged in introspection, which led to the insight that people may not always visibly demonstrate their feelings when they are hurt. Mary became more aware of her tone so that others would not experience the feelings that she experienced.

Extrinsic Change

Extrinsic Change refers to visible changes in circumstances (i.e. relationships) that participants noticed and attributed to the incident of teacher bullying. One domain was subsumed under this category and was experienced variantly.

Peer relations. Marcia recalled that her relationship with her peers had changed as a result of being insulted by her teacher during a class activity. For Marcia, this was the most salient of consequences because establishing peer relationships was always somewhat of a struggle for her:

The best friend that I had made in Grade 1 stopped wanting to be friends

> with me for some reason. Kids were teasing me constantly. I would go up to them at recess and be like, 'Can I play today?' and if you'd play they'd play blind person tag, and you'd be the blind person and they would run away. So maybe this is like March or something, and I had finally made a couple of friends, so I wasn't just isolated, standing alone at recess

She recalled just beginning to make new friends, and then losing them after the incident with her teacher:

> They didn't seem that interested in playing with me anymore after I was like smacked down by the teacher. Like you think your teacher would notice that, right? That you're alone all recess and that kids made fun of you and stole your stuff. Not engage in behaviors that further ostracize

Coping-Immediate

This category represents participant behaviors that were exhibited as a means of mitigating the effects caused by the perceived teacher bullying. Domains subsumed under this category were also coded temporally, to reflect coping behaviors demonstrated by participants both immediately following the incident, and over time. Four domains occurred within this broad category, each one being coded as variant. Thus, participants varied in the manner with which they dealt with what they had experienced.

Withdrawal. The first variant domain that was seen as an immediate means to deal with the experience was withdrawal. Marcia found herself withdrawing from both the lecture and the classroom itself. Her intentions behind this were to escape the classroom environment: "I'd call my mom everyday and go home, or I'd read books under my desk. It was the only way to escape."

Minimization. After the interaction with her teacher, Mary stated that she "Just kind of laughed it off. I was just trying to play it off." The laughter did not express what Mary was truly feeling. This was regarded to be a coping behavior because it was intended to neutralize the feelings of degradation Mary was having, hoping to "play them off" and deflect them. Her response appeared to be instinctual, joining in laughter with the rest of her class. Her true sentiments, as seen above, evidenced themselves once she was able to process the experience.

Coping-Delayed

This domain emerged to reflect coping behaviors that were exhibited in relation to the perceived bullying incident long after it had occurred. Both delayed coping mechanisms that appeared, counseling and meaning making/acceptance, were found with Sandy.

Counseling. During her conversation, Sandy mentioned engaging in therapeutic work to help her overcome the continuing effects of the interactions with her teacher ,where she was used as an example of disorganization in front of her classmates, and blamed along with the rest of her class for her teacher's decision to leave the profession. "I've done a lot of psychological work around this, like counseling stuff around these two experiences. Time did not mitigate the effects of the perceived bullying by her teacher:

> Gosh it's been so long. Mind you, it stands out. It really stands out given that it was like 30 years ago, more than 30 years ago. Every time I have a moment where I have that negative self-talk, I'm right back, flashing back to that situation

Meaning-Making/Acceptance. Yet, Sandy also took a more existential approach towards dealing with her experiences, "Maybe it was just part of my journey on this

earth." The research team considered this as a means of gaining closure to the experience, and thus a final means of coping.

Participant Self-Regard

The ways in which participants regarded themselves was hypothesized to influence the experiences that were reported. Three variant domains and one typical domain emerged as part of this category. Participants described themselves as quiet, shy, a people pleaser, and good students.

Good, Quiet, Sensitive, People pleaser. One of the ways in which Marcia viewed herself emerged as she was reflecting upon one of her experiences, "What's worse is when you don't understand what you did to deserve that. I mean, I was a good kid, just quiet and sensitive". Marcia also considered herself to be a people pleaser and did not like letting people down, "I don't like disappointing people. I'm definitely a people pleaser. So knowing that I let someone down, or they're disappointed in me, I could get very visceral reactions".

Shy. Mary regarded herself to be a very shy person that did not want attention drawn to her:

> You could see the other students, they'd raise their hand up and confidently to answer questions and participate. I wanted to do that, but there was just something holding me back. Even putting my hand up to go to the bathroom was kind of scary because I didn't want that attention drawn to me or I didn't want to stand out

Good Student. This domain emerged amongst two participants. Marcia regarded her qualities as a student to be one of her strengths, "I was eventually placed in the gifted classroom. I was very eager to learn; I wanted to take everything in and do everything."

Sandy also identified with this characteristic, "I was an honor student. I didn't want to be called out on anything."

Public Context

In front of peers. The presence of a public context also influenced the experiences of one participant. Marcia stated that it was incredibly painful to be humiliated in front of her classmates, suggesting that her classmates were integral to the feelings she experienced. Humiliation connotes a loss of dignity or self-respect in front of people, thus it appears that her feelings were not entirely a function of the teacher's comments, but rather came as a result of the interaction between the behavior and the context in which it was exhibited.

Prior Teacher Interactions

This category was seen to have influenced participant experiences, and contains one variant domain and one typical domain

With different teacher. Mary consciously compared her teacher's comments towards her to the behavior of a previous teacher. She elaborated on how this led to her feeling disappointed with her teacher's behavior towards her:

> It made her unapproachable as a teacher for any other support, I think compared to my science teacher. He was really outgoing, so he was really easy to talk to about stuff. If I had any more questions, or anything about science, I could go to him and he would explain it to me, and he would be patient, he wouldn't say anything degrading

Mary mentioned that this previous teacher went beyond the curriculum and worked with her on personal issues such as overcoming her shyness:

Interviewer: "You looked to teachers as a resource to maybe help you through your shyness, so it says a lot about how you perceive teachers; what their role is, not just as instructors, but…

Mary: "I want to say nurturer."

This reflection helped Mary understand how markedly different her present teachers behavior was from a previous teacher, and led to feelings of disappointment. Similar to Marcia, Mary engaged in a process of reflection in which past positive experiences with teachers were brought to bear upon the incident in question.

Conceptions of good teachers. During the course of their recollections, participants made comments that were reflective of some of their attitudes towards teachers. These attitudes appeared to be rooted in past experiences with teachers, and seemed to form expectations of behavior to which participants measured their subsequent teachers' actions towards. For instance, Marcia spoke of a previous teacher that fostered her academic potential. In speaking of this teacher, she added, "I trusted her. I loved her, in a way that a kid loves a teacher." Here, Marcia reveals that a teacher-student relationship should be a loving and trusting one. Additionally, Marcia spoke at length on the difficulties she had establishing friendships at school. She expected her teacher at the time to have noticed these struggles and expressed anger at her teacher for engaging in behaviors that she believed to further ostracize her from her peer group. She later added, "Thankfully, in Grade 3 my teacher did notice that and she intervened, and things like improved markedly from there. So I know it's possible for a teacher to notice those things." Similarly, Mary spoke about a belief that teachers are to be nurturing, and

facilitate the healthy development of their students. These early experiences with teachers may have helped Marcia and Mary establish standards regarding how teachers should treat their students.

Chapter 5: Discussion

The purpose of this study was to shed light onto how students perceived and experienced acts of teacher bullying. In the following chapter, I discuss how participants' perceptions of teacher bullying fit with or diverge from the extant bullying literature. Next, I discuss how this study's findings can be interpreted through the lenses of multiple theoretical frameworks. Lastly, tentative conclusions will be drawn and implications for future practice will be considered.

Teacher Bullying within Current Bullying Discourse

Bullying has been a topic of rigorous study for decades (Olweus, 1978), which has shed considerable light onto a once nebulous social problem. Research has outlined the consequences, relational dynamics, characteristics, and modalities of bullying as it occurs particularly in schools (Olweus, 1994). Although, despite its focus on bullying within schools, the extant bullying literature had yet to fully examine and incorporate teacher bullying behaviors into the broader bullying ecology within schools. The following will discuss this study's findings in relation to the predominant bullying research, and whether teacher bullying is qualitatively different from the established bullying framework. To date, researchers view bullying as repetitive (Espelage & Swearer, 2003; Olweus, 1994; Smith & Brain, 2000), involving an imbalance of power (Olweus, 1994), and as stemming from a desire to harm (Olweus, 1994). Based on my participants' experiences, teacher bullying shares some of these characteristics.

Bullying as repetitive

In this study, Marcia described 3 incidents of teacher bullying, two of which were perpetrated by the same teacher; Sandy recalled two instances, each by a different

teacher, while Mary described one instance; only one participant experienced more than one incident of teacher bullying by the same teacher. The episodes of teacher bullying recalled by participants suggest that it does not have to reflect systematic, ongoing behaviors, but rather can present as sporadic, isolated behaviors.

Bullying as an imbalance of power

The teacher-student relationship can be characterized as having an inherent power imbalance with a functional purpose. Whereas the power differential that characterizes the bully-victim relationship can be seen as an end in itself, and reflects the bully's "need to dominate others" (Olweus, 1994, p.1180), that found within the teacher-student relationship is intended to facilitate the learning process. In other words, teachers establish, implement and uphold rules, and respond to behavioral deviations in order to create a supportive learning environment (Borko & Putnam, 1995). However, this power imbalance, though instrumental to effective teaching practice, can be problematic in that it may potentially blur the lines between bullying and non-bullying behaviors. For example, Sylvester (2011) identifies behaviors such as sarcasm as ways teachers may unintentionally bully students. This study's results support that notion in that Mary identified an element of sarcasm (i.e. voice tone) as a bullying behavior from her teacher. The inherent power differential between teacher and student may also leave students feeling as though they have little recourse should they feel victimized by teacher behaviors. Indeed, this was seen with one of this study's participants. Sandy felt as though the power disparity between herself and her teacher prevented her from sharing what had happened to either her parents or school administration. She mentioned that she did not address what she perceived to be bullying with her teacher because she was 10 years old at the time, and felt that her feelings would have been regarded as insignificant.

Bullying as unprovoked behavior with intent to harm

All participants expressed unawareness as to why their teachers had elicited the perceived bullying behaviors towards them. From the perspective of this study's participants, it can be postulated that their teachers' behavior towards them was perceived to be unprovoked (i.e. "I don't know why she singled me out like that." "I've done nothing."). Thus, with regards to the provocation criterion, the teacher bullying behaviors identified by participants do conform to the predominant bullying typology.

However, the teacher bullying behaviors observed in this study may distinguish themselves from the scientific bullying paradigm in that while they were believed to be unsolicited and unprovoked, it is not clear whether they were exhibited with the intent to harm. Teachers differ from students in what they consider to be acts of bullying (Maunder, Harrop & Tattersall, 2010), in that teachers feel a greater sense of accountability for bullying incidences that result in physical rather than socio-emotional consequences (Zerillo & Osterman, 2011). As participants did not recall experiencing any physical consequences as a result of the behaviors directed towards them, it is plausible that the teachers who exhibited them considered them to be innocuous, with no intent to harm. However, other researchers have pointed out that teachers may engage in so-called abusive behaviors not to harm, but in order to achieve a desired outcome, such as increased motivation, or to discipline misbehavior (McEvoy, 2005). While this may be the case, the results of this study reflect a different outcome from such actions. The bullying behaviors shown towards participants served to decrease their motivation and desire to participate in class discussions. Thus, even teachers who exhibit bullying behaviors with positive intentions may be causing harm to students. This could be explored in future research endeavors.

Public Context and Bystanders

A public context was found to be part of both participant perceptions and experiences. Within the established bullying framework, a public context can be likened to the presence of a bystander, who occupy a role within the bullying typology through their active involvement within the social architecture of bullying that is either direct or indirect (Twemlow et al., 2004). And by acting in combination with the bully, the bystander magnifies the supposed negative attributes of the target (Coloroso, 2011). Given this influence, it is not surprising that a public context played a role in one participant's experience. For instance, Mary stated that she felt degraded by her teacher's tone in response to an answer she gave, as she believed it to convey a lack of intelligence, "She didn't say stupid, but it was like, that's not a smart answer". The laughter from peers that followed may have compounded those feelings in Mary, rendering them more profound. Thus, by virtue of their laughter those classmates become identified as bystanders.

Marcia, Mary, and Sandy all felt that having their classmates witness what happened to them facilitated their perceptions of the events as bullying. The effect of the public context was not explicitly articulated by all participants, but their comments suggested that their perceptions may have been different had the interaction with their teacher occurred away from others. Comments made by participants such as, "Stand right up there"; "Instead of in front of everyone"; "If it was just me", suggest that the presence of classmates may have created an air of exploitation; an unwanted audience that watched what was happening to them. In cases where there was laughter towards participants, the laughter may have added to the appeal of a private forum, and led to its preference; had the interaction occurred privately, the laughter wouldn't have been there.

Teacher as bystander. Swearer & Espelage (2003) state that teachers may foster bullying by failing to either promote respectful interactions among students or speak out against teasing and other behaviors consistent with bullying. Such passivity also qualifies as bystander behavior. Indeed, the divergence of opinions between teachers and students as to what constitutes bullying behaviors allows for many instances of teacher bystander behavior; teacher inaction in the face of bullying behavior amongst peers facilitates its continuance through their failure to intervene.

For example, consider the incident that happened to Marcia during her physical education class. She describes being hit in the head by a dodge ball and then tripped purposely by her classmates. She began crying, but instead of reprimanding the students who were acting out of line, the teacher called Marcia a crybaby. This can be considered an instance of teacher bystander behavior in that Marcia's teacher failed to speak out against the inappropriate actions of the other students; not only did Marcia's teacher not come to her defense after being hurt, but also chastised her for crying. According to Marcia, the teacher's inaction towards the students that hurt her conveyed a tacit endorsement of their behavior. Indeed, failing to intervene may have implicitly communicated to students that such behavior was tolerable, when in actuality it exposed Marcia to injury. This could have perpetuated the teasing and difficulty with peer relations that Marcia spoke of during her interview.

Theoretical Considerations in Participant's Perceptions/Experiences

For this study, I drew on several theoretical frameworks. The following section reviews the significance of results within the context of theory.

Identity Development

Participant self-regard was considered to be relevant specifically within the context of Erikson's (1984) theory of identity development. The potential relationship between participants' self regard and the consequences that were reported become quite meaningful when interpreted through this theoretical lens.

According to Erikson, successful resolution of each stage of identity development provides a facet of an individual identity that ultimately culminates in a cohesive self-concept with corresponding self efficacies, while disruptions can lead to a sense of self that is ultimately debilitating (Widick, Parker & Knefelkamp, 1978). The characteristics that Marcia and Sandy reflected upon having at that particular time suggests that they were able to successfully meet the challenges that presented within the context of the school environment, allowing them to establish a partial identity of individuals who are capable, competent and good students. However, being accused of plagiarizing and blamed for a teacher's decision to quit may have disrupted their burgeoning identity. To re-quote Sandy, the incident "so affected my perception of myself as a student", while for Marcia, "I went from being very eager to learn to not giving a shit about anything". The dissonance between the ways in which they regarded themselves and their teacher's behaviors towards them may have essentially invalidated Marcia and Sandy, leading them to question their capacities. As a result, they began to demonstrate behaviors indicative of a tentative belief in their capacities; Sandy reported a lack of confidence surrounding her ability to be organized, while Marcia lost the eagerness she once had for school. For Mary, her pre-existing shyness and reticence to participate in class may have been reflective of a tentative belief in her own capacities, yet her teacher's response to

her legitimate attempt to contribute may have affirmed these beliefs, causing her to second-guess herself and no longer participate.

Social Cognitive Theory and Self-Efficacy

Among the intrinsic consequences that contributed to participants' experiences were a decrement in motivation/participation and self-confidence. Marcia and Mary decreased their participation markedly while Sandy reported an enduring lack of confidence surrounding her ability to be organized. Within a social cognitive framework, these consequences could potentially be attributed to a change in self-efficacy. While no conclusive evidence arose that suggests consequences to participants were the result of a change of self-efficacy, their occurrence can be explained and understood when interpreted through this theoretical lens.

Consider the episode in which Marcia was chastised during a class activity. The insults made towards her by her teacher while attempting to build a bird ornament may have been construed as a form of feedback that underscored her inability to properly engage in and complete an activity; the fact that these derisive comments were not made towards any other of Marcia's classmates may have made the feedback all the more significant. Similarly, Mary may also have interpreted her teacher's sarcasm towards her as a form of feedback that highlighted an inability to respond correctly when asked a question. In Sandy's case, being used as an example of disorganization may have contributed to her decreased self-efficacy surrounding organization. Bandura (1993) states that highlighting deficiencies when providing feedback can undermine self-regulative influences with a resulting deterioration in performance. Thus, pointing out Sandy's disorganization may have inhibited her from remedying the problem via her own

self-regulative tendencies, creating an enduring deficiency and corresponding feelings of inefficacy, as Sandy states that she still is "not confident in my ability to be organized."

Limitations and Implications for Future Practice

This study uncovered a sample of student's perceptions and experiences related to the phenomenon of teacher bullying. While these findings are informative, they should not be regarded as exhaustive; recruitment challenges limited this study to only three female participants, which affected this study's ability to answer with certainty the research questions that it put forth. A number of factors may have contributed to this study's scant turnout. First, prospective participants may not have had a clear understanding of this study's topic, due to a vague conceptualization of teacher bullying in the literature and possibly in practice. Second, recruitment was sought exclusively on university campus. Schedule constraints and academic obligations may have prevented students from giving more of their time to a research endeavor.

Additionally, the lead researcher knew two out of the three participants. This pre-existing relationship (i.e. student colleagues) may have compelled these participants to contribute to this study, and may have led to possible over-disclosure of favorable responding. Moreover, participants were adult graduate students, and were discussing events that they had experienced in the remote past (elementary school). While the author is not questioning the authenticity of their experiences, memory fallacies may have affected the accuracy of their recollections. Lastly, interview protocols with participants were not standardized, which may not have provided participants with the opportunity to disclose their experiences equally.

Despite these limitations, the results from this study can be used to provide guidance to teachers on ways in which their behaviors may be interpreted as bullying. While it may not always be practical for a teacher to consider how all their behaviors may be potentially perceived or internalized by students, the consequences observed in this study merit a discussion on how they may be avoided going forward. The results of this study do not wholly conform to, nor differ from the current scientific definition of bullying, suggesting that while teacher bullying behaviors may share some characteristics with the prevalent scientific conceptualization of bullying (eg. unprovoked behavior), it is also nuanced from it (eg. absence of repetition). The most important implication from these findings may be that teacher bullying may continue to be underrepresented in research and in practice unless the current conception of bullying is expanded. This is a challenge for researchers in this area, particularly those interested in reducing bullying through intervention.

Intervention is another major implication for the results of this study. Swearer and Espelage (2003) suggest that interventions aimed at reducing school bullying should involve an assessment of teachers attitudes towards bullying and how they relate to students, along with education about bullying. This may also aid in intervention efficacy. As previously stated, teachers and other school staff implement anti-bullying intervention programmes (Olweus & Limber, 2007). The efficacy of such interventions may not be as high when implemented by teachers who are perceived to be bullies. Once student perceptions are integrated to create a unified understanding of the construct of bullying, teachers can amend their behaviors accordingly, making them less likely to be perceived as bullies and creating the possibility for more effective interventions.

References

Bandura, A. (1978). Reflections on self-efficacy. *Advances in Behavior Research and Therapy,* 1(*4*), pp. 237-269.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist,* 28(*2*), pp.117-148.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology,* 52, pp. 1-26.

Berlan, E.D., Corliss, H.L., Field, A.E., Goodman, E., Austin, S.B. (2010). Sexual orientation and bullying among adolescents in the Growing Up Today study. *Journal of Adolescent Health,* 46(*4)*, pp. 366-371.

Borko, H., Putnam, A. (1995). Learning to teach. In D.C. Berliner & R.C. Calfee (eds.) *Handbook of Education Psychology,* 673-708.

Boulton, M.J., Hawker, D.S. (2000). Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies. *Journal of Child Psychology and Psychiatry,*41(*4*), pp. 441-455.

Braun, V., Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology,* 3(*2*), pp. 77-101.

Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.

Coloroso, B. (2002). *The bully, the bullied, and the bystander: From preschool to high school, how parents and teachers can help break the cycle of violence.* Toronto: Harper Collins.

Coloroso, B. (2011). Bully, bullied, bystander…and beyond. *Education Digest*, 77(4),

36-39.

Cooley, C. (1902). *Human Nature and the Social Order.* New York, NY: Schreiber.

Craig, W.M., Pepler, D.J. (1998). Observations of bullying and victimization in the schoolyard. *Canadian Journal of School Psychology,* 13(*2*), pp. 41-59.

Cuadrado-Gordillo, I. (2011). Repetition, power imbalance, and intentionality: Do these criteria conform to teenagers' perception of bullying? A role-based analysis. *Journal of Interpersonal Violence,* XX(*X*), pp.1-22.

Erikson, E. (1984). Reflections on the last stage-and the first. *The psychoanalytic study of the Child,* 39, 155-165.

Erikson, E. (1993). *Childhood and Society.* Chicago, IL: WW Norton & Company.

Eslea, M., Mukhtar, K. (2000). Bullying and racism among Asian schoolchildren in Britain. *Educational Research,* 42(*2*), pp. 207-217.

Espelage, D.L., Swearer, S.M. (2003). Research on school bullying and victimization: What have we learned and where do we go from here? *School Psychology Review,* 32(3), 365-383.

Flick, U., von Kardorff, E., Steinke, I. (2004). A companion to qualitative research. Thousand Oaks, CA: Sage Publications.

Furlong, M.J., Morrison, G.M., & Greif, J.L. (2003). Reaching an American consensus: Reactions to the special issue on school bullying. *School Psychology Review,* 32 (*3*), pp. 456-470.

Gini, G. (2004). Bullying in Italian schools: An overview of intervention programmes. *School Psychology International,* 25(*1*), pp. 106-116.

Guerin, S., Hennessy, E. (2002). Pupils' definitions of bullying. *European Journal of*

Psychology of Education, 17(*3*), pp. 249-261.

James, D.J., Lawlor, M., Courtney, P., Flynn, A., Henry, B., Murphy, N. (2008). Bullying behavior in secondary schools: What role do teachers play? *Child Abuse Review,* 17(*3*), pp. 160-173.

Hill, C.E., Thompson, B.J., Nutt-Williams, E. (1997). A guide to conducting consensual qualitative research. *The Counseling Psychologist,* 25, 517-572, doi:10.1177/0011000097254001

Hill, C.E., Thompson, B.J., Hess, S.A., Knox, S., Nutt-Williams, E., Ladany, N. (2005). Consensual qualitative research: An update. *Journal of Counseling Psychology,* 52(*2*), pp. 196-205.

Kaltiala-Heino, R., Rimpela, M., Rimpela, A., Rantanen, P. (2000). Bullying at school: An indicator of adolescents at risk for mental disorders. *Journal of Adolescence,* 23(*6*), pp. 661-674.

Klomek, A.B., Marrocco, F., Kleinman, M., Schonfeld, I.S., Gould, M.S. (2007). Bullying, depression, and suicidality in adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry,* 46, pp. 40-49.

Kochenderfer-Ladd, B., Pelletier, M.E. (2008). Teachers' views and beliefs about bullying: Influences on classroom management strategies and students' coping with peer victimization. *Journal of School Psychology,* 46(*4*), pp. 431-453.

Konishi, C., Hymel, S., Zumbo, B.D., Li, Z. (2010). Do school bullying and student-teacher relationships matter for academic achievement? A multilevel analysis. *Canadian Journal of School Psychology,* 25, pp. 19-39.

Kowal, S., O'Connell, D.C. (2004). The transcription of conversations. In Flick, U., von Kardorff, E., Steinke, I. (eds.) *A companion to qualitative research* (pp. 249-264).

Thousand Oaks, CA: Sage Publications.

Lee, C. (2006). Exploring teachers' definitions of bullying. *Emotional and Behavioral Difficulties,* 11, pp. 61-75.

Lincoln, Y.S., Guba, E.G. (1982). Epistemological and methodological bases of naturalistic inquiry. *ECTJ,* 30(*4*), pp. 233-252.

Lincoln, Y.S., Guba, E.G. (1985). *Naturalistic Inquiry.* Beverly Hills, CA: Sage Publications.

McEvoy, A. (2005). Teachers who bully students: Patterns and policy implications. In *Teachers who bully students. Presentation to the Conference on Persistently Safe Schools–Philadelphia (September 11–14. 2005)*.

Merrell, K.W., Gueldner, B.A., Ross, S.W., Isava, D.M. (2008). How effective are school bullying intervention programs? A meta-analysis of intervention research. *School Psychology Quarterly,* 23(*1*), pp. 26-42.

Merriam S.B. (1998). Qualitative research and case study applications in education. San Francisco, CA: Jossey-Bass.

Merriam, S.B. (2002). *Qualitative research in practice: Examples for discussion and analysis.* San Francisco, CA: Jossey-Bass.

Mishna, F., Newman, P.A., Daley, A., Solomon, S. (2009). Bullying of lesbian and gay youth: A qualitative investigation. *The British Journal of Social Work,* 39(*8*), pp. 1598-1614.

Monks, C.P., Smith, P.K. (2006). Definitions of bullying: Age differences in understanding of the term, and the role of experience. *British Journal of Developmental Psychology,* 24(*4*), pp. 801-821.

Nakamoto, J., Schwartz, D. (2010). Is peer victimization associated with academic achievement? A meta-analytic review. *Social Development,* 19(*2*), pp. 221-242.

Naylor, P., Cowie, H., Cossin, F., de Bettencourt, R., Lemme, F. (2006). Teachers' and pupils' definitions of bullying. *British Journal of Educational Psychology,* 76(*3*), pp. 553-576.

Olweus, D. (1978). *Aggression in the schools: bullies and whipping boys.* Washington, D.C.: Hemisphere Press (John Wiley).

Olweus, D. (1994). Bullying at school: basic facts and effects of a school based intervention program. *The Journal of Child Psychology and Psychiatry,* 35(*7*), pp. 1171-1190.

Olweus, D. (1997). Bully/victim problems in school: Facts and intervention. *European Journal of Psychology of Education,* 12(*4*), pp. 495-510.

Olweus, D., Limber, S. (2000). The Olweus bullying prevention program: Implementation and evaluation over two decades. In S.R. Jimerson, S.M. Swearer & D.L. Espelage (eds) *Handbook of Bullying in Schools: An International Perspective.* New York, NY: Taylor and Francis Group.

Patchin, J.W., Hinduja, S. (2006). Bullies move beyond the school yard: A preliminary look at cyberbullying. *Youth Violence and Juvenile Justice,* 4(*2*), pp. 148-169.

Patton, M.Q. (1985). Quality in qualitative research: Methodological principles and recent developments. *Invited address to Division J of the American Educational Research Association,* Chicago.

Ponterotto, J.G., Grieger, I. (2007). Effectively communicating in qualitative research. *The Counseling Psychologist, 35,* 404-430. doi:10.1177/0272431689091004

Rayner, C. (1997). The incidence of workplace bullying. *Journal of Community and*

Applied Social Psychology, 7(*3*), pp. 199-208.

Richards, L., Morse, J.M. (2007). *User's guide to qualitative methodology (2nd ed.).* Thousand Oaks, CA: Sage Publications.

Richard, J. F., Schneider, B. H., Mallet, J. (2012). Revisiting the whole-school approach to bullying. *School Psychology International,* 33(*3*), pp. 263-284.

Rigby, K. (2000). Effects of peer victimization in schools and perceived social support on adolescent well-being. *Journal of Adolescence,* 23(*1*), pp. 57-68.

Rigby, K., Slee, P.T. (1991). Bullying among Australian school children: Reported behavior and attitudes towards victims. *The Journal of Social Psychology,* 131(*5*), pp. 615-627.

Rigby, K., Slee, P. (1999). Suicidal ideation among adolescent school children, involvement in bully-victim problems, and perceived social support. *Suicide and Life-Threatening Behaviour,* 29(*2*), pp. 119-130.

Roberts, A.L., Rosario, M., Slopen, N., Calzo, J.P., Austin, S.B. (2013). Childhood gender nonconformity, bullying victimization, and depressive symptoms across adolescence and early adulthood: An 11-year longitudinal study. *Journal of the American Academy of Child and Adolescent Psychiatry,* 52(*2*), pp. 143-152.

Roland, E., Galloway, D. (2002). Classroom influences on bullying. *Educational Research,* 44(*3*), pp. 299-312.

Roland, E., Galloway, D. (2004). Professional cultures in schools with high and low rates of bullying. *School Effectiveness and School Improvement: An International Journal of Research, Policy, and Practice,* 15(4), pp. 241-260.

Rosas, C., West, M. (2009). Teachers' beliefs about classroom management: Preservice

and inservice teachers' beliefs about classroom management. *International Journal of Applied Education Studies,* 5(*1*), pp. 54-61.

Schafer, M., Korn, S., Smith, P.K., Hunter, S.C., Mora-Merchan, J.A., Singer, M.M., Van der Meulen, K. (2004). Lonely in the crowd: Recollections of bullying. *British Journal of Developmental Psychology,* 22(*3*), pp. 379-394.

Sourander, A., Klomek, A.B., Kumpulainen, K., Piha, J., Tamminen, T., Moilanen, I., Almqvist, F., Gould, M.S. (2008). Childhood bullying as a risk for later depression and suicidal ideation among Finnish males. *Journal of Affective Disorders,* 109(*1,2),* pp. 47-55.

Stake, R.E. (1995). *The art of case study research.* London: Sage Publications.

Stake, R.E. (2000). Case studies. In N.K. Denzin, Y.S. Lincoln (eds.) *Handbook of qualitative research* (pp. 435-454). Thousand Oaks, CA: Sage Publications.

Stockdale, M.S., Hangaduambo, S., Duys, D., Larson, K., Sarvela, P. (2002). Rural elementary students', parents', and teachers' perceptions of bullying. *American Journal of Health Behavior,* 26(*4*), pp. 266-277.

Terry, A. A. (1998). Teachers as targets of bullying by their pupils: A study to investigate incidence. *British Journal of Educational Psychology,* 68(*2*), pp. 255-268.

Twemlow, S.W., Fonagy, P., Sacco, F.C., Brethour Jr., J.R. (2006). Teachers who bully students: A hidden trauma. *International Journal of Social Psychiatry,* 52(*3),* pp. 187-198.

Vaillancourt, T., McDougall, P., Hymel, S., Krygsman, A., Miller, J., Stiver, K., Davis, C. (2008). Bullying: Are researchers and children/youth talking about the same thing? *International Journal of Behavioural Development,* 32(*6*), pp. 486-495.

Vanderbuilt, D., Augustyn, M. (2010). The effects of bullying. *Paediatrics and Child Health,* 20(*7*), pp. 315-320.

Widdick, C., Parker, C.A., Knefelkamp, L. (1978). Erik Erikson and psychosocial development. *New Directions for Student Services,* 4, 1-17.

Whitted, K.S., Dupper, D.R. (2005). Best practice for preventing or reducing bullying in schools. *Children & Schools,* 27(*3*), pp. 167-175.

Whitted, K.S., Dupper, K.R. (2007). Do teachers bully students? Findings from a survey of students from an alternative education setting. *Education and Urban Society,* XX(X), doi: 10.1177/0013124507304487

Yeung, K.T., Martin, J.L. (2003). The looking glass self: An empirical test and elaboration. *Social Forces,* 81(*3*), pp. 843-879.

Zerillo, C., Osterman, K.F. (2011). Teacher perceptions of teacher bullying. *Improving Schools,* 14(*3*), pp. 239-257.

Appendix A: Survey Questions

1. Had you ever felt picked on by a teacher?

2. What led you to perceive it that way?

3. How often did it occur?

4. Can you tell me about a time when you were treated poorly by a teacher?

5. What were the circumstances and where did it occur?

6. Did it ever occur from more than one teacher?

7. How confident are you in a teacher's ability to effectively deal with bullying? 8.

Gender:

Appendix B: Consent Form

My Teacher Doesn't Like Me: A Qualitative Exploration into Teacher Bullying

Dear Student,

Thank you for choosing to be a part of this research project entitled "My teacher doesn't like me- A Qualitative Exploration into Teacher Bullying." The purpose of this study is to examine student experiences with teacher bullying, how they are perceived, its effects, and how they are internalized. In answering the questions posed by the survey this study will shed light onto teacher bullying and its prevalence.

Overview

This survey is one part (15-20 mins) of a two-part study that is being supervised by Dr. Lia Daniels, a professor from the Department of Educational Psychology. Data from this study will be used as part of a Masters thesis, and results may be published in academic journals and presented at conferences. Your answers provided on the survey are confidential and will not be revealed to anyone outside of the research team. By completing and returning the questionnaire you are consenting to participate in this project. You may also be selected to participate in an interview (part two) based on the nature of your survey responses. The contact information provided (i.e. email) on the survey will be used to contact prospective interview candidates.

Benefits

Potential benefits from participating in this study include the therapeutic effects of discussing past harmful experiences with another person who is interested in researching and potentially helping to relieve the negative effects. I hope that the information gained from this study will raise awareness regarding teacher bullying so that no other student endures similarly hurtful experiences. However, these benefits may not be experienced by everyone; therefore, participants should not be assured that they will occur.

Risks

Participating in this study has the potential to upset individuals by revisiting uncomfortable past experiences. Provisions are in place for participants

should they feel the need to further discuss any issue(s) related to the subject matter.

Voluntary Participation

Your participation in this project is completely voluntary, and are not obliged to answering any specific questions even if participating in the study. You have the right to withdraw from participation at any time without penalty and can ask to have any collected data withdrawn up to and until April 15, 2014. In the event you do not wish to continue in this study, simply notify the researcher of this desire and to have data removed. Data that is removed prior to the above date will be destroyed.

Confidentiality & Anonymity

Participants will be guaranteed confidentiality. Access to data will be restricted to the study supervisor and potential research assistants. Personal identifiers (i.e. email) will only be used to contact potential candidates for an in-depth interview. No identifiers will be used in the final report. Should participants desire a report of the research findings they may request a copy from the researcher.

Further Information

For further information about this project, you may contact the researcher (jdurante@ualberta.ca) or Dr. Lia Daniels, Associate Professor, Department of Educational Psychology at lia1@ualberta.ca. The plan for this study has been reviewed for its adherence to ethical guidelines by a Research Ethics Board at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Research Ethics Office at (780) 492-2615.

Sincerely, Justin Durante & Dr. Lia Daniels Department of Educational Psychology For more information, contact: jdurante@ualberta.ca