DOES TEACHER BULLYING PREDICT POORER ADJUSTMENT OUTCOMES IN STUDENTS?

by

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ABSTRACT

DOES TEACHER BULLYING PREDICT POORER ADJUSTMENT OUTCOMES IN ADOLESCENTS?

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The current thesis sought to examine whether (1) teacher bullying affects students' health, academic motivation and performance, (2) there are ethnic differences in teacher bullying, (3) teacher and peer bullying are different constructs, and (4) academic motivation and self-efficacy (Study 2) mediate the relationship between teacher bullying and academic performance. For Study 1, 346 college students participated in an online study. Those students who were bullied by both peers and teachers had the worst adjustment outcomes. Teacher bullying predicted lower academic motivation and poorer performance even after controlling for peer bullying. There were ethnic differences on peer relational victimization, teacher ethnic victimization, and teacher verbal victimization. Asian students reported more relational and teacher verbal bullying than any other ethnic group did. Further, Black/African American reported more teacher ethnic bullying than any other ethnic group did. Finally, academic motivation, especially amotivation, mediated the relationship between teacher bullying and academic performance.

For Study 2, 104 12-19 year old adolescents completed a series of questionnaires either at school or online to assess levels of teacher bullying, peer and teacher ethnic bullying,

health, academic motivation, and academic self-efficacy. Report cards were obtained to assess their actual academic performance. There were ethnic differences on teacher bullying; Minorities/Hispanics reported being bullied more by their teachers because of their ethnicity (ethnic teacher victimization) than did Whites. As in Study 1, students who were bullied by both teachers and peers had the worst adjustment outcomes. Teacher bullying was more strongly associated with academic performance while peer bullying was more strongly associated with physical and psychological health. Finally, amotivation again mediated the relationship between teacher bullying and academic performance. This thesis was an important step in understanding the consequences of teacher bullying on adjustment.

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INTRODUCTION

1.1 General Bullying

"I don't want to tell you this, mum. I really find it hard. I wish it wasn't happening, I wish it wasn't true. Mum, I'm getting bullied, what is wrong with me? Is it they are jealous? Or do they just hate me? I cry myself to sleep at night, I sometimes hurt myself too. Sometimes I pretend I'm ill just to stop off school. I really love you mum, but I wish, I wasn't born. I don't want to put you through the pain, but when you read this I'll be gone" (Dingwall, 2005).

For some people, this poem would sound overly dramatic. However, in the last couple of months, media has been filled with suicide stories about adolescents who have killed themselves because they couldn't cope with bullying, or being the repeated target of aggression from peers in their schools. One particularly poignant case involved Phoebe Prince, a 15 year old freshman who hanged herself in January 2010 after months of suffering bullying from her classmates. According to Eckhlom and Zezima (2010), Prince was bullied by being repeatedly called nasty names by her peers at school such as whore and Irish slut. This situation started after Prince briefly dated a popular guy in her school that one of the other popular girls liked. Some of the students reported that Prince was not only being called names but also threatened to be beaten up by her classmates along with being cyberbullied (e.g., receiving threatening text and e-mail messages). Finally, on January 13, 2010 she decided to end the entire ordeal that she was going through by hanging herself in a stairwell with her own scarf, a gift that she received from her sister at Christmas (CBSNEWS.COM 2010).

Indeed, suicide is the third leading cause of death among adolescents and bullying victims tend to have more suicidal ideation over time compared to those who were not victims

(Kim, Leventhal, Koh, & Boyce, 2009). Based on data collected as part of the Youth Behavior Risk Survey (2009), the risk for suicide attempts triples for children who are bullied by their peers compared to those who are not bullied. Committing suicide due to bullying is so common that it is often referred to as bullycide (Marr & Field, 2001).

What is striking about many of the news stories related to bullycide is that the families of the victims often report that the schools did nothing to stop the bullying. Indeed, Phoebe Prince's mother warned her school in November 2009 that a group of girls were bullying her daughter. On the day that Phoebe died, it was reported that at least one teacher witnessed the abuse but did little to stop it. A school meeting between parents and administrators that was spurred by Phoebe's death revealed that other peer bullying incidents had been ignored by the school administration. Massachusetts Governor Patrick went onto state that "adults did not seem to have acted like adults" in Phoebe Prince's case (CBSNEWS.COM, 2010).

Children who are bullied do tend to have less support from others including teachers (Cassidy, 2008). Teachers may not only provide less support to students who are peer bullied, but some teachers may even be involved in the bullying of a child. In 2007, media reports suggested that one teacher, Sally Asnip, had been bullying students at McCleskey Middle School for 30 years. According to the parents, Sally used to push students against walls and intimidate students around school. What is interesting about this case is that Asnip's personnel file revealed that her teaching style was unacceptable, but the school's administrator never took action to prevent more incidents of bullying (wsbtv.com2, 2007).

In a sample of 2300 students, 30.8% of them reported that they had experienced bullying from teachers (James, Lawlor, Courtney et al, 2008). These students specifically reported that these teachers called them names and ignored or ostracized them. As such, it is paramount that research begins to examine the unique contribution of teacher bullying to academic motivation and health outcomes.

1.1.1 Teacher Bullying

Being the victim of bullying involves being the repeated target of aggression from one or more individuals. Skues, Cunningham, and Pokharel (2005) further state that bullying can be described with four different features that include (1) intentional aggression exhibited to one person over time, (2) imbalance of power between the victim and the perpetrator, (3) physically, verbal or/and social aggression, and (4) direct or indirect aggression (p. 18). As such, it can be viewed as peer to peer abuse.

Teacher bullying has been further defined as "a pattern of conduct, rooted in a power differential, that threatens, harms, humiliates, induces fear, or causes students substantial emotional distress" (McEvoy, 2005, p. 1) and a teacher-bully as "someone who uses his or her power to punish, manipulate, or disparage a student beyond what would be a reasonable disciplinary procedure" (Twemlow & Fonagy, 2005 p. 2387). Even if is describing teacher abuse, in order to be consistent with the literature, this paper is going to refer as to teacher bullying.

McEvoy (2005) stated that teacher bullying is similar to peer to peer bullying in that the teacher-bully often targets children who are typically the targets of peer abuse (e.g., children who are weaker or who irritate others). It also appears to have the same consequences as peer to peer bullying such as feelings of humiliation, blaming oneself for provoking such behavior, and not telling others about it because of fear that the behavior will not stop and that the bully will retaliate by increasing their abuse.

1.1.2 Consequences of Bullying

Only a handful of studies have examined teacher bullying and few have examined the negative influence of teacher bullying on academic motivation and health. In one such study, Delfabbro, Winefield, Trainor, and colleagues (2006) found that 40% of students reported being bullied by their teachers. Those students who reported being bullied by teachers also reported having more psychological adjustment problems (less life satisfaction), physical problems (less

satisfied with their appearance), and academic problems (e.g., feeling a lack of academic potential). Further, those students who reported having no intention to complete high school, who had more behavioral conduct problems, and who received the worst grades, were five times more likely to also report being bullied by a teacher than those who didn't report any of these problems.

To understand some of the possible negative influences of teacher-bullying on health, one can also look to the numerous studies that have found that peer bullying across the lifespan influences health and academic performance. Victims of bullying display more depression, anxiety, loneliness, low self-esteem, feelings of incompetence, and conduct problems than do children who are not bullied by their peers (Bagwell, Newcomb, & Bukowski, 1998; Miller & Vaillancourt, 2007). In addition, Delfabbro and colleagues (2006) found that adolescents who frequently experience bullying reported more negative psychological adjustment problems such as suicidal ideation, behaviors associated with neuroticism, and lower self-esteem. As such, it is expected that children who are bullied by teachers will show similar psychological problems even after controlling for peer bullying.

Recent research has found that peer bullying also affects physical health. Victims of peer bullying exhibit more somatic symptoms such as colds and headaches (Knack, Jensen-Campbell, & Baum, 2011). In fact, Rigby (1998) found that victimized girls tended to report more health problems such as colds, stomach aches and sore throats whereas boys reported more injuries. Additionally, Williams, Chambers, Logan and Robinson (1996) found that children between the ages of 7 to 10 years old who were bullied nearly every day reported more incidences of sleeping problems, bed wetting, and stomach aches compared to those who were not bullied. Bullied adolescents even reported feeling less physical healthy compared to their peers who were not bullied. Similarly, Kshirsagar, Agarwal and Bavdekar (2007) found that children under 12 years old, who were victimized by their peers, reported having poorer health outcomes that were four times worse than their non-bullied peers including feeling sick and

having headaches. In addition, Baldry (2004) found among adolescents, 11- 18 years old, who reported experiencing bullying at their school also reported more somatic symptoms such as aches, pains, and feeling extremely tired, after controlling for their socio-economic status, age and social relationships with parents. Several studies have even controlled for initial health and found that that even after controlling for initial health, those adolescents who were bullied reported poorer health outcomes over time than their peers (Greco, Freeman, & Dufton, 2007; Knack, Iyer, & Jensen-Campbell, in press). Given the findings associated with peer bullying, it is expected that those students that are bullied by their teacher are going to have poorer health as well. Moreover, it is expected that those adolescents who are both peer and teacher bullied will report the worst health outcomes compared to those children who are not bullied or who are only peer or teacher victimized.

1.2 Academic Performance and Bullying

Literature on bullying and academic performance provide evidence that those students who are victims of peer bullying are more likely to disengage from school, have lower academic participation and motivation, and even have worse grades compared to those children who are not victimized. These children often avoid school in order to stay away from the bullies that torment them (Totura, Green, Karver, & Gesten, 2009) and because of the lack of perceived social support from others makes them feel helpless and unmotivated to continue at school (Skues, et al., 2005). It is clear that bullying does influence academic motivation at a time when focusing on academics is critical for future career endeavors. Furthermore, self-fulfilling prophecy might also interfere with bullying and academic performance. Self-fulfilling prophecy has been defined as “false belief that lead to their own fulfillment” (Madon, Smith, Jussim, Russell, Eccles et al., 2001, p. 1215). As such, if someone who is bullied has the belief that the/she is not going to perform well at school, at the end that might result in academic failure.

It is possible that when teachers bully these children, the effects of bullying on academic performance will be exacerbated because the teacher is the “symbol” or gatekeeper

for the learning process. Furthermore, teacher's attitudes seem to influence how children feel about victimization and academic performance. If a teacher showed interest in stopping bullying or helping the victimized child, the child was more satisfied in school and had more positive attitudes toward the teacher (Verkuyten & Thijs, 2002).

1.3 Ethnic Bullying

Most of the research on bullying has focused on the form that the bullying takes (e.g., physical, verbal, relational; Crick & Grotpeter, 1996). However, another way to look at bullying is to examine *why* the child is being bullied. Often children are targeted based on their behavior (e.g., more anxious or acts out), gender (e.g., sexual harassment), physical weakness or appearance, or sexuality (Hodges, Malone, & Perry, 1997). This thesis will focus not only on the form that teacher bullying takes (e.g, verbal/relational bullying) but also on a particular type of bullying by teachers that targets children based on their race or ethnicity, namely ethnic bullying. Ethnic bullying has been defined as "bullying that targets another's ethnic background or cultural identity in any way" (McKenney, Pepler, Craig, & Connolly, 2006, p. 242). This type of bullying can include making derogatory racial comments to others, making fun of others' cultural customs, food, or traditions, and excluding someone because of their ethnicity (McKenney et al., 2006).

As stated previously, victimization is an imbalance of power, thus being part of the minority ethnic group in an environment such as school can be an imbalance of power (Vervoort, Scholte, & Overbeek, 2010). Students might feel that they have been treated differently because they belong to the minority group. Indeed, Vervoort and colleagues (2010) found that ethnic composition in a school was related to victimization. Specifically, in classes in where at least the fourth of the students in class were composed of the minority group show high victimization compared to other classes in where the ethnic composition was more diverse. Moreover, Bellmore and colleagues (2004) found surveyed 1, 630 adolescents and found that ethnic composition of classrooms was associated with victimization and psychological

maladjustment (loneliness and anxiety). Particularly, ethnicity moderated the effects of victimization and loneliness and anxiety. Adolescents who were in more ethnically diverse classrooms reported feeling less lonely and showed lower levels of social anxiety than ethnic minorities in a school that has a higher majority population.

There are contradictions in the literature on whether ethnicity affects how individuals are bullied or not (Nguy & Hunt, 2004). Siann, Callaghan, Glissov, Lockhart, and Rawson (1994) found no significant difference in experiencing bullying behavior among different ethnic groups. However, when 1,139 adolescents were asked to reported who they believed were more victimized, adolescents reported that they believed that the minority children were significantly more victimized than the majority children were (Siann et. al., 1994). The difference in these findings might be present because researchers only asked for perceived racial abuse, not actual racial bullying (Verkuyten & Thijs, 2001).

Although the exact rates of ethnic bullying by teachers are not known, research suggests that it does exist. For example, African American and Latino students are more likely to report ethnic discrimination by their teachers than are other ethnic groups (Rosenbloom & Way, 2004). This might be because of the stereotype that some teachers may hold about certain ethnic groups. For example, Asian Americans are thought to do well at school, especially math, while other ethnic groups (Latinos or African Americans) are thought to do more poorly in school. Indeed, the No Child Left Behind policy does target Blacks and Latinos as ethnic groups that are in danger of performing poorly in school (Capps, Fix, Murray, et al., 2005). Although these policies mean well, they can create lower teacher expectations for African Americans and Latinos, which may in turn negatively influence the actual student's academic performance (Rosenbloom & Way, 2004). In fact, it is known that ethnic minorities have higher drop-out rates in the United States. Indeed, Hispanics have an astonishingly high (i.e., 33%) drop-out rate compared to the low drop-out rate of Asians (8%) among high school students. This is even more disturbing when one keeps in mind that Hispanics are the largest

minority group in the United States (Kewal, Ramani, Gilbertson, Fox, & Provasnik, 2007). Drop-out rates are high among Texas minority adolescents. Indeed, according to the Texas Education Agency (2009), the average of drop outs of African American was 23.33%, for Hispanics 56.9% and for Whites 17.92% in the 2007-08 academic years.

The reason why certain ethnic groups performed worse at school might be because they are aware of teacher's attitude and do not try hard to perform well in school even if they are capable of better academic performance. Rosenthal and Jacobson (1986) found that children whose teachers had high expectations for their intellectual growth did better on an IQ test than children who didn't "have" the potential of intellectual growth. Subtle differences in teacher behavior such as repeating the question or giving the student clues to answer the question may help explain this Pygmalion effect (Shaffer, 2005). Approximately 20% of the variation in student achievement is influenced by teacher expectations (Steinberg, 2011). For example, if students know that teachers expect them to do badly on a test, it is more likely that those students are going to do badly on the test. What is interesting is that Black and Latino students are more likely to believe that their teachers have low expectations for their academic performance than do their White counterparts (Spencer, 2005).

Although subtle differences in behavior (e.g., providing more constructive feedback to children expected to succeed) may influence academic performance, I am suggesting that some teachers may actually bully children that they perceive as poorer students, which will in turn negatively impact academic motivation and performance. As such, the current study will examine whether ethnic bullying by teachers (after controlling for other types of bullying) influences academic motivation and performance. It is also anticipated that ethnic minorities will be more susceptible to this type of bullying, especially when their teachers are from the ethnic majority, which may be one reason for the higher levels of amotivation and poorer academic performance among minorities.

While most of the research has focused on peer to peer bullying, the current studies examined how teacher bullying influences students' psychological and physical health, academic motivation, and academic performance. Study 1 involved creating and validating teacher bullying measurements. Further, Study 1 examined whether teacher bullying influence physical health, academic motivation, and academic performance. In addition, it examined whether some students are bullied by teachers because of their ethnicity and if this bullying influences adjustment outcomes. Study 2 attempted to replicated and extend the findings of Study 1 using a younger adolescent sample. A younger sample was because peer bullying peaks during this period. It was expected that younger adolescents would also report adjustment problems associated with teacher bullying. Study 2 also added measures of self-efficacy, peer ethnic bullying, and psychological health.

CHAPTER 2

STUDY 1

2.1 Purpose

Study 1 was conducted for several reasons. First, this study was necessary to create and validate new measures of teacher and ethnic bullying since no standard measures are currently available in the literature. Second, this study permitted me to test base rates of teacher bullying in different ethnic/racial groups: White, Black/African American, Asian American, and Hispanic/Latino. UT Arlington was an ideal research site to examine ethnic differences in bullying because of its diversity; U. S. News and World (2011) named UT Arlington as a top institution for diversity with approximately 50% of the students being ethnic minorities. Finally, it allowed me to assess the potential associations between teacher bullying and adjustment outcomes after controlling for peer bullying in a late adolescent sample.

2.2 Participants

A total of 346 (65.6% female) college students from the University of Texas at Arlington participated in this study. The participants ages ranged from 17 to 47 (M = 21.52, SD = 4.63). Of this sample, 74% of students were in late adolescence/emerging adulthood (i.e., 17 -22 years old). The ethnic composition included White (40.5%), Black /African American (21.1%), Hispanic/Latino (19.9%), Asian (15.3%), American Indian/ Alaskan Native (1.4%) and Hawaiian / Pacific Islander (.6%).

Participants were recruited from the Sona System from UT Arlington. Participants answered several questionnaires online and gave permission to obtain their GPAs at the end of the semester to assess their academic performance. Participants received .5 experimental credit or extra credit for their upper-level psychology class.

2.3 Materials

2.3.1 Bullying Behavior

2.3.1.1 Student and Teacher Relations (STR)

The STR survey consisted of 21 Likert-type questions ranging from 1(not at all) to 4 (all the time) that measured teacher bullying as well as other types of teacher-students relations (students were asked to report their current teacher-student relationships with their college professors) such as trust and academic self-efficacy (e.g., my teacher treats me fairly, I get called names by teacher, etc). Additionally, the scale had 33 Likert-type questions that ranging from 1 (never) to 5 (very often) that measured teacher humiliation. (See Table 2.1 for descriptive statistics; See Appendix A to see the questionnaires).

Table 2.1 Descriptive Statistics for Student and Teacher Relationships

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range	Alpha
Teacher Victimization	1.19	0.33	11.68	0.13	1-4	1-3.20	0.74
Teacher Support	1.41	0.58	6.26	0.13	1-5	1-4.80	0.85
Teacher Efficacy	2.69	0.55	-0.61	0.13	1-4	1.33-4	0.72
Teacher Trust	2.63	0.57	0.10	-0.12	1-4	1-4	0.73
Teacher Humiliation	1.61	0.53	3.15	1.49	1-5	1-4.5	0.84
Teacher Approval	2.99	0.65	-0.25	-0.11	1-5	1.22-5	0.84

2.3.1.2 Ethnic Victimization by Teachers (EVT)

The EVT survey consisted of 17 Likert-type questions that ranged from 1(never) to 5 (very often) and assessed teacher ethnic bullying among college students (e. g., how often do teachers ignore you because of your ethnicity?). See Table 2.2 for descriptive statistics.

Table 2.2 Descriptive Statistics for Ethnic Teacher Victimization

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range	Alpha
Teacher ethnic Victimization	1.19	0.44	14.19	3.52	1-5	1-3.86	0.88
Ethnic Pride	2.25	1.02	-0.60	0.46	1-5	1-5	0.80

2.3.1.3 Children's Self-Experience Questionnaire Self-Report (CSEQ-SR)

The CSEQ-SR assessed how often a person is victimized by their peers (Crick & Grotpeter, 1995). It consisted of 15 Likert-type questions that assessed the frequency to which college students experienced each situation ranging from 1(never) to 5 (all the time). This survey assessed different subscales such as overt victimization (e.g., How often do you get pushed or shoved by another student at school?), relational victimization (e.g., How often do others leave you out on purpose when it is time to do an activity?), and social support/help (e.g., how often do others let you know that they care about you?). See Table 2.3 for descriptive statistics.

Table 2.3 Descriptive Statistics for Peer Bullying

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range	Alpha
Relational	1.32	0.51	6.19	2.28	1-5	1-4	0.81
Overt	1.16	0.41	14.05	1.57	1-5	1-3.80	0.83
Help	3.19	0.68	0.28	0.19	1-5	1.40-5	0.82

2.3.2 School Motivation

2.3.2.1 Why do you go to College (CEGEP)

THE CEGEP assessed different types of academic motivation, specially intrinsic, extrinsic and academic amotivation. This scale consisted of 28 Likert-type items ranging from 1 (do not correspond at all) to 7 (corresponds exactly). See Table 2.4 for descriptive statistics.

Table 2.4 Descriptive Statistics for Academic Motivation

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range	Alpha
Extrinsic	3.88	0.75	-0.34	-0.54	1-7	1.50-5	0.89
Intrinsic	3.08	0.85	-0.47	0.02	1-7	1-5	0.91
Amotivation	1.56	0.79	1.98	1.56	1-7	1-5	0.77

2.3.2.2 Academic Performance (GPA)

At the end of the semester, I obtained current semester GPA and overall GPA for college students who gave their permission to access their transcripts. Higher GPA was an indication of higher academic performance. See Table 2.5 for descriptive statistics.

Table 2.5 Descriptive Statistics for Academic Performance

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range
Current GPA	2.72	0.88	0.02	-0.58	0-4	.44-4
Overall GPA	2.69	0.69	0.11	-0.34	0-4	0-4

2.3.3. Assessment of Health

2.3.3.1 Assessing Health Outcomes

The Health Outcomes Survey assessed how frequently an individual experienced health problems, such as stomach aches or sore throats. The survey consisted of 29 questions in where the participant rated each statement ranging from 1(not at all) to 4(all the time). Additionally, this survey assessed how severe the symptoms were. See Table 2.6 for descriptive statistics.

Table 2.6 Descriptive Statistics for Health

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range	Alpha
Frequency	1.65	0.35	0.38	0.60	1-4	1-2.83	0.90
Severity	1.46	0.35	1.38	1.17	1-4	1-2.88	0.91

2.3.3.2 BMI

Participants were asked to provide their height and weight in order to measure their BMI as another measure of their health[1]. See Table 2.7 for descriptive statistics.

Table 2.7 Descriptive Statistics for BMI

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range
BMI	24.49	4.86	0.98	1.05	1-50	16.30-41.10

2.4 Procedures

College students signed up for the study through the SONA system at the University of Texas at Arlington. After they completed the prescreening and consented to participate in the study, they were asked if they would give us permission to obtain their semester and overall GPA. If participants signed the grade release form, their GPAs from the current semester and the overall were obtained from the university. They then completed a series of surveys on victimization and health. Once the participants were finished, they obtained .5 experimental credits for their participation.

2.5 Results

2.5.1 Reliability and Validity of Measures

In order to examine the reliability of my measures of teacher ethnic bullying, several sets of analyses were performed. First, I conducted several principal component analyses.

2.5.1.1 Factor Analysis

An initial principal component analysis was conducted on 33 items on the Student-Teacher Relations scale with Varimax rotation. This analysis had a poor fit due to some items on the initial scale that loaded on multiple factors (N = 9 items). After the items were dropped, a second principal components analysis was run. Three components had eigenvalues over 1.00 and explained 48.62% of the variance. The scree plot also showed a break after the third

[1] BMI was not related to any of the bullying measures so it was dropped from subsequent analyses.

component so only three components were retained. The three components represented: (1) Teacher Humiliation, (2) Teacher Approval, and (3) Teacher Support. See Table 2.8 for the factor loadings and reliabilities associated with each subscale.

Table 2.8 Factor Analysis for the 33-items of the Student-Teacher Relations Scale

	Factors		
Items Description	1	2	3
Teacher Humiliation			
52. How often do your teachers make you feel sad or small?	0.774		
49. How often do you teachers makes you feel that you are not fit to participate in class activities?	0.755		
53. How often are you treated with less respect by your teacher?	0.725		
54. How often do teachers treat you as if you were not smart?	0.695		
34. How many times do you not want to answer questions in class because you are afraid that a teacher is going to make fun of you?	0.641		
40. How often are you ignored by your teachers?	0.631		
36. How often do you feel afraid of your teachers?	0.594		
29. How often do you skip a class because you want to avoid a teacher?	0.567		
47. How often do teachers disagree with you?	0.522		
43. How often do you think your teachers say bad things about you to other students or teachers?	0.401		
Teacher Approval			
37. How much do your teachers like or approve of the things you do?		0.710	
42. How much do teachers really care about you?		0.694	
46. How often do teachers help you when you need to get something done?		0.675	
23. How often do your teachers seem really proud of you?		0.669	
41. How much do teachers treat you like you're admired and respected?		0.651	
26. How much do your teachers like or approve of the things you do?		0.645	
45. How much do your teachers help you figure out or fix things?		0.637	
39. How much do your teachers teach you how to do things that you don't know?		0.578	
31. How often do your teachers motivate you to continue at school?		0.575	
Teacher Support			
33. How often do you share secrets and private feelings with your teachers?			0.800

Table 2.8 *Continued*

25. How often do you turn to teachers for support with personal problems?			0.780
30. How often do you tell your teacher everything that you are going through?			0.756
27. How often do you tell your teachers things that you don't want others to know?			0.741
35. When you are feeling down or upset, how often do you depend on your teacher to cheer you up?			0.730
Reliability	0.84	0.84	0.85

The remaining 21 items of the Student-Teacher Relations Scale were analyzed in another principal components analysis. Again, nine items loaded on multiple factors and were dropped from the survey. The final principal components analysis on 12 items yielded three factors with Eigenvalues over 1.00 and accounted for 57.40% of the variance. The three components represented (1) teacher verbal victimization, (2) Teacher Trust, and (3) Academic Self-Efficacy. See Table 2.9 for the factor loadings and reliabilities associated with each subscale.

A final principal component analysis was conducted on the ethnic bullying items on 17 items associated with ethnic bullying. First, the data was divided randomly into to subsamples. Using the first sample, a total of 9 items were retained in the final principal components analysis. These items yielded two factors with Eigenvalues over 1.00 and accounted for 64.07% of the variance (see Table 2.10 for the factor loadings and reliabilities). The two components represented (1) teacher ethnic bullying and (2) Teacher ethnic pride. The subsample was then used to examine whether the items for ethnic bullying component indeed loaded on one factor. The fit of the final model (See Figure 2.1) was acceptable, $X^2 = 7.51$, df = 7, $p = 0.378$, GFI = 0.99, AGFI = 0.95, NFI = 0.99, RMSEA = 0.02 (CIs = 0.00, 0.10).

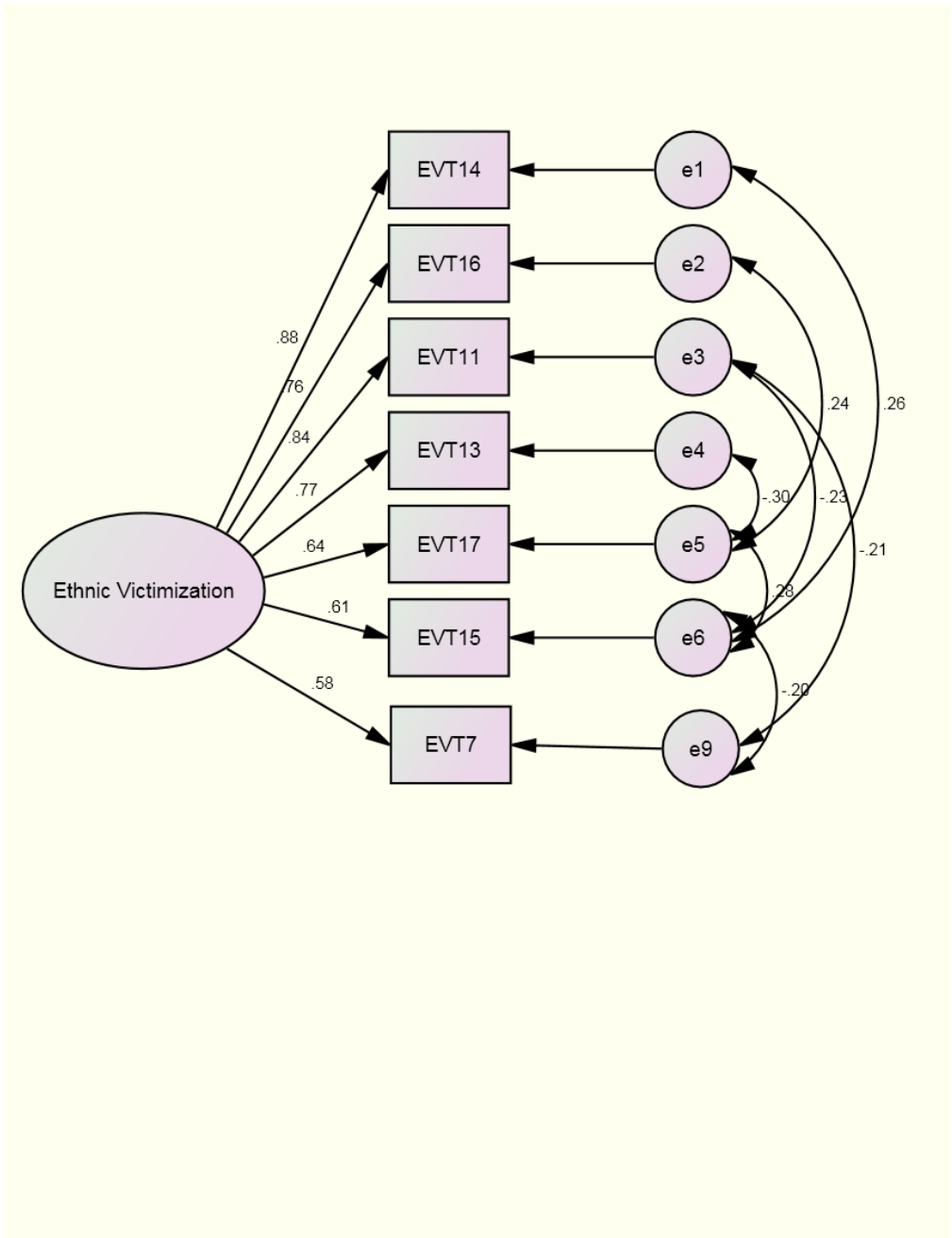


Figure 2.1 Confirmatory Factor Analysis

Table 2.9 Factor Analysis for the 21 items of the Student-Teacher Relations Scale

	Factors		
Item Description	1	2	3
Teachers Victimization			
13. Teachers make fun of me.	0.834		
9. I get called names by teachers.	0.779		
11. I get picked on by teachers.	0.760		
6. I often get in trouble at school for arguing, fighting, or not following the rules.	0.694		
18. My teachers criticize me.	0.482		
Teacher Trust			
14. I trust my teachers.		0.862	
17. It's easy to trust my teachers.		0.832	
7. I care what my teachers think of me.		0.632	
15. I talk to my teachers.		0.569	
Teacher Efficacy			
4. I get a good mark in class.			0.845
12. I do well in school, even in hard subjects.			0.748
2. My teachers think that I'm a good student.			0.735
Reliability	**0.743**	**0.730**	**0.723**

Table 2.10 Factor Analysis for the 12 items of the Teacher Ethnic Victimization (EVT) Scale

	Factors	
Item Description	1	2
Teacher Ethnic Bullying		
How often do you feel that your teachers are ignoring you because of your ethnicity?	0.814	
How often do teachers not help you in your assignments because of your ethnicity?	0.80	
How often do you feel your teachers don't trust you but can trust other people from other ethnicities?	0.798	
How often do your teachers make rude gestures to you?	0.796	
How often do teachers ignore you because of your ethnicity?	0.753	
How often do your teachers treat you as if you were not smart because you are of a certain ethnicity?	0.71	
How often do teachers tell you that you can't speak your first language because you are in the United States and not your country?	0.63	
Teacher Ethnic Pride		
How often do your teachers motivate you t be proud of your ethnicity?		0.911
How often do your teachers express interest in your culture?		0.905
Reliability	**0.877**	**0.803**

2.5.2 Base Rates of Teacher and Ethnic Bullying

To examine whether teacher and peer bullying were related, I examined the bivariate correlations (see Table 2.11). Some correlations were noteworthy. Teacher ethnic bullying was related to both physical (0.59) and relational (0.54) peer victimization. However, the magnitude of the relationships would suggest that teacher and peer victimization are distinct constructs.

Table 2.11 Teacher and Ethnic Bullying Correlated with Overt and Relational Victimization

	Peer Victimization	
	Overt	Relational
Teacher Verbal Victimization	.45**	.37**
Teacher Ethnic Bullying	.59**	.54**
Teacher Humiliation	.49**	.50**

Note: ** correlation is significant at the 0.01 level (2-tailed).

To further examine whether teacher victimization is a distinct construct from peer victimization, I also took a person-centered approach. That is, I examined whether there were distinct victim groups among my participants. I used a two-step classification process that is thought to lead to a more valid and robust pattern (Steele & Aylward, 2007). I began by conducting agglomerative hierarchical cluster analyses which begins by treating each person as a cluster and then combining individuals into clusters (based on proximity to one another) until all persons are in one large cluster. Ward's method was chosen because it is most recommended (Steele & Aylward, 2007). My goal was to determine the appropriate number of clusters by examining the dendogram and agglomeration coefficients. Five dimensions of victimization were used to establish the initial cluster solution, namely overt peer victimization, relational peer victimization, teacher humiliation, teacher ethnic bullying, and teacher verbal victimization. Based on the agglomeration coefficient changes and the dendogram, I chose a three–cluster solution.

On the second step of my analyses, I used k-cluster means analysis (with normalized Euclidean distance as the distance metric) to confirm my three cluster group solution. K-mean clustering partitions the participants into clusters by minimizing the SS_{within} within each cluster

(or their distance to the cluster center). The specific cluster centers for the five victimization dimensions from the hierarchical cluster analysis were used as the initial cluster centers for the k-means clustering. In addition, 92% of the participants were classified in the same victim groups for both methods. That is, only 27 participants were classified differently using these two methods. My first group represented non-victimized participants (n = 224); my second group represented individuals who were highly victimized by both peers and teachers/professors (n = 21); and my final group represented those that were victimized by their teachers (n =83; See Table 2.12 for differences among the groups on victimization and outcome measures).

Table 2.12 Peer, Teacher and Peer-Teacher Victimization among Students

		Non-Victims			Peers and Teacher's Victims			Teachers' Victims		*F*-Value	Partial η2
	n	*M*	*SE*	n	*M*	*SE*	n	*M*	*SE*		
Peer Victimization											
Overt	224	1.03a	0.02	21	2.40b	0.05	83	1.17c	0.03	295.07**	0.69
Relational		1.11a	0.02		2.68b	0.08		1.59c	0.04	198.91**	0.59
Teacher Victimization											
Verbal		1.08a	0.02		1.50b	0.06		1.41c	0.03	61.38**	0.31
Humiliation		0.13a	0.01		0.41b	0.02		0.31c	0.01	162.60**	0.55
Ethnic Bullying		1.05a	0.02		2.41b	0.07		1.24c	0.03	188.20**	0.58
Academic Performance											
Cumulative GPA		2.74a	0.05		2.31b	0.17		2.63a	0.09	3.18*	0.02
Current GPA		2.79a	0.06		2.28b	0.22		2.63a	0.11	2.90+	0.02
Academic Motivation											
Amotivation		0.10a	0.01		0.41b	0.04		0.18c	0.02	29.22**	0.18
Intrinsic		3.12a	0.06		2.81a	0.22		2.97a	0.11	1.46	0.01
Extrinsic		3.98a	0.05		3.05b	0.18		3.92a	0.09	12.17**	0.08
Health											
Severity		0.13a	0.01		0.25b	0.02		0.19c	0.01	24.04**	0.15
Frequency		0.19a	0.01		0.29b	0.02		0.24b	0.01	13.70**[2]	0.09

[2] Note: ** $p < .001$; * $p < .05$. The letters a, b, and c indicate that the means values are different from each other.

2.5.3 Ethnic Difference on Peer and Teacher Victimization

Next, ethnic differences on peer and teacher bullying, health, and motivation were examined. A MANOVA was performed to examine differences on bullying among my four major ethnic groups (i.e., White, Latino/Hispanic, Black, and Asian). I found no significant ethnic differences on overt peer victimization, F (3, 331) = .55, p = .65, but relational peer victimization was marginally significant, F (3, 331) = 2.34, p = .07. Post hoc test revealed that Asians reported being more relational victimization than Whites (see Table 2.6 for *M*s and *SD*s). There was also a significant ethnic difference on teacher ethnic bullying F (3, 331) = 4.11, p < .001. A post hoc test revealed that Black/African Americans felt more ethnic bullying from teachers than did White/Anglo-Americans, Hispanics, and Asians. Furthermore, there was also a significant ethnic difference on teacher verbal victimization F (3, 331) = 5.17, p < .001. A post hoc test revealed that Asians reported more teacher verbal victimization than any other ethnic group did (See Table 2.13).

Table 2.13 Ethnic Differences in Teacher Victimization, Health, Academic Performance and Motivation

	White		Hispanic		Black		Asian		*F*-Value	*p*
	M	*SE*	*M*	*SE*	*M*	*SE*	*M*	*SE*		
Ethnic Pride	2.07a	0.09	2.38a	0.12	2.18a	0.12	2.59b	0.14	4.07	0.00
Teacher Verbal Victimization	1.19a	0.03	1.11a	0.04	1.16a	0.04	1.33b	0.04	5.17	0.00
Teacher Efficacy	2.80a	0.05	2.63a	0.07	2.58b	0.06	2.65a	0.08	3.10	0.03
Teacher Trust	2.70a	0.05	2.61a	0.07	2.45b	0.07	2.71a	0.08	3.55	0.02
Teacher Humiliation	0.20a	0.01	0.16a	0.02	0.19a	0.02	0.20a	0.02	1.34	0.26
Teacher Approval	3.01a	0.06	3.01a	0.08	2.88a	0.08	3.07a	0.09	1.00	0.39
Teacher Support	0.13a	0.01	0.12a	0.02	0.10a	0.02	0.13a	0.02	1.07	0.36
Ethnic Bullying	1.10a	0.03	1.17a	0.05	1.29b	0.05	1.23a	0.06	4.11	0.00
Help	3.24a	0.06	3.23a	0.08	3.05a	0.08	3.25a	0.09	1.47	0.22
Relational	0.79a	0.01	0.78a	0.02	0.79a	0.02	0.84b	0.02	2.03	0.07
Overt	1.15a	0.03	1.14a	0.05	1.13a	0.05	1.21a	0.05	0.55	0.65
Intrinsic Motivation	3.03a	0.72	3.13a	0.10	2.98a	0.10	3.35a	0.12	2.33	0.08
Extrinsic Motivation	3.83a	0.06	3.98a	0.09	3.83a	0.09	4.05a	0.10	1.51	0.21

Table 2.13 *Continued*

Amotivation	0.14a	0.02	0.11a	0.02	0.16a	0.02	0.19a	0.03	2.02	0.11
Frequency	0.21a	0.01	0.19a	0.01	0.22a	0.01	0.20a	0.01	1.70	0.17
Severity	0.16a	0.01	0.13a	0.01	0.16a	0.01	0.15a	0.01	1.20	0.31

Note: a, b, and c are used to indicate that the means are different from each other.

2.5.4 Teacher Bullying and Adjustment

Next, I examined if teacher victimization was associated with adjustment. Adjustment measures included: (1) frequency and severity of health problems; (2) academic motivation (intrinsic, extrinsic, and amotivation); and (3) academic performance (current and overall GPA) were related (See Table 2.14 for the correlations). Then, I examined whether teacher victimization uniquely predicted adjustment after controlling for peer bullying (overt and relational). For each regression model, peer bullying (overt and relationship victimization) was entered on the first step of the equation and the teacher bullying measures (as assessed by teacher humiliation, teacher verbal bullying, and ethnic bullying) were entered on the second/final step of the equation.

Table 2.14 Correlations between Teacher Victimization and Adjustment

	Severity	Frequency	Amotivation	Intrinsic	Extrinsic	Current GPA	Overall GPA
Teacher Verbal Victimization	.23**	.19**	.27**	-.02	-.17**	-.17**	-.14*
Teacher Ethnic Bullying	.33**	.30**	.36**	-.07	-.24**	-.17**	-.18**
Teacher Humiliation	.45**	.41**	.38**	-.13*	-.21**	-.17**	-.15*

Note: ** correlation is significant at the .01 level (2-tailed); * significant at the .05 level (2-tailed).

For frequency and severity of health problems, teacher bullying (as assessed by the three measures) together produced a sizeable increment in R^2 beyond the peer bullying measures for the frequency (ΔF (3, 340) = 13.32, p = .001, ΔR^2 = 9.6%) and severity (ΔF (3, 340) = 15.83, p =.001, ΔR^2 = 11%) of health problems. Moreover, teacher humiliation uniquely predicted frequency (β = 0.35, t = 5.45, p < .001, sr^2 = 0.07) and severity (β = 0.37, t = 5.98, p = .001, sr^2 = 0.08) of health problems.

For academic motivation (amotivation, intrinsic and extrinsic), the teacher bullying measures again produced a sizeable increment in R^2 beyond the peer bullying measures for amotivation (ΔF (3, 340) = 9.19, $p < .001$, $\Delta R^2 = 6.5\%$), extrinsic motivation (ΔF (3, 340) = 7.88, $p < .001$, $\Delta R^2 = 6.1\%$), and intrinsic motivation (ΔF (3, 340) = 5.78, $p = .001$, $\Delta R^2 = 4.9\%$). Both teacher humiliation ($\beta = 0.22$, $t = 3.62$, $p < .001$, $sr^2 = 0.031$) and teacher ethnic bullying ($\beta = 0.15$, $t = 2.39$, $p = .02$, $sr^2 = 0.013$) uniquely predicted amotivation. Furthermore, teacher verbal victimization was positively related to intrinsic motivation ($\beta = .17$, $t = 3.12$, $p = .002$, $sr^2 = 0.027$) while teacher humiliation ($\beta = -.13$, $t = -2.04$, $p = .04$, $sr^2 = 0.012$) was inversely related to intrinsic motivation. Moreover, teacher verbal victimization ($\beta = .18$, $t = 3.48$, $p = .001$, $sr^2 = 0.031$) and teacher ethnic bullying ($\beta = -.18$, $t = -2.75$, $p = .006$, $sr^2 = 0.019$) uniquely predicted extrinsic motivation. Teacher verbal victimization was in the opposite predicted direction for intrinsic and extrinsic motivation. As a student reported being more verbal victimized by their teachers, they also reported having higher intrinsic and extrinsic motivation.

For academic performance, the teacher bullying measures did collectively produce a increase in cumulative GPA (ΔF (3, 269) = 3.37, $p = .019$, $\Delta R^2 = 3.6\%$) and current GPA (ΔF (3, 269) = 4.51, $p = .004$, $\Delta R^2 = 4.7\%$) beyond peer bullying. Relational peer victimization ($\beta = .17$, $t = 1.90$, $p = .06$, $sr^2 = 0.013$) and teacher ethnic bullying, ($\beta = -.16$, $t = -2.07$, $p = .04$, $sr^2 = 0.015$) uniquely predicted cumulative GPA. Similarly, relational peer victimization ($\beta = .19$, $t = 2.16$, $p = .03$, $sr^2 = 0.016$), teacher ethnic bullying ($\beta = -.16$, $t = -2.11$, $p = .04$, $sr^2 = 0.016$), and teacher humiliation ($\beta = -.15$, $t = -2.05$, $p = .04$, $sr^2 = 0.015$) uniquely predicted current GPA. Results showed that peer relational victimization again was in the opposite direction of what I predicted. In other words, as students reported being more relationally victimized by peers, they also reported having higher current and overall GPAs.

2.5.5 Mediational Analysis

Mediation analyses were used to examine whether academic motivation mediated the relationship between teacher bullying and academic performance. Three models were run; one

for each type of teacher bullying, namely teacher verbal victimization, teacher humiliation and teacher ethnic bullying. The dependent measure was current GPA. Baron and Kenny (1986) steps for mediation were used for this analysis and to test indirect effect of the mediators I used the Preacher and Hayes (2008) procedures.

2.5.5.1 Teacher Victimization

Results showed that teacher verbal victimization significantly predicted current GPA, *b* = -.13, *SE* = .06, *t* (270) = -2.19, *p* = .03. Although teacher verbal victimization did not significantly predict intrinsic motivation (*b* = .05, *SE* = .07, *t* (270) = .74, *p* =.46) and extrinsic motivation (*b* = -.10, *SE* = .07, *t* (270) = -1.46, *p* = .14), it did significantly predict amotivation, (*b* = .28, *SE* = .06, *t* (270) = 4.16, *p* < .001.

The third step involved examining whether each mediator predicted current GPA while controlling for teacher victimization. Intrinsic motivation (*b* = .06, *SE* = .06, *t* (270) = 1.04, *p* = .30) and extrinsic motivation (*b* = -.05, *SE* = .06, *t* (270) = -.80, *p* = .42) did not predict current GPA while controlling for teacher verbal victimization. However, amotivation, did significantly predict current GPA while controlling for teacher victimization, (*b* = -.13, *SE*= .06, *t* (270) = -2.27, *p* = .02.

The final step examined whether teacher victimization predicted current GPA while controlling for the mediators. Results showed that teacher verbal victimization was only marginally related to current GPA while controlling for mediators, *b* = -.11, *SE* = .06, *t* (270) = -1.68, *p* = .09. Therefore, there was mediation present for this analysis (see Figure 2). It is noted that the overall model was significant, *F* (4, 270) = 2.97, R^2 = 4.2%, *p* = .02.

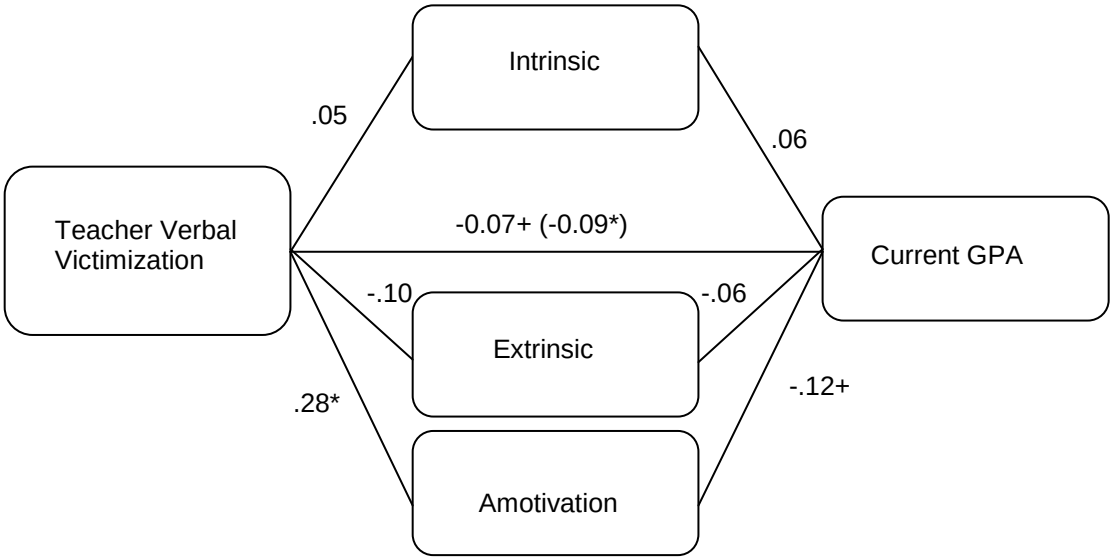


Figure 2.2 Motivation Mediating Teacher Verbal Victimization and Current GPA

The Sobel test was used to directly test the indirect effect of teacher verbal victimization on current GPA through the three mediators. There was not a significant overall effect, z = -1.38, p = .17. However, there was a significant indirect effect through amotivation, z = -2.00, p = .04. Using the bootstrapping procedure with 1,000 bootstrap samples, confident intervals were obtained for the overall effect as well as for each mediator. Although there was not an overall effect (*SE* = .021, 95% *CI* [-.078, .007]), there was a significant effect for amotivation, *SE* = .018, 95% *CI* [-.083, -.008]. The amotivation indirect effect was significantly larger than the indirect effect for intrinsic motivation (*SE* = .013, 95% *CI* [.009, .083]) and extrinsic motivation (*SE* = .022, 95%*CI* [.004, .092]). The indirect effect for intrinsic motivation was not significantly different from the indirect effect for extrinsic motivation, *SE* = .013, 95% *CI* [-.034, .018].

2.5.5.2 Teacher Humiliation.

Teacher humiliation significantly predicted current GPA, b = -.16, *SE* = .05, t (270) = -3.03, p = .003. Teacher humiliation was also significantly related to intrinsic motivation (b = -.13, *SE* = .06, t (270) = -2.17, p = .03), extrinsic motivation (b = -.19, *SE* = .06, t (270) = -3.17, p = .002), and amotivation, b = .42, *SE* = .05, t (270) = 7.88, p < .001. Neither intrinsic motivation

(*b* = .05, *SE* = .06, *t* (275) = .82, *p* = .41) nor extrinsic motivation (*b* = -.05, *SE* = .06, *t* (275) = -.80, *p* = .42) significantly predicted current GPA while controlling for teacher humiliation. However, amotivation, marginally predicted current GPA after controlling for teacher humiliation, *b* = -.11, *SE* = .06, *t* (270) = -1.73, *p* = .08. Teacher humiliation continued to predict current GPA while controlling for the mediators, *b* = -.12, *SE* = .06, *t* (270) = -2.02, *p* = .04 (see Figure 2.3). The overall model was again significant, *F* (4, 270) = 3.29, R^2 = 4.6%, *p* = .01.

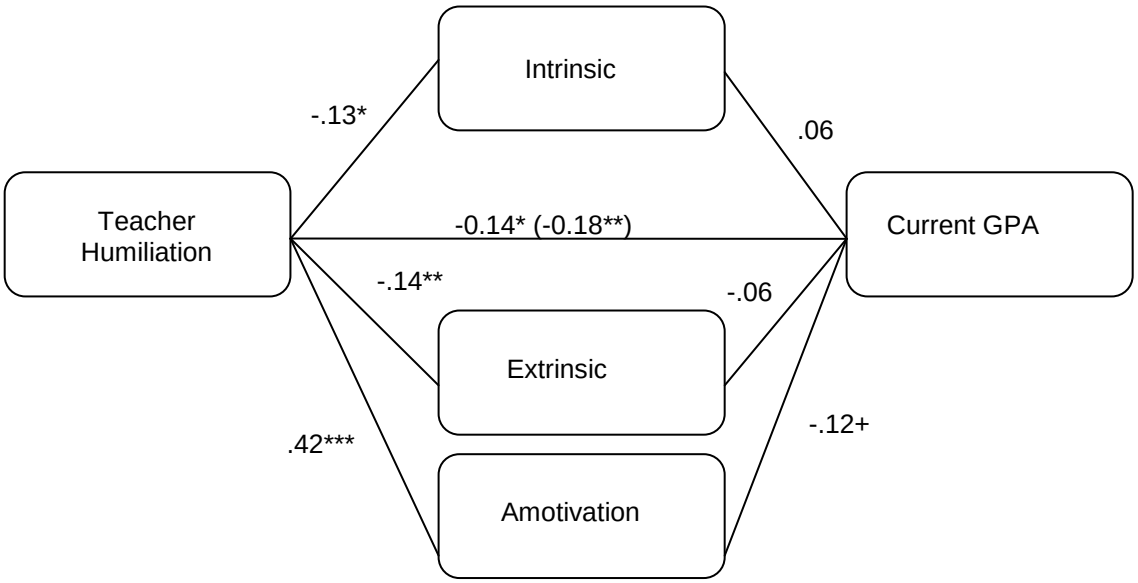


Figure 2.3 Motivation Mediating Teacher Humiliation and Current GPA

Using the Sobel test, there was not a significant overall effect, *z* = -1.591, *p* = .11. There was only a marginal indirect effect via amotivation, *z* = -1.703, *p* = .09. Using the bootstrapping procedure, with 1,000 bootstrap samples, confident intervals were obtained for the overall effect as well as for each mediator. There was no overall effect for the indirect effect, *SE* = .026, 95% *CI* [-.106, .003] and not a significant effect for intrinsic motivation indirect effect (*SE* = .009, 95% *CI* [-.033, .008]), extrinsic motivation indirect effect (*SE* = .014, 95%*CI* [-.017, .042]) or amotivation indirect effect, *SE* = .027, 95%*CI* [-.106, .002].

2.5.5.3 Teacher Ethnic Bullying

Teacher ethnic bullying significantly predicted current GPA, *b* = -.17, *SE* = .06, *t* (270) = -3.14, *p* = .002 and was also related to extrinsic motivation (*b* = -.32, *SE*= .06, *t* (270) = -5.23, *p* < .001), amotivation (*b* = .38, *SE* = .06, *t* (270) = 6.69, *p* < .001) and intrinsic motivation (*b* = -.11, *SE* = .06, *t* (270) = -1.77, *p* = .07). However, neither intrinsic motivation (*b* = .07, *SE* = .06, *t* (270) = 1.07, *p* = .28) nor extrinsic motivation (*b* = -.08, *SE* =.06, *t* (270) = -1.24, *p* = .22) predicted current GPA when controlling for teacher ethnic bullying. Amotivation did marginally predict current GPA when controlling for ethnic bullying, *b* = -.11, *SE* = .06, *t* (270) = -1.82, *p* = 07. Teacher ethnic bullying continued to predict current GPA while controlling for the mediators, *b* = -.15, *SE* = .06, *t* (270) = -2.45, *p* = .02 (see Figure 2.4). The overall model was again significant, *F* (4,270) = 3.79, R^2 = 5.3%, *p* = .005.

Using the Sobel test, there was no significant overall indirect effect, *z* = -.836, *p* = .40. However, there was a marginal indirect effect for amotivation, *z* = -1.764, *p* = .07. Using the bootstrapping procedure, with 1,000 bootstrap samples, confidence intervals were obtained for the overall effect as well as for each mediator, but there was not an overall indirect effect (*SE* = .027, 95% *CI* [-.075, .034.) Moreover, there was not a significant effect for intrinsic motivation indirect effect (*SE* = .026, 95% *CI* [-.031, .006]), extrinsic motivation indirect effect (*SE* = .009, 95%*CI* [-.015, .070]) or amotivation indirect effect, (*SE* = .023, 95%*CI* [-.087, .001]).

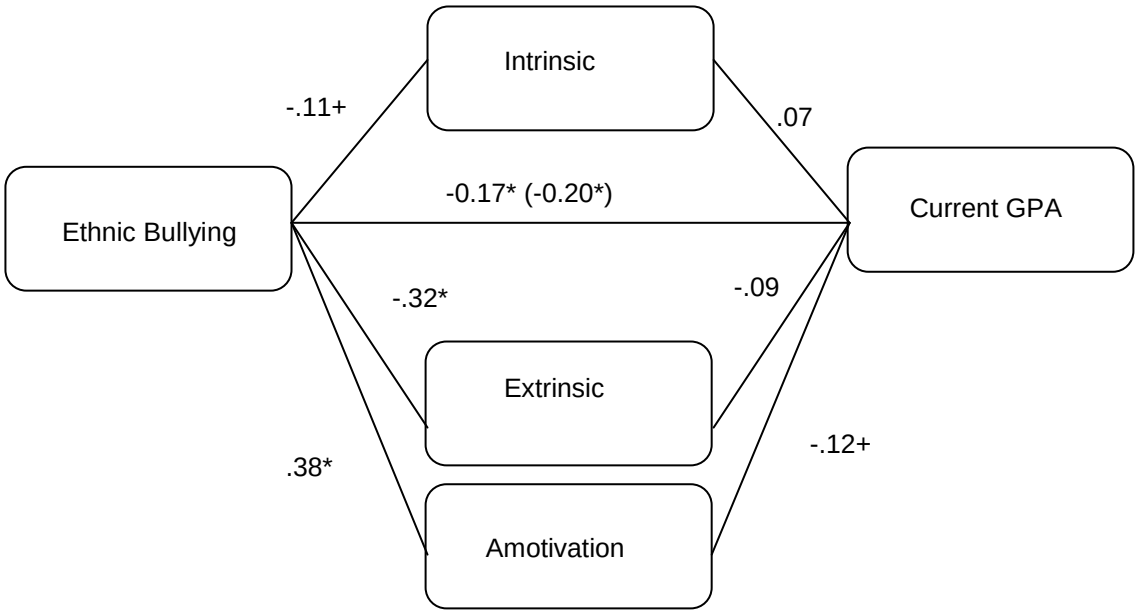


Figure 2.4 Motivation Mediating Teacher Ethnic Bullying and Current GPA

These findings suggest that amotivation at least partially mediates the relationship between the teacher victimization measures and current GPA. Those students who were bullied by their professors felt a lack of motivation to go to school, which led to a lower GPA. Further, students who were humiliated and/or ethnically bullied by their professors were less extrinsically and intrinsically motivated as well. However, neither intrinsic nor extrinsic motivation influenced current GPA.

2.6 Discussion

The results are consistent with previous research showing that teacher victimization uniquely influenced students' adjustment, specifically in areas associated with academic motivation (Delfabbro et al., 2006; Thijis & Verkuyten, 2008), health problems, and academic performance. Moreover, students who reported being bullied by both teachers and peers had the worst outcomes (e.g., frequency and severity of health problems, greater amotivation, and

poorer grades). Interestingly, college students who reported being bullied by their peers were also more likely to be bullied by their teachers (average *r* = 0.49; See Table 4).

College students also reported being bullied by their professors because of their ethnicity. Teacher ethnic victimization was linked to the severity and frequency of health problems, academic amotivation, and poorer academic performance. Additionally, it was found that amotivation mediated the relationship between teacher bullying measures (humiliation, verbal and ethnic) and academic performance. In other words, teacher bullying may lead to greater amotivation, which in turn influences academic performance.

There were several limitations to this study. First, the data were collected concurrently so the direction of effect could not be determined. It is possible that amotivated students may perform worse in school but may also annoy teachers, which in turn leads to greater perceived teacher bullying. Second, this sample involved students who were highly motivated (i.e., they were voluntarily in college) and who can choose to avoid the bully-teachers more easily (i.e., choose professors/classes, drop classes). Research needs to examine whether these results hold for younger adolescents who are going through social, psychological, and physical changes (Eccles & Harold, 1993), who are required to be in school, and who have more difficulties avoiding teacher-bullies.

CHAPTER 3

STUDY 2

3.1 Purpose

Study 2 attempted to replicate and extend the findings of Study 1. Study 2 specifically focused on early and middle adolescence for several reasons. First, parents often believe that adolescence is the most difficult stage of parenting (Smetana, Campione-Barr, & Metzger, 2006). Indeed, this stage has been described as the "awkward period between sexual maturation and the attainment of adult roles and responsibilities" (Dahl, 2004, p. 9). One reason that this life stage may be difficult might be because the adolescent goes through a lot of social changes. One of these changes involves the structure of their school. In the United States, children move into secondary school (e.g., middle or junior high school) around the same time that they move into early adolescence, between the ages of 10 to 14 (Rosser, Eccles, & Sameroff, 1998). This change in school structure has been linked to lower grades and more academic failure at school (Rosser et al., 1998).

Parents also tend to be less engaged in their adolescent's school because they believe that is what they should do in order for their children to become independent, learn responsibility, and find their own identity (Eccles, Lord, & Midgley, 1991; Eccles & Harold, 1993). Similarly, teachers tend to be less engaged with students. Teachers also believe that parents should be less involved in school administration and activities because they might cause problems at school due to their inexperience in school issues (Eccles et al., 1991). Ironically, adolescent children tend to notice that their teachers' and parents' attitudes toward parental and teacher involvement in their education has shifted (Rosser et. al., 1998). For example, if a teacher does not seem to be interested in the grades and/or activities that students have at school, then the adolescent will not put much effort into getting good grades or

performing well in school activities. Adolescents also are looking for more independence. However, once adolescents move to junior high school, they realize that they have limited choices in activities that they can do at school and are required to do more work (Shaffer, 2005). Thus, students often feel less motivated to go to school to learn because of all the changes they have adjust to in their new school environment.

In addition to students' viewing school as less exciting (as a learning place), teachers of adolescents often have more negative attitudes toward students than do elementary school teachers. As children move from elementary to junior high schools the teacher-student relationship deteriorates (Feldlaufer, Midgley, & Eccles, 1988; Midgley et al., 1989). In one study, adolescents reported that their junior high school teachers were less friendly, more careless, and less fair, than their elementary school teacher were. Even the researchers that made observations in classrooms reported that junior high school teachers were more careless and less supportive to students than those teachers from elementary schools (Midgley et al., 1989).

Some teachers in secondary schools are even more likely to note publicly which student had the highest grade on a given assignment. By doing so, many students feel less positive toward their teacher and school environment and feel that their teacher has more negative attitudes toward them (Feldlaufer et al., 1988). In summary, it is expected that as teacher-student relationships deteriorate in general during secondary school, some teachers will be more likely to bully and humiliate students and other teachers may be more willing to tolerate such behavior from their co-workers.

Study 2 also added a measure of academic self-efficacy. Study 1 showed that those students that were teacher-victims had worse grades than those who were not teacher-victims. As such, one possible reason for greater deficits in academic performance due to teacher bullying is that the teachers have greater influence of academic self-efficacy. Self-perceived efficacy is defined as "the confidence in one's ability to organize and execute a given course of

action or accomplish a task" (Thijs & Verkuyten, 2008, p. 754). A sense of academic self-efficacy involves how well a child believes he/she can perform in academic activities such as math or English, which can later result in school satisfaction and believing that one is competent in academic endeavors (Verkuyten & Thijs, 2002). Verkuyten and Thijs (2002) found that those children, 10 – 12 years old, who were peer victimized, had less school satisfaction compared to those who were not victimized. In other words, a child's self-efficacy was negatively impacted by victimization because the child felt less competent at school.

Study 1 showed that victims had worse physical health outcomes. As it is known, victims display more depression (Bagwell, et al., 1998; Miller & Vaillancourt, 2007) and it might be possible that depression is responsible for victims reporting worst health outcomes. As such, I wanted to examine whether if when I control for depression, health and victimization are still related. However, the study was mute to psychological problems. As such, I wanted to examine whether teacher bullying uniquely predicted physical as well as psychological health problems. Psychological problems were defined as internalizing and externalizing problems. Internalizing problems refers to "problems within the self, such as anxiety, depression, somatic complaints without known medical cause, and withdrawal from social contacts" (Achenbach & Rescorla, 2009, p. 93). Externalizing problems refers to "conflicts with other people and with their expectations for children's behavior" (p. 93).

Finally, Study 2 examined peer ethnic bullying in conjunction with teacher ethnic bullying; indeed, ethnic-based bullying by peers has been examined in several recent studies (e.g., Bellmore, Witkow, Graham, & Juvonen, 2004; Verkuyten & Thijs, 2002). These studies found that children do report being bullied because of their ethnicity. For example, McKenney and colleagues (2006) found that 14.2% of individuals experienced ethnic victimization at least once in two months. Other studies found that the ethnic bullying rates were even higher (e.g., 40%, Bellmore et al., 2004).

The focal hypothesis of Study 2 was simply that teacher bullying, after controlling for peer bullying, would be related to all three indexes of adjustment in approximately the same way, that is, by negatively influencing functioning. Conversely, it can possible that teacher bullying may have the greatest influence on academic motivation and performance given that teachers are the gatekeepers of the learning process. Finally, it was expected that the association between teacher bullying and academic performance was be mediated by academic motivation and scholastic self-efficacy. That is, adolescents who are bullied by their teachers would report higher levels of amotivation and lower levels of intrinsic and extrinsic motivation as well as poorer scholastic self-efficacy, which in turn would predict academic performance.

3.2 Participants

A total of 104 (48.5% female) adolescents in the DFW area participated in this study. The participants ages ranged from 12 to 19 (M = 15.76, SD = 1.95). The ethnic composition included White (57.8%), Black /African American (2%), Hispanic/Latino (30.4%), Asian (2%), American Indian/ Alaskan Native (2.9%) and other (4.9%). Adolescents were entered into a raffle for an iTOUCH shuffle for participating.

Several methods were used for recruiting participants. First, adolescents who had participated in other studies in the Personality and Social Behavior lab were contacted by phone to see if they were interested in participating in this study. Second, the mailing list from Arlington Independent School District was obtained and people were randomly selected for possible participation. Possible participants' parents were contacted by phone; those parents who agreed to allow their child to participate were mailed a parental consent, which they signed and returned before participation. Third, I went to a public school (i.e. Kemp High School), a private Catholic school, and the local Boys and Girls Club to talk to students in large groups (i.e. either in their homeroom period, in their art class or/and gymnastics) about the project. Fourth, flyers were posted around UT Arlington campus with my information in order for interested student-parents to contact me.

3.2 Material

3.2.1 Demographic Questionnaire

Questions about the adolescent's ethnicity, age, language spoken at home, grades, etc. were asked as part of a basic demographic information survey (see Appendix). In addition, adolescents were asked to provide information on the number of teachers that they had and each of their teacher's ethnicity[3].

3.2.2 Assessment of Victimization

3.2.2.1 Student and Teacher Relations (STR)

This survey assessed teacher victimization as well as other aspects of student-teacher relationships. The different subscales included teacher verbal victimization (e.g., my teacher criticize me), teacher trust (e.g., I care what my teachers think of me), and teacher efficacy (e.g., my teachers think that I'm a good student). The survey consisted of 12 Likert-type questions that ranged from 1 (not at all) to 4 (all the time). See Table 3.1 for descriptive statistics and reliabilities. Teacher verbal victimization was log transformed to reduce outliers and to normalize assessment.

Table 3.1 Descriptive Statistics for Student and Teacher Relationships

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range	Alpha
Teacher Verbal Victimization	0.08	0.1	1.21	1.32	1-5	1-2.40	0.70
Teacher Trust	2.78	0.75	-0.93	-0.13	1-5	1.25-4	0.75
Teacher Efficacy	2.97	0.63	-0.64	-0.2	1-7	1.33-4	0.70

3.2.2.2 Ethnic Victimization by Teacher (EVT)

The survey consisted of 9 Likert-type questions that range from 1(never) to 5 (very often). The survey measured both teacher ethnic bullying (e.g., how often do you feel that your teachers are ignoring you because of your ethnicity?) and ethnic pride (e.g., how often do your

[3] Teachers were overwhelmingly White for all of the participants so the composition of teacher ethnicity in the school on ethnic bullying could not be used as part of the analyses; 39% of the students reported that all of their teachers were White.

teachers motivate you to be proud of your ethnicity?). See Table 3.2 for descriptive statistics. Teacher ethnic bullying was log transformed in order to minimize outliers and normalize the assessment.

Table 3.2 Descriptive Statistics for Ethnic Victimization by Teacher

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range	Alpha
Ethnic Pride	2.26	1.07	-1.04	0.35	1-5	1-4.50	0.69
Teacher Ethnic Bullying	0.07	0.13	4.47	2.14	1-5	1-4.29	0.85

3.2.2.3 Ethnic Victimization

This survey consisted of 4 Likert-type questions that range from 1 (never) to 5 (very often). The survey measured ethnic victimization by peers (e.g., “How often does someone call you racist names because of your ethnicity?” and “How often do you experience exclusion from activities in school because of your ethnicity?) (Verkuyten & Thijs, 2002). See Table 3.3 for descriptive statistics. Peer ethnic victimization was squared transformed to reduce outliers.

Table 3.3 Descriptive Statistics for Ethnic Victimization by Peers

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range	Alpha
Peer Ethnic Victimization	1.1	0.18	4.5	2.13	1-5	1-1.73	0.61

3.2.2.4 Children’s Self-Experience Questionnaire Self-Report (CSEQ-SR)

The CSEQ-SR assessed how often a kid is victimized by their peers (Crick & Grotpeter, 1995). It consisted of 15 Likert-type questions that assess the frequency to which adolescents experience different types of victimization, namely overt victimization, relational victimization and social support/help. See Table 3.4 for descriptive statistics. Over and relational were log transformed in order to minimize the numbers of outliers and normalize assessment.

Table 3.4 Descriptive Statistics for Peer Victimization

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range	Alpha
Help	3.75	3.93	0.59	-0.57	1-5	1-5	0.82
Overt	0.82	0.15	1.32	1.35	1-5	1-4.40	0.87
Relational	0.88	0.17	-0.3	0.71	1-5	1-4.40	0.83

3.2.3 Assessment of Teacher-Student Relationship

3.2.3.1 How Much I like my Teacher

This questionnaire consisted of 24 Likert-type questions that assessed different aspects of student-teacher relationships such as teacher humiliation (e.g., how often do you skip a class because you want to avoid a teacher?), teacher approval (e.g., how often do your teachers motivate you to continue at school?), and teacher support (e.g., how often do you tell your teacher everything that you are going through?). See Table 3.5 for descriptive statistics. Teacher humiliation was squared transformed to normalize assessment.

Table 3.5 Descriptive Statistics for Liking My Teacher

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range	Alpha
Teacher Humiliation	1.26	0.18	-0.31	0.65	1-5	1-2.90	0.76
Teacher Approval	3.52	0.75	-0.32	-0.48	1-5	1.44-4.89	0.79
Teacher Support	1.56	0.62	-0.34	0.91	1-5	1-3	0.79

3.2.4 Academic Performance and Motivation

3.2.4.1 Why do you go to School? (CEGEP)

This questionnaire was a modified version of the College Academic Motivation assessment and measured different types of academic motivation such as intrinsic, extrinsic and amotivation. This scale consisted of 28 Likert-type items that ranged from 1 (disagree strongly) to 7 (agree strongly). (See Appendix A for survey questions). See Table 3.6 for

descriptive statistics. Extrinsic motivation was cubed transformed in order to normalize assessment.

Table 3.6 Descriptive Statistics for Academic Motivation

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range	Alpha
Extrinsic	6.05	0.85	1.90	-1.37	1-7	3.17-7	0.87
Intrinsic	5.14	0.97	-0.64	-0.42	1-7	2.67-6.92	0.88
Amotivation	2.37	1.41	-0.55	0.77	1-7	1-6	0.84

3.2.4.2 Academic Performance

At the end of the academic year, the adolescents' report card was obtained from school and the average was taken of all the classes that the student took in the year. Furthermore, as mention above in the demographic questionnaire, children provided their self-report grades for each class that they were currently taking. Higher averages were used as an indication of high academic performance. Participants were also asked to report if they enjoyed their classes, higher averages means enjoying more the class. See table 3.7 for descriptive statistics.

Table 3.7 Descriptive Statistics for Academic Performance

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range
Class Enjoyment	14.08	1.90	1.49	-1.15	1-2	1-2
Self-Reported Grades	4.21	0.59	-.51	-.57	1-5	2.75-5
Actual Grades	82.74	9.39	2.00	-.86	1-100	46.17 – 99.13

3.2.5 Assessment of Health

3.2.5.1 Assessing Health Outcomes

This survey assessed how frequently an individual experiences health problems such as stomach aches or sore throats. The survey consisted of 29 Likert-type questions ranging from 1(not at all) to 4(all the time) that assess how frequent the symptoms occurred. Severity of problems was dropped from the current student because it is highly correlated with severity of problems (r = .68) and is related in victimization in nearly identical ways (Knack, et al., 2011).

See Table 3.8 for descriptive statistics. Frequency was log transformed to normalize assessment and reduce the numbers of outliers.

Table 3.8 Descriptive Statistics for Physical Health

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range	Alpha
Frequency	1.55	0.35	1.03	1.05	1-4	1-2.76	0.88

3.2.6 Internalizing and Externalizing Problems

3.2.6.1. Achenbach-CBCL

This survey assessed internalizing/externalizing problems which consisted of 12 subscales from which I used anxious/depression, withdrawn/depressed, rule breaking behavior, and aggressive behavior (Achenbach & Rescorla, 2001). The questions were in Likert-type scale that ranged from 0(not true) to 2 (very true or often true). See Table 3.9 for descriptive statistics. Anxious depressed, withdrawn depressed and aggressive behaviors were log transform to normalize assessment and reduce the number of outliers.

Table 3.9 Descriptive Statistics for Psychological Health

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range	Alpha
Anxious Depressed	0.14	0.1	-0.33	0.61	1-3	1-2.54	0.83
Withdrawn Depressed	0.14	0.1	0.09	0.53	1-3	1-2.63	0.69
Rule Breaking	1.38	0.21	0.32	0.8	1-3	1-2.07	0.64
Aggressive Behavior	0.16	0.08	-0.52	0.18	1-3	1-2.28	0.79

3.2.7 Academic Efficacy

3.2.7.1 Harter's Self-Perception Scale

This survey assessed how an individual perceived him/herself in school (Harter, & Pike, 1984). The survey consisted of 6 Likert-type questions ranging from 1(strongly disagree) to 5 (strongly agree). The adolescent rated how much each statement described him/herself (e.g., I feel confident that I am mastering my coursework). See Table 3.10 for descriptive statistics. Self-efficacy was squared transformed to normalize assessment.

Table 3.10 Descriptive Statistics for Self-Efficacy

	M	SD	Kurtosis	Skewness	Possible Range	Actual Range	Alpha
Self-Efficacy	13.35	3.93	0.74	0.13	1-5	1.50-5	0.39

3.4 Procedures

A two-step consent process was used in which a parent/legal guardian gave consent for the adolescent to participate and adolescents assented to participate. Adolescents were recruited to participate in a study of the teacher-students' relationships and how health, school motivation and school performance was affected. After the consent was obtained, the adolescents were allowed to participate in the study, which consists of filling out questionnaires. After adolescents signed the child assent and the parent signed the parental consent, students could complete the survey in one of two ways. Because two of the principals gave me permission to collect the data at school, more than half (n = 59; 57%) of the adolescents completed the survey at school in the computer lab. Teachers were not around when adolescents were completing the survey to ensure that participants had their privacy to answer the survey. Second, the survey link was sent to the parent via the e-mail they provided in the parental consent for students who were not in a participating school. There were a total of 185 questions, which took approximately 30 minutes to complete. To assess adolescent's school performance, parents were asked to give me permission to obtain their child's school records.

Once parents authorized me to obtain their grades, I went to the different schools to obtain each adolescent's school record (e.g., TASKs scores, grades and absentee record). Only grades from major classes (e.g., math, science, reading/English) were used to compute an overall GPA. A total of 86 student records (83%) were successfully obtained. Some of the schools would not release school records even if I had parental permission.

3.5 Results

3.4.1 Base Rates of Bullying

First, some variables were transformed because they were either positive or negative skewed or had several outliers. Then, I examined whether different types of peer and teacher bullying were related using bivariate correlations. As can be seen in Table 3.11, teacher bullying was highly related to peer bullying. For example, children who are victimized by their peers because of their ethnicity are also victimized by their teachers because of their ethnicity ($r = 0.60$, $p < .001$). These findings suggest that that peer victims are likely to be teacher-victims, similarly to what was found in Study 1.

Table 3.11 Teacher and Ethnic Bullying Correlated with Overt and Relational Victimization

	Peer Victimization		
	Overt	Relational	Ethnic
Teacher Victimization			
Verbal	.39**	.34**	.33**
Ethnic	.34**	.35**	.60**
Humiliation	.45**	.49**	.17

Note: ** correlation is significant at the 0.01 level (2-tailed).

To further examine if teacher victimization is a distinct construct from peer victimization, I used a two-step classification process using cluster analyses. I began by conducting agglomerative hierarchical cluster analysis. Six dimensions of victimization were used to establish the initial cluster solution, namely overt peer victimization, relational peer victimization, teacher victimization, teacher ethnic bullying, teacher humiliation and peer ethnic bullying.

Based on the agglomeration coefficient changes and the dendogram, I chose a three-cluster solution.

On the second step of the analyses, I used k-cluster means analysis to confirm my three cluster solution. The cluster converged in two iterations. In addition, 100% of the participants were classified in the same victim groups for both methods. My first group represented those adolescents who were primarily bullied by peers with higher levels of teacher humiliation and ethnic bullying than non-victims (n = 17); my second group represented those adolescents who were non-victims (n = 65); and my final group represented those adolescents who were primarily bullied by their teachers with higher levels of peer relational victimization than non-victims (n = 12). See Table 3.12 for differences among the groups on victimization and outcome measures.

Table 3.12 Teacher, Teacher-Peer, Non-Victims Differences on Bullying, Motivation, Health and School Performance

	Peer Victims (n = 17)		Non- Victim (n = 65)		Teacher Victims (N = 12)			
	M	*SE*	*M*	*SE*	*M*	*SE*	*F*	*Partial* η^2
Peer Bullying								
Overt	1.07a	0.05	0.74b	0.02	0.84b	0.05	22.58**	0.54
Relational	1.18a	0.05	0.77b	0.02	0.92c	0.06	29.93**	0.61
Ethnic	1.05a	0.05	1.06a	0.02	1.11a	0.06	0.52	0.03
Teacher Bullying								
Humiliation	1.41a	0.06	1.19b	0.02	1.58c	0.07	18.35**	0.54
Verbal	0.09a	0.03	0.05a	0.01	0.16b	0.04	4.46*	0.19
Ethnic	0.08a	0.03	0.02b	0.01	0.27c	0.04	22.15**	0.54
Motivation								
Extrinsic	268.23a	28.66	253.04a	11.33	160.01b	32.04	4.10*	0.18
Intrinsic	5.65a	0.37	5.20a	0.14	4.08b	0.41	4.40*	0.19
Amotivation	2.10a	0.51	1.98a	0.20	4.50b	0.57	8.63**	0.31
Health								
Frequency	0.24a	0.03	0.15b	0.01	0.19b	0.04	3.74*	0.16
Anxious Depressed	0.14a	0.04	0.11a	0.02	0.20a	0.04	1.79	0.09

Table 3.12 *Continued*

Withdrawn Depressed	0.19a	0.04	0.12a	0.02	0.13a	0.04	1.46	0.07
Rule Breaking	1.37a	0.06	1.26a	0.02	1.57b	0.07	9.57**	0.34
Aggressive Behavior	0.13a	0.03	0.11a	0.01	0.24b	0.03	7.26**	0.28
Self-Efficacy	12.28a	1.49	13.65a	0.59	11.35a	1.66	1.09	0.05
Class Like	14.40a	1.00	14.22a	0.42	12.25a	1.12	1.44	0.07
Self Reported Grades	4.24a	0.25	4.29a	0.10	3.81a	0.28	1.28	0.06
Actual Grades	84.48a	3.79	84.98a	1.50	78.51a	4.23	1.04	0.05

Note: a. b. and c. indicates that the means are different from each other

3.4.2 Ethnic Differences on Peer and Teacher Victimization

First, I wanted to examine if there were differences in bullying and adjustment based on the participants' ethnicities. A MANOVA was performed to examine these differences using a two-group classification for ethnicity (i.e., Whites vs. ethnic minorities). A two group classification was used because there were only a few adolescents belonging to certain ethnic groups (i.e. 2 Black African Americans and 2 Asians). There was a significant difference between Whites and minorities for self-reported grades, F (1, 41) = 9.69, p = .003, partial η^2 = .20. White students reported having better grades (M = 4.43, SE = .10) than minorities (M = 3.91, SE = .13). Additionally, there was a significant difference on teacher ethnic victimization, F (1, 41) = 14.41, p = .001, partial η^2 = .27. Ethnic minorities reported being more victimized by their teachers (M = .12, SE = .02) than Whites did (M = .01, SE = .02). For the additional results see Table 3.13.

Table 3.13 Differences Between Whites and Minorities on Health, Motivation and Adjustment

	Minority		Whites				
	M	*SE*	*M*	*SE*	F	P	*partial* η^2
Help	3.59	0.21	3.61	0.16	0.006	0.94	0.000
Overt	0.81	0.04	0.78	0.03	0.38	0.54	0.010
Relational	0.84	0.05	0.83	0.04	0.06	0.81	0.002
Extrinsic	234.22	17.85	252.51	13.56	0.67	0.42	0.017

Table 3.13 *Continued*

Intrinsic	5.00	0.23	5.22	0.17	0.61	0.44	0.015
Amotivation	2.70	0.34	1.98	0.26	2.84	0.10	0.068
Frequency	0.17	0.02	0.16	0.02	0.32	0.58	0.008
Ethnic Pride	2.63	0.28	2.00	0.21	3.33	0.08	0.079
Teacher Verbal Victimization	0.07	0.02	0.06	0.02	0.36	0.55	0.009
Teacher Humiliation	1.29	0.05	1.23	0.04	1.05	0.31	0.026
Anxious Depressed	0.13	0.02	0.12	0.02	0.25	0.62	0.006
Withdrawn Depressed	0.15	0.02	0.12	0.02	1.32	0.26	0.033
Rule Breaking	1.33	0.04	1.28	0.03	0.76	0.39	0.019
Aggressive Behavior	0.14	0.02	0.12	0.02	0.89	0.35	0.022
Self-Efficacy	12.91	0.87	13.46	0.66	0.25	0.62	0.006
Peer Ethnic Victimization	1.08	0.03	1.05	0.02	1.03	0.32	0.026
Teacher Ethnic Victimization	0.12	0.02	0.01	0.02	14.42	0.00	0.270
Class Like	14.20	0.59	13.96	0.45	0.10	0.75	0.003
Self-Reported Grade	3.91	0.13	4.43	0.13	9.69	0.00	0.199
Actual Grade	82.46	2.19	85.34	1.66	1.10	0.30	0.027

Further, we examined if there were ethnic differences on health, adjustment and motivation between Whites and Hispanics (see Table 3.14). Hispanics were the larger minority group comprising approximately 30% of the sample. Supplementary analyses that examined differences between Whites vs. Hispanics produced virtually identical results to the analyses comparing White vs. Minorities.

Table 3.14 White and Hispanic Differences on Motivation, Health, and Adjustment

	White		Hispanic				
	M	*SE*	*M*	*SE*	*F*	*P*	*partial* η^2
Help	3.61	0.14	3.78	0.21	0.48	049	0.014
Overt	0.78	0.02	0.73	0.03	1.60	0.21	0.044
Relational	0.83	0.03	0.80	0.05	0.34	0.57	0.010
Extrinsic	252.51	13.92	233.68	21.40	0.54	0.47	0.015
Intrinsic	5.22	0.18	4.91	0.28	0.90	0.35	0.025
Amotivation	1.98	0.24	2.59	0.37	1.96	0.17	0.053

Table 3.14 *Continued*

Frequency	0.16	0.02	0.15	0.03	0.04	0.85	0.001
Ethnic Pride	2.00	0.22	2.73	0.33	3.35	0.08	0.087
Teacher Verbal Victimization	0.06	0.02	0.07	0.02	0.11	0.74	0.003
Teacher Humiliation	1.23	0.03	1.22	0.05	0.01	0.91	0.000
Anxious Depressed	0.12	0.01	0.09	0.02	1.29	0.26	0.035
Withdraw Depressed	0.12	0.02	0.13	0.02	0.13	0.72	0.004
Rule Breaking	1.28	0.03	1.35	0.05	1.27	0.27	0.035
Aggressive Behavior	0.12	0.01	0.16	0.02	2.52	0.12	0.067
Self-Efficacy	13.46	0.66	12.65	1.02	0.43	0.51	0.012
Peer Ethnic Victimization	1.05	0.02	1.06	0.03	0.13	0.72	0.004
Teacher Ethnic Victimization	0.01	0.02	0.12	0.03	10.44	0.00	0.230
Class Like	13.96	0.47	14.00	0.72	0.002	0.96	0.000
Self-Reported Grades	4.43	0.09	3.93	0.14	8.31	0.00	0.192
Actual Grades	85.34	1.55	82.49	2.38	1.02	0.32	0.028

3.5.3 Teacher Bullying and Adjustment

Next, I examined whether being bullied by teachers (humiliation, verbal, and ethnic bullying) influenced adjustment outcomes. Adjustment was measured as: (1) frequency of health problems; (2) psychological health problems (aggressive behavior, rule breaking behavior, anxious depressed, and withdrawn depressed); (3) academic motivation (intrinsic, extrinsic, and amotivation, and self-efficacy); and (5) academic performance. Using bivariate correlations, I found that teacher bullying and adjustment were related (see Table 3.15 for the correlations).

Further, I examined whether teacher victimization predicted adjustment after controlling for peer bullying (overt and relational). For each regression model, peer bullying (overt and relationship victimization) was entered on the first step of the equation and the teacher bullying measures were entered on the second/final step of the equation. Peer ethnic bullying was not

included on the first step because it produces multicollinearity problems, even if tolerance was greater than .10 and the VIF less than 10, the condition index was 39.11 which suggest moderate to severe collinearity. As such, peer ethnic bullying was taken out of the model. After removing peer ethnic bullying from the model, the condition index lower to 27.02. As such, separate supplementary analyses examined the influence of peer ethnic bullying on adjustment.

3.5.3.1 Health Problems

Humiliation by teachers and teacher ethnic bullying were related to the frequency of health problems, rs = 0.36, and 0.28, $p < .001$ (see Table 3.15). Teacher bullying (as assessed by the three measures) together did not produce a sizeable change in R^2 beyond the peer bullying measures (ΔF (3, 83) = .74, p = .53, ΔR^2 = 1.9%). Because depression is often correlated with health problems, an additional model controlled for depression. Even after controlling for depression, teacher victimization still did not predict the frequency of health problems (ΔF (3, 73) = .85, p = .47, ΔR^2 = 1.9%). In sum, teacher bullying did not uniquely influence physical health problems. However, when controlling for teacher, peer relational victimization uniquely predicted the frequency of health problems (β = 0.20, t = 2.98, p = .004, sr^2 = 0.08). Additionally, these results held even after controlling for depression (β = 0.19, t = 2.84, p = .006, sr^2 = 0.06). In other words, adolescents who were relationally bullied by their peers reported a higher frequency of physical health problems even after controlling for teacher bullying and self-reported depression.

3.5.3.2 Psychological Problems

Teacher humiliation was related to being anxious depressed, being aggressive, and being involved in rule-breaking behavior. Similarly, teacher verbal abuse was also related to anxious depression and aggressive behavior. Teacher ethnic bullying was only related to externalizing behaviors (see Table 3.15). After controlling for peer victimization, teacher bullying

predicted a significant increment in R^2 for aggressive behavior (ΔF (3, 82) = 6.99, $p < .001$, ΔR^2 = 1.9%). Further, teacher verbal victimization uniquely predicted aggressive behavior ($\beta = 0.27$, t = 3.10, $p = .003$, $sr^2 = 0.09$). Teacher ethnic bullying and humiliation no longer uniquely predicted aggressive behavior.

After controlling for peer victimization, teacher victimization no longer predicted being anxious depressed (ΔF (3, 82) = 1.15, $p = .34$, ΔR^2 = 3.6%), withdrawn depressed (ΔF (3, 83) = .54, $p = .66$, ΔR^2 = 1.7%), and being involved in rule breaking behavior (ΔF (3, 80) = 1.16, p =.33, ΔR^2 = 3.5%). In sum, teacher bullying was only uniquely related to aggressive behavior. There was no evidence that teacher bullying influenced internalizing problems after controlling for peer bullying.

3.5.3.3 Academic Motivation

Teacher verbal abuse, humiliation, and ethnic bullying were all associated with academic amotivation. After controlling for peer victimization, the teacher bullying measures produced a sizeable increment in R^2 beyond the peer bullying measures for amotivation (ΔF (3, 87) = 4.88, $p = .004$, ΔR^2 = 13.1%). Further, teacher humiliation uniquely predicted amotivation ($\beta = 2.68$, t = 2.58, $p = .012$, $sr^2 = 0.06$).

Only teacher ethnic bullying was negatively related to academic self-efficacy (See Table 3.15). Even after controlling for peer bullying, teacher bullying produced a sizeable increment in R^2 beyond the peer bullying measures for self-efficacy (ΔF (3, 84) = 3.50, $p = .019$, ΔR^2 = 11.1%). Moreover, teacher ethnic bullying ($\beta = -10.67$, t = -2.73, $p = .008$, $sr^2 = 0.08$) uniquely predicted self-efficacy. In other words, students' belief about their ability to perform well in school was only related to teacher ethnic bullying. Students who were bullied by their teachers because of their ethnicity also believed that they could not perform well at school.

Table 3.15 Correlation between Teacher Bullying Measures, Physical and Psychological Health, Academic Performance, and Motivation

	Motivation				Health	Internalizing		Externalizing		Performance		
	E	I	A	SE	F	AD	WD	AB	RB	CE	SR G	A G
Verbal	-.19	-.15	.24*	-.10	.18	.25*	.16	.48*	.20	-.19	.09	.09
Humiliation	-.20*	-.17	.41*	-.12	.36**	.33**	.16	.37**	.32**	-.33**	.28**	-.24*
Ethnic	-.16	-.09	.31**	-.34**	.28**	.20	.01	.38**	.27*	-.23*	.11	-.11

Table 3.16 Correlation between Peer Ethnic Bullying, Physical and Psychological Health, Academic Performance, and Motivation

	Motivation				Health	Internalizing		Externalizing		Performance		
	E	I	A	SE	F	A	W	A	RB	CE	SR G	A G
Overt	-.06	.07	.13	-.05	.40**	.31**	.35**	.28**	.23*	-.15	-.03	.05
Relational	-.06	-.02	.29**	.01	.50**	.32**	.32**	.28**	.42**	-.11	-.15	-.10
Ethnic	-.08	.06	.24*	-0.07	.33**	.27**	.20*	.34**	.31**	-.23*	-.03	-0.09

Note: * correlation is significant at the 0.05 level; ** correlation is significant at the 0.01 level. For the abbreviations, (E) extrinsic, (I) intrinsic, (A) amotivation, (SE) self-efficacy, (F) frequency, (AD) anxious depressed, (WD) withdrawn depressed, (AB) aggressive behavior, (RB) rule breaking, (CE) class enjoyment, (SR G) self-reported grades, and (A G) actual grades.

3.5.3.4 Academic Performance

Next, I examined whether teaching bullying influenced attitudes toward school as well as academic performance. To assess class enjoyment, students rated how much they like each of their classes (see Appendix A). Using bivariate correlations, it was found that teacher verbal abuse, humiliation, and ethnic bullying were all negatively associated with class enjoyment (see Table 3.15). After controlling for peer victimization, the teacher bullying measures again produced a sizeable increment in R^2 for class enjoyment (ΔF (3, 73) = 2.82, p = .045, ΔR^2 = 10.1%). Further, teacher humiliation uniquely predicted class enjoyment (β = -3.47, t = -2.09, p = .04, sr^2 = 0.05). In sum, students were less likely to enjoy school when they are being bullied by their teachers (even after controlling for peer bullying).

Next, I asked students to provide self-reports of their academic performance. Each student was asked to provide their grades for each of the classes they were taking. I then averaged of all their self-reported grades to create a composite measure of self-reported academic performance. Bivariate correlations again revealed that teacher verbal abuse, humiliation, and ethnic bullying were all associated with self-reported grades (See Table 3.15). After controlling for peer victimization, the teacher bullying measures produced a sizeable increment in R^2 beyond the peer bullying measures for self-reported grades (ΔF (3, 87) = 4.67, p = .004, ΔR^2 = 13%). Further, teacher humiliation (β = -1.42, t = -3.18, p = .002, sr^2 = 0.10) and teacher verbal victimization (β = 1.69, t = 2.45, p = .02, sr^2 = 0.06) uniquely predicted self-reported grades. Overall, teacher bullying predicted a sizeable amount of variance in self-reported grades.

Finally, I asked students to provide their actual grades (i.e., report cards). To create an overall composite of actual grades, students' math, science, social studies, and English grades were averaged together. Interestingly, self-reported grades and actual grades were highly

negatively correlated (r = .68, p <.001.) Higher numbers represent better grades (see Table 3.15). After controlling for peer victimization, the teacher bullying measures produced a sizeable increment in R^2 beyond the peer bullying measures for actual grades (ΔF (3, 66) = 3.98, p = .011, ΔR^2 = 14.9%). Further, teacher humiliation (β = -24.45, t = -3.00, p = .004, sr^2 = 0.11) and verbal victimization (β = 26.54, t = 2.00, p = .05, sr^2 = 0.05) uniquely predicted actual grades. Supplementary analyses were run in order to see if peer bullying uniquely predicted adjustment outcomes when I controlled for teacher bullying (See Appendix B).

3.5.4 Peer Ethnic Bullying and Adjustment

Next, I examined if peer ethnic bullying influenced adjustment using the same measures discussed previously (see Table 3.16 for the correlations). As stated previously, peer ethnic bullying could not be examined with teacher ethnic bullying given they were highly related (r = .60, p <.001) and caused problems associated with multicollinearity. Then, I examined peer ethnic bullying predicted adjustment after controlling for peer bullying (overt and relational). For each regression model, peer bullying (overt and relationship victimization) was entered on the first step of the equation and the peer ethnic bullying was entered on the second/final step of the equation.

3.5.4.1 Health Problems

For frequency of health problems, peer ethnic bullying produced a sizeable increment in R^2 beyond the peer bullying measures (ΔF (1, 90) = 6.67, p = .011, ΔR^2 = 5.1%) of health problems.

3.5.4.2 Psychological Problems

For psychological health problems (internalizing: anxious depressed and withdrawn depressed; and externalizing problems: rule breaking and aggressive behavior), peer ethnic bullying produced a sizeable increment in R^2 beyond the peer bullying measures for anxious depressed (ΔF (1, 89) = 4.32, p = .04, ΔR^2 = 4.0%), rule breaking (ΔF (1, 89) = 6.76, p = .01, ΔR^2 = 5.9%), and aggressive behavior (ΔF (1, 89) = 9.47, p = .003, ΔR^2 = 8.7%). However,

withdrawn depressed (ΔF (1, 91) = 1.67, p = .20*ns*, ΔR^2 = 1.6%) was not predicted by peer ethnic bullying. These findings suggest that bullying associated with ethnicity is uniquely related to psychological problems after controlling for general measures of overt and relational peer victimization.

3.5.4.3 Academic Motivation

Peer ethnic bullying did not predict self-efficacy (ΔF (1, 93) = .59, p = .45, ΔR^2 = .6%, extrinsic motivation (ΔF (1, 93) = .33, p = .57, ΔR^2 = .4%), intrinsic motivation (ΔF (1, 93) = .25, p = .62, ΔR^2 = .3%) or amotivation (ΔF (1, 95) = 3.56, p = .06, ΔR^2 = 3.3%).

3.5.4.4. Academic Performance

Peer ethnic bullying was associated with class enjoyment (See Table 3.16). After controlling for peer victimization, the peer ethnic bullying produced a significant increment in R^2 beyond the peer bullying measures for class enjoyment (ΔF (1, 79) = 3.84, p = .05, ΔR^2 = 4.5%). When additionally controlling for teacher bullying in the model, peer ethnic bullying was not significant, (ΔF (1, 81) = 2.17, p = .14, ΔR^2 = 2.3%).

Finally, I wanted to see if self-reported grades and actual grades were associated to peer ethnic bullying (See Table 3.16 for correlations). After controlling for peer bullying, peer ethnic bullying did not produce a sizeable increment in R^2 beyond the peer bullying measures for self-reported grades (ΔF (1, 95) = .01, p = .91, ΔR^2 = 0%) and actual grades (ΔF (1, 75) = .88, p = .35, ΔR^2 = 1.1%). In sum, peer ethnic bullying was a unique predictor of physical and psychological health problems but was not consistently related to academic motivation and performance.

2.5.5 Does Ethnicity Moderate the Influence of Teacher Bullying on Adjustment?

Finally, iterative sets of moderated multiple regression analyses were run where ethnicity was examined as a possible moderator between adjustment outcomes and teacher bullying (verbal, humiliation and ethnic) while controlling for peer bullying. It is possible that

minority students may be more negatively influenced by teacher bullying than are white students. In each model, peer bullying measures were centered and entered on the first step. One centered teacher bullying measure, ethnicity, and their cross-product were entered on the second step. As mentioned before, ethnicity was examined as two groups: White versus Minority/Hispanics. Because ethnicity is categorical, unweighted effects codes were created (i.e., Minorities as -1 and Whites as +1).

There was a significant interaction teacher humiliation x ethnicity interaction for actual grades, (b = -4.88, t = -2.29, p = .03, sr^2 = 0.06). Teacher humiliation predicted actual grades for White students (b = -11.44, t = -2.74, p = .009, sr^2 = 0.16) but not for minority students, (b = -1.66, t = -.54, p = .59, sr^2 = 0.01). In other words, White students who were humiliated by their teachers had lower grades. However, teacher humiliation did not predict grades for minority students (See Figure 3.1).

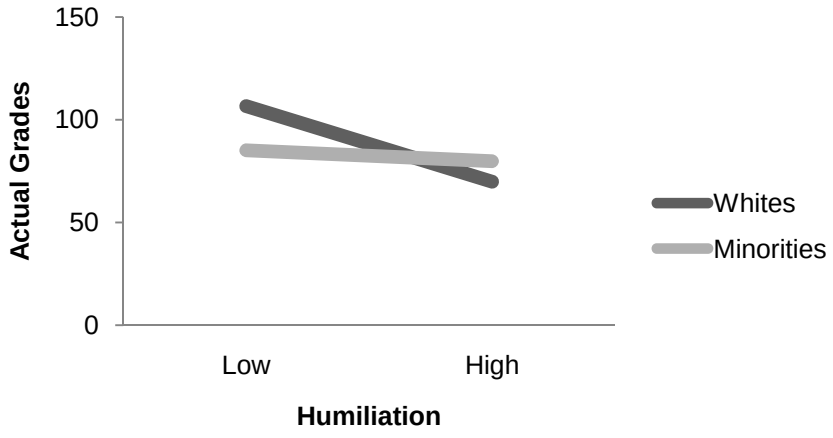


Figure 3.1 Humiliation Predicts Actual Grades for White Students

There was a significant ethnic bullying x ethnicity interaction for extrinsic motivation, (b = -51.49, t = -2.25, p = .03, sr^2 = 0.06). Teacher ethnic bullying predicted extrinsic motivation for Whites, (b = -118.90, t = -2.74, p = .009, sr^2 = 0.13) but not for minorities, (b = -10.98, t = -.57, p

= .57, sr^2 = 0.01). In other words, when White students reported being ethnically bullied by their teachers, they reported lower levels of extrinsic motivation. For minority students, ethnic bullying did not influence extrinsic motivation (See Figure 3.2).

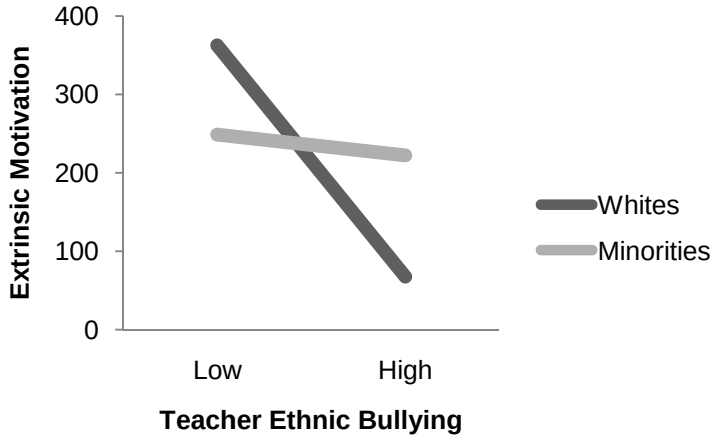


Figure 3.2 Teacher Ethnic Bullying Predicts Extrinsic Motivation for White Students

There was a significant ethnic bullying x ethnicity for self-efficacy, (b = -2.37, t = -2.25, *p* = .03, sr^2 = 0.05). Teacher ethnic bullying predicted self-efficacy for Whites, (b = -6.61, t = -3.58, *p* = .001, sr^2 = 0.21) but not for minority students, (b = -1.64, t = -1.55, *p* = .13, sr^2 = 0.06). Contrary to my predictions, White students who reported being ethnically bullied had lower academic self-efficacy than their non-bullied white peers. Ethnic bullying did not influence academic self-efficacy for minority students (see Figure 3.3).

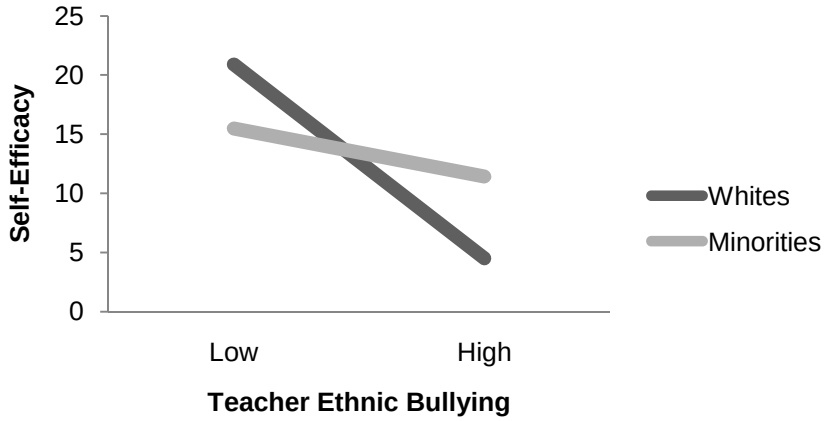
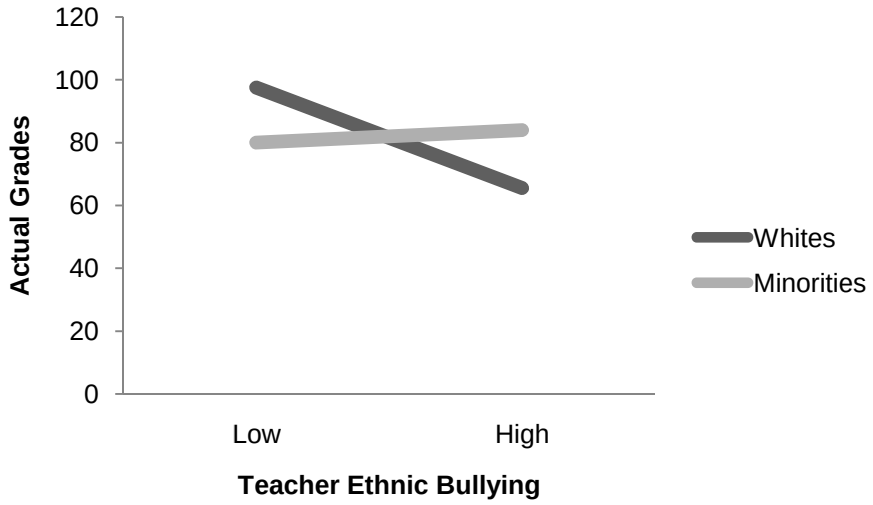


Figure 3.3 Teacher Ethnic Bullying Predicts Self-Efficacy for White Students

There was a significant teacher ethnic bullying x ethnicity interaction for actual grades, (b = -7.65, t = -2.93, p = .005, sr^2 = 0.11). Teacher ethnic bullying predicted actual grades for White students, (b = -12.92, t = -2.29, p = .03, sr^2 = 0.12) but not for minorities, (b = 1.60, t = .80, p = .43, sr^2 = 0.02) (See Figure 3.4).



Figures 3.4 Teacher Ethnic Bullying Predicts Actual Grades for White Students

3.5.6 Mediation Analysis

Mediation analyses were used to examine whether academic motivation and self-efficacy mediated the relationship between teacher bullying and academic performance. Three models were run; one for each type of teacher bullying, namely teacher verbal victimization, humiliation and ethnic bullying and one for peer ethnic bullying. The dependent measure was actual grade. Baron and Kenny (1986) steps for mediation were used for this analysis and to test indirect effect of the mediators I used the Preacher and Hayes (2008) procedures.

3.5.6.1 Verbal Victimization

The overall model was significant, F (5, 64) = 5.27, R^2 = 29%, p <.001. Results showed that verbal victimization did not predicted actual grades, b = .34, SE = 1.26, t (64) = .27, p = .79. Furthermore, teacher victimization did not significantly predict intrinsic motivation (b = -.13, SE = .12, t (64) = -1.06, p =.29), extrinsic motivation (b = -.13, SE = .12, t (64) = -1.07, p = .29) and self-efficacy (b = -.15, SE = .12, t (64) = -1.24, p =.22). However, teacher victimization did significantly predict amotivation, (b = .28, SE = .13, t (64) = 2.15, p = .04.

The third step involved examining whether each mediator predicted actual grades while controlling for teacher victimization. Intrinsic motivation (b = .09, SE = 1.29, t (64) = .53, p = .59), extrinsic motivation (b = -1.59, SE = 1.40, t (64) = -1.13, p = .26) and self-efficacy (b = 1.87, SE = 1.15, t (64) = 1.62, p = .10) did not predict actual grades while controlling for teacher victimization. However, amotivation, did significantly predicted actual grades while controlling for teacher victimization, (b = -5.02, SE= 1.14, t (64) = -4.42, p < .001).

The final step examined whether teacher victimization predicted actual grades while controlling for the mediators. Results showed that teacher victimization was only marginally related to actual grades while controlling for mediators, b = 1.92, SE = 1.14, t (64) = 1.69, p = .09. Therefore, there was mediation present for this analysis (see Figure 3.5).

The Sobel test was used to directly test the indirect effect of teacher victimization on actual grades through the four mediators. There was a significant overall effect, z = -2.14, p = .03. There was only a significant indirect effect through amotivation, z = -1.96, p = .05. Using the bootstrapping procedure with 1,000 bootstrap samples, confident intervals were obtained for the overall effect as well as for each mediator. Although there was an overall effect (*SE* = .92, 95% *CI* [-3.76, -.09]), there was only a significant effect for amotivation, *SE* = .85, 95% *CI* [-3.47, -.07]. The amotivation indirect effect was significantly larger than the indirect effect for intrinsic motivation (*SE* = .81, 95% *CI* [.05, 3.17]) extrinsic motivation (*SE* = .1.09, 95%*CI* [.21, .4.63]) and self-efficacy (*SE* = .77, 95% *CI* [.04, 3.02].

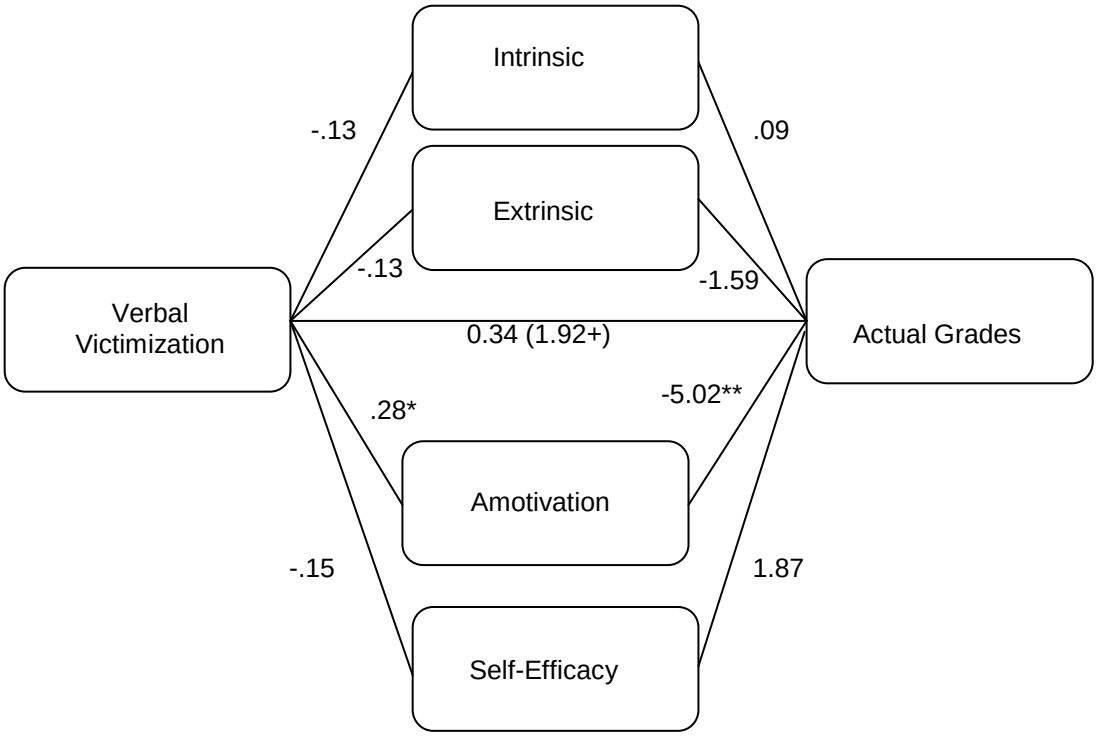


Figure 3.5 Motivation and Self-Efficacy Mediating Teacher Verbal Victimization and Actual Grades

3.5.6.1 Teacher Humiliation

The overall model was again significant, F (5, 64) = 4.50, R^2 = 26%, p = .001. Teacher humiliation marginally predicted actual grades, b = -2.04, SE = 1.05, t (64) = -1.95, p = .06. Moreover, teacher humiliation significantly predicted intrinsic motivation (b = -.27, SE = .10, t (64) = -2.64, p = .01), extrinsic motivation (b = -.23, SE = .10, t (64) = -2.18, p = .03) and amotivation, (b = .44, SE = .10, t (64) = 4.30, p < .001). However, teacher humiliation did not predicted self-efficacy, (b = -.14, SE = .10, t (64) = -1.38, p = .17). Moreover, neither intrinsic motivation (b = .62, SE = .1.34, t (64) = .46, p = .64) nor extrinsic motivation (b = -1.52, SE = 1.44, t (64) = -1.06, p = .29) or self-efficacy (b = 1.68, SE = .1.17, t (64) = 1.43, p = .16) significantly predicted actual grades while controlling for teacher humiliation. However, amotivation, marginally predicted actual grades after controlling for teacher humiliation, b = -4.65, SE = 1.24, t (64) = -3.76, p < .001. Teacher humiliation did not predicted actual grades while controlling for the mediators, b = .08, SE = 1.10, t (64) = .08, p = .94 (see Figure 3.6).

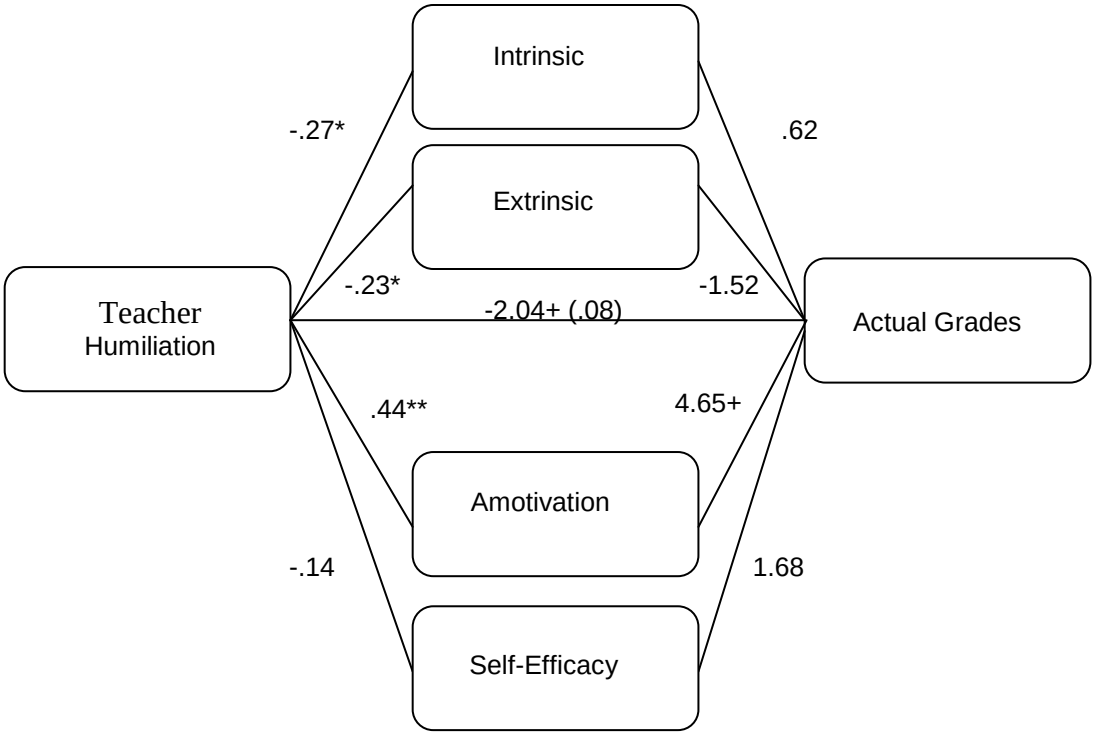


Figure 3.6 Motivation and Self-Efficacy Mediating Teacher Humiliation and Actual Grades

Using the Sobel test, there was a significant overall effect, z = -2.96, p = .003. There was only an indirect effect via amotivation, z = -2.90, p = .003. Using the bootstrapping procedure, with 1,000 bootstrap samples, confident intervals were obtained for the overall effect as well as for each mediator. There was an overall effect for the indirect effect, *SE* = .72, 95% *CI* [-3.89, -.89]. There was not a significant effect for intrinsic motivation indirect effect (*SE* = .41, 95% *CI* [-1.47, .42]), extrinsic motivation indirect effect (*SE* = .49, 95%*CI* [-.35, 1.68]) or self-efficacy (*SE* = .23, 95%*CI* [-.94, .07]). However, there was a significant amotivation indirect effect, *SE* = .70, 95%*CI* [-3.82, -.96].

3.5.6.2 Teacher Ethnic Bullying

The overall model was again significant, F (5, 59) = 4.05, R^2 = 26%, p = .003. Teacher ethnic bullying did not significantly predicted actual grades, b = .94, *SE* = 1.48, t (59) = .63, p = .53. Teacher ethnic bullying was also related to extrinsic motivation (b = -.27, *SE*= .14, t (59) = -1.89, p = .06), amotivation (b = .54, *SE* = .14, t (59) = 3.82, p < .001), intrinsic motivation (b = -.28, *SE* = .14, t (59) = -1.96, p = .05) and self-efficacy (b = -.32, *SE* = .13, t (59) = -2.42, p = .02). However, neither intrinsic motivation (b = .44, *SE* = 1.37, t (59) = .32, p = .75) nor extrinsic motivation (b = -1.35, *SE* =1.47, t (59) = -.85, p = .40) or self-efficacy (b = 1.26, *SE* =1.28, t (59) = .99, p = .33) predicted actual grades when controlling for teacher ethnic bullying. Amotivation significantly predict actual grades when controlling for ethnic bullying, b = -4.94, *SE* = 1.24, t (59) = -3.99, p < .001. Teacher ethnic bullying did not predicted actual grades while controlling for the mediators, b = .94, *SE* = 1.48, t (59) = .63, p = .52 (see Figure 3. 7).

Using the Sobel test, there was a significant overall indirect effect, z = -2.94, p = .003. There was a significant indirect effect for amotivation, z = -2.83, p = .005. Using the bootstrapping procedure, with 1,000 bootstrap samples, confidence intervals were obtained for the overall effect as well as for each mediator. There was an overall indirect effect (*SE* = 1.23, 95% *CI* [-6.04, -1.01]). There was a amotivation indirect effect (*SE* = 1.12, 95% *CI* [-5.53, -

1.02]). However, there was not a significant indirect effect for self-efficacy, (*SE* = .39, 95% *CI* [-1.69, .14]) intrinsic (*SE* = .45, 95% *CI* [-1.70, .47]) or extrinsic (*SE* = .59, 95% *CI* [-.44, 2.10]).

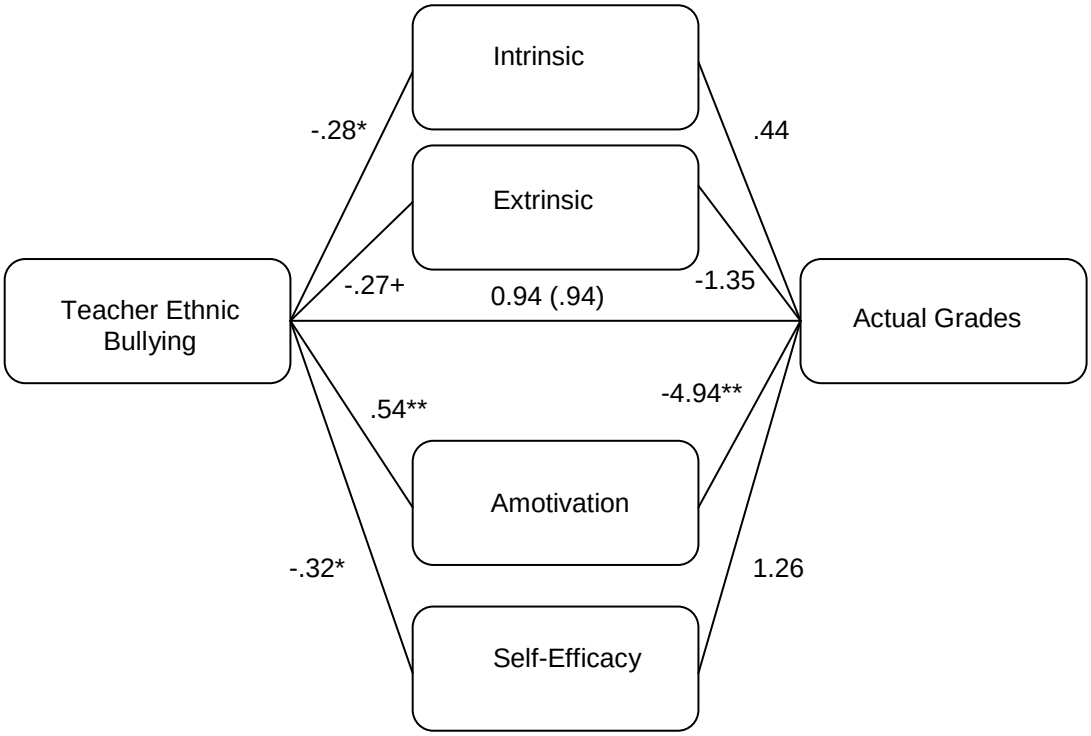


Figure 3.7 Motivation and Self-Efficacy Mediating Teacher Ethnic Bullying and Actual Grades

3.5.6.3 Peer Bullying

Because only ethnic victimization and relational victimization were related to academic motivation (r = .24, *p* = .02, r = .29, *p* = .003 respectively), those two variables were only analyzed. For peer ethnic bullying, the overall model was again significant, *F* (5, 65) = 4.75, R^2 = 27%, *p* < .001. Peer ethnic bullying did not significantly predicted actual grades, *b* = -.79, *SE* = 1.32, *t* (65) = -.60, *p* = .55. Peer ethnic bullying was related to amotivation (*b* = .28, *SE* = .14, *t* (65) = 2.02, *p* = .05). However, peer ethnic bullying was not related to extrinsic motivation (*b* = -.05, *SE*= .13, *t* (65) = -.40, *p* = .69), intrinsic motivation (*b* = .02, *SE* = .13, *t* (65) = .14, *p* = .89)

and self-efficacy (*b* = .09, *SE* = .13, *t* (65) = .69, *p* = .49). Moreover, neither intrinsic motivation (*b* = .59, *SE* = 1.31, *t* (65) = .45, *p* = .65) nor extrinsic motivation (*b* = -1.56, *SE* =1.39, *t* (65) = -1.12, *p* = .27) or self-efficacy (*b* = 1.66, *SE* =1.17, *t* (65) = 1.42, *p* = .16) predicted actual grades when controlling for peer ethnic bullying. Amotivation significantly predict actual grades when controlling for peer ethnic bullying, *b* = -4.72, *SE* = 1.14, *t* (65) = -4.12, *p* < .001. Peer ethnic bullying continued to not predict actual grades while controlling for the mediators, *b* = .29, *SE* = 1.22, *t* (65) = .24, *p* = .81 (see Figure 3. 8).

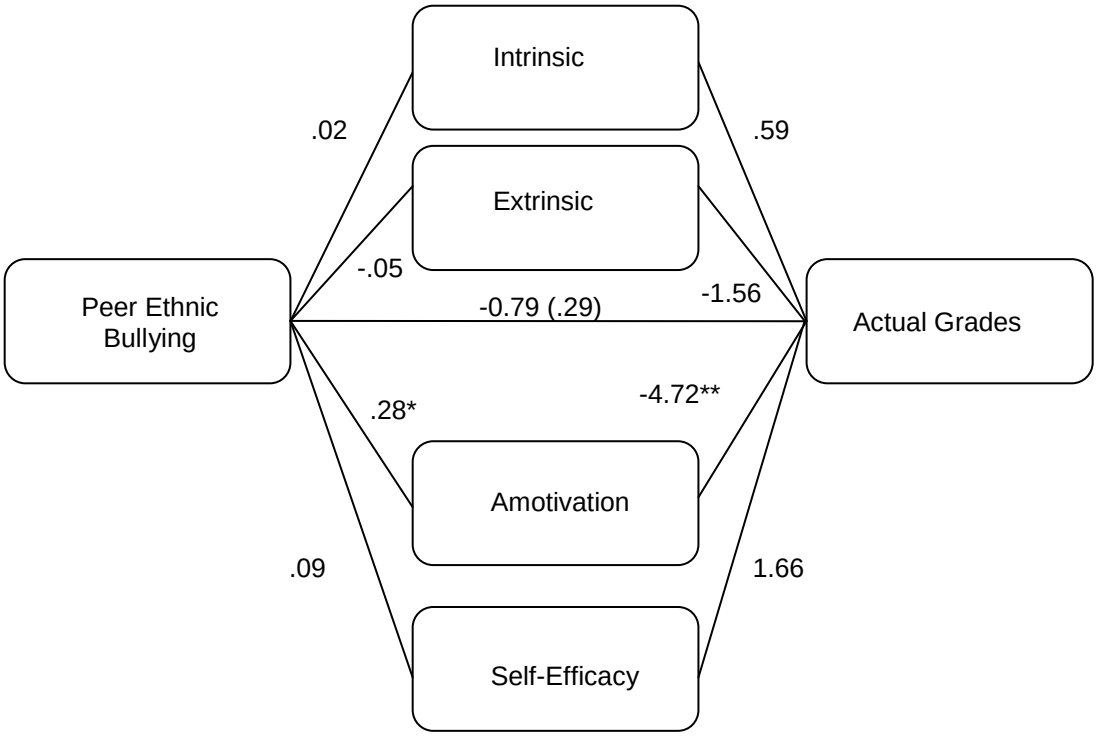


Figure 3.8 Motivation and Self-Efficacy Mediating Peer Ethnic Bullying and Actual Grades

Using the Sobel test, there was not a significant overall indirect effect, *z* = -1.45, *p* = .15. However, there was a marginal indirect effect for amotivation, *z* = -1.84, *p* = .07. Using the bootstrapping procedure, with 1,000 bootstrap samples, confidence intervals were obtained for the overall effect as well as for each mediator. Again, there was not a significant overall indirect effect (*SE* = 1.12, 95% *CI* [-3.56, .87]).

For relational victimization, the overall model was significant, F (5, 65) = 4.74, R^2 = 27%, p < .001. Relational victimization did not significantly predicted actual grades, b = -.81, SE = 1.14, t (65) = -.71, p = .48. Relational victimization was not related to amotivation (b = .18, SE = .12, t (65) = 1.50, p = .14), extrinsic motivation (b = -.05, SE= .11, t (65) = .42, p = .68), intrinsic motivation (b = .06, SE = .11, t (65) = .49, p = .63) and self-efficacy (b = .13, SE = .11, t (65) = 1.18, p = .24). Moreover, neither intrinsic motivation (b = .61, SE = 1.31, t (65) = .47, p = .64) nor extrinsic motivation (b = -1.54, SE =1.40, t (65) = -1.10, p = .28) or self-efficacy (b = 1.71, SE =1.17, t (65) = 1.46, p = .15) predicted actual grades when controlling for relational victimization. However, amotivation significantly predict actual grades when controlling for relational victimization, b = -4.61, SE = 1.14, t (65) = -4.04, p < .001. Relational victimization continued to not predict actual grades while controlling for the mediators, b = -.15, SE = 1.05, t (65) = -.15, p = .88 (see Figure 3. 9).

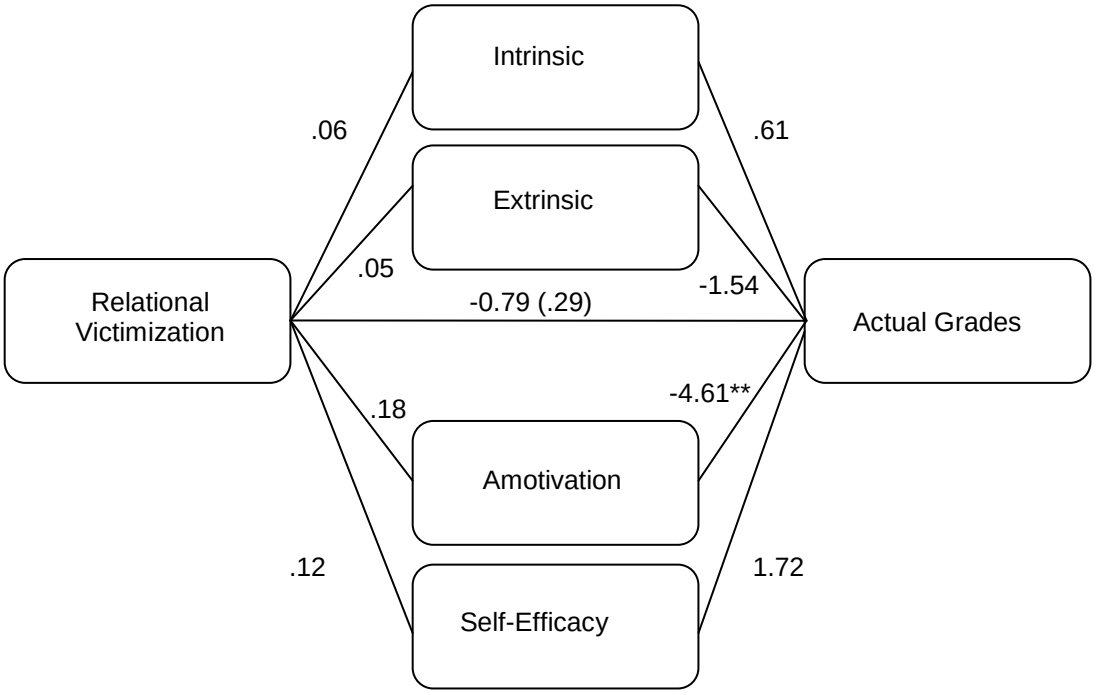


Figure 3.9 Motivation and Self-Efficacy Mediating Relational Victimization and Actual Grades

Using the Sobel test, there was not a significant overall indirect effect, z = -1.02, p = .31. Using the bootstrapping procedure, with 1,000 bootstrap samples, confidence intervals were obtained for the overall effect as well as for each mediator. Again, there was not a significant overall indirect effect (*SE* = .63, 95% *CI* [-2.10, .42]).

These findings suggest that amotivation mediates the relationship between verbal victimization, humiliation, teacher ethnic bullying, and peer ethnic bullying and actual grades. Those students that were victimized, especially by teachers, felt a lack of motivation to go to school and as a result had poorer grades. Further, students who were verbally victimized by their teachers or who were ethnically bullied by their peers were less extrinsically and intrinsically motivated and reported lower self-efficacy while also reporting being more amotivated. However, amotivation was the strongest and most robust predictor of poorer academic performance.

3.6 Study 2 Discussion

We replicated the main findings of Study 1. Being bullied by teachers influenced students' adjustment, specifically academic amotivation, academic performance (class enjoyment, self-reported grades and actual grades), academic self-efficacy, and aggressive behavior. Interestingly, peer bullying seemed to be more highly associated with physical and psychological health problems while teacher bullying was more strongly associated with amotivation and academic performance. Teacher bullying accounted for 13% of the variance in amotivation and 5.6% for academic performance. Students who reported being bullied by teachers were more likely to break the rules and the exhibit aggressive behaviors (see Table 3.12).

Students also reported being bullied because of their ethnicity. Interestingly, when examining the difference between Whites and Hispanics/Minorities, results showed that Hispanics/Minorities reported greater amotivation, frequency of health problems, peer ethnic

bullying, teacher ethnic bullying and poorer self-reported grades. Additionally, it was found that amotivation mediated the relationship between ethnic bullying and academic performance.

3.7 General Discussion

Research has shown that teachers are an important influence in academic performance. Teachers' attitudes toward students can influence students' academic motivation, feelings of scholastic belongingness and engagement, and even their psychosocial well-being (Fredrikson & Rhodes, 2004). Perceptions of support from their teachers are also associated with lower levels of student depression and higher self-esteem (Reddy, Rhodes, & Mulhall, 2003). Many teachers routinely make sacrifices to help their students succeed. For example, an overwhelming percent of teachers (97%) report caring about their students (Moulthrop, Calegari, & Eggers, 2005). Additionally, over 1.3 billion dollars were spent out of pocket by teachers to pay for classroom supplies (Nagel, 2010). Finally, over half of all minority students report that their teachers care about them (Moulthrop et al., 2005). Although most teachers care about their students and sacrifice their time in order for students to learn and to be successful, there is increasing evidence that some teachers may bully their students (McEvoy, 2005; Delfabbro et al., 2006). Some teachers even believe that bullying a student is a good way to punish students for bad behavior and to enhance learning in classrooms (Zerillo, 2010). However, these studies show that teacher bullying actually harms academic motivation and performance.

Study 1 and 2 found that students who were victimized by their peers also reported being victimized by their teachers. In Study 1, 24% of students reported being bullied by teachers and 6% reported being bullied by both peers and teachers. Moreover, in Study 2, 12% of students reported being bullied by teachers while 17% reported being bullied by peers. The incidence of teacher bullying reported in this two studies were lower than previous studies. For example, in Taiwan was reported that about 26.9% of students were bullied by teachers (Chen & Wei, 2011), 28% in Ireland (James et al., 2008), while in Australia was reported that more

than 40% of students reported to being bullied by teachers (Delfabbro et al., 2006). Definition of bullying, the methods used to collect the data (survey), and even culture might account for these differences.

Even though these two studies show a lower incidence of teacher bullying than past studies, teacher victimization is still a problem for these students. Teacher bullying was associated with greater frequency and severity of physical health problems, lower levels of intrinsic and extrinsic motivation (Study 1), higher levels of amotivation and poorer academic performance (Study 1 and 2). Consistent with other studies, those students who were bullied by their teachers reported lower academic motivation (Delfabbro et al., 2006). Interestingly, among all the forms of victimization, teacher humiliation (e.g., being ignored, being treated with less respect) was the most robust teacher bullying predictor for adjustment problems.

Taken together, these findings indicate that teachers have a strong influence on students' academic performance. Students that are bullied by their teachers were less motivated, which may in turn limit their ability to pursue higher education opportunities. Students may even drop out school just to avoid the bullies (Delfabbro et al., 2006); in this case, the bullies may be teachers. Interestingly, some teachers are aware of teachers who bully and the serious consequences that teacher bullying can cause to students while other teachers tend not to worry or pay attention to it. Zerillo (2010) found that some teachers perceived teacher victimization as a good way to punish students and to enhance learning in the classrooms. Although the studies in this thesis showed the opposite pattern of associations; students who reported being victimized by teachers had higher levels of academic amotivation and poorer academic performance.

Furthermore, these studies examined whether teacher victimization was a unique predictor of adjustment outcomes compared to peer victimization. Teacher and peer bullying were highly related to one another in both studies. The high associations between peer and teacher victimization may be because the risk factors that make children targets of peer aggression may also make them targets of teacher aggression (e.g., anxious, aggressive, few

friends to protect them; McEvoy, 2005). Although teacher and peer victimization were highly correlated, teacher victimization uniquely predicted adjustment outcomes, especially academic motivation, self-efficacy, and performance. Interestingly, by looking at the effect sizes for both studies, it seems that with the adolescent sample in Study 2, teacher bullying account for more of the variance for amotivation (13%) and academic performance (self-reported 13% and actual grades 14.9%) compared to the college students in Study 1 (e.g., amotivation 6.5%, cumulative GPA 3.6%, and current GPA 4.7%). Further, when taking a person-center approach, results showed that those students who were highly victimized by both peers and teachers reported the worst outcomes (Study 1).

Additionally, the current studies also addressed ethnic differences associated with bullying and adjustment. Study 1 found that Black students reported more ethnic victimization by professors than White students did. Study 2 found that Hispanics/Minorities reported higher amotivation, more frequency of health problems, higher peer ethnic bullying, and more teacher ethnic victimization than did White students. Of particular interest was the finding that ethnic minority adolescents reported more peer and teacher ethnic victimization than their White counterparts (Brown & Benedict, 2005). That is, students felt that they were victimized by their peers and their teachers because they belonged to a certain ethnic group.

Study 2 also examined if peer ethnic bullying predicted adjustment problems. Results showed that peer ethnic bullying predicted greater frequency of health problems, more internalizing problems (anxious depressed; McKenney et al., 2006) and more externalizing problems (rule breaking and aggressive behaviors). Further, peer ethnic bullying predicted amotivation, less class enjoyment, lower self-reported grades, and lower actual grades. In fact, those students who were highly victimized by their peers because of their ethnicity consistently reported more adjustment problems even after controlling for general forms of overt and relational peer victimization.

Additionally, results showed that ethnicity moderated the relationship between academic performance (actual grades, self-efficacy, and extrinsic motivation) and teacher

bullying (humiliation, verbal and ethnic). Specifically, teacher bullying (humiliation or ethnic bullying) influenced extrinsic motivation, self-efficacy, and actual grades levels for White students. For minority students, teacher bullying was not associated with extrinsic motivation, self-efficacy, and actual grades. It is possible that students perform the same when they are victims or not because they still feel less support from teachers.

Finally, both studies found that amotivation mediated the relationship between teacher victimization and academic performance (Study 1 and 2). Students who reported being victimized by teachers reported being amotivated, which led to poorer scholastic performance. It is possible that students who are victimized feel that school is a harsh environment and tend not to get involved or disengage from school. Klem and Connell (2004) found that when students perceived lower levels of teacher support, students tended to disengage from school and their academic performance suffered (e.g., less successful at completing school). As such, students might not feel a strong tie to their school and feel less motivated to perform well in school when they are being bullied by their teachers. Indeed, previous research has found that when students have a secure attachment (e.g., having a good relationship with others) with their friends and teachers at school, they are more likely to complete schools and pursue higher education (Reio, Marcus, & Sanders-Reio, 2009).

3.8 Implications and Limitations

For decades, peer-to-peer bullying has been studied in hundreds of studies. However, researchers have given little attention to teacher-to-student bullying and its consequences. In these studies, using several scales of teacher bullying (humiliation, verbal and ethnic bullying), teacher bullying did exist at school, even as laws are being created in all 50 states to curb peer bullying. As recently as September 30, 2011, parents in the Dallas/Fort Worth area reported that teachers from Ebby Halliday Elementary school in Pleasant Grove were bullying students. Teachers were pinching, hitting, denying bathroom privileges, and intimidated students daily (myFoxNews, 2011). Astonishingly, teachers told these students that if they reported the incidents, teachers would deport their parents to their own country. According to the

DallasNews (2011), some teacher even referred to some of the parents as “wetbacks”. Sadly, a fifth-grade girl said that she would commit suicide if she was forced to go back to that school.

Many great teachers motivate students to pursue higher education and to perform well in school (Fredrikson & Rhodes, 2004). However, the findings of these two studies showed that students who are bullied by teachers have poorer academic outcomes. One can only imagine the long-term implications of teacher bullying. For example, it is possible that students who are bullied by their teachers may drop out of school or have fewer opportunities to attend college. According to the Alliance of Excellent Education (2007), approximately1.2 million students drop out of school every year. Students who drop out of school are more likely to be unemployed and earn a lower salary compared to their peers who complete school.

One limitations of the two studies presented here is that measures of bullying and performance were collected contemporaneously. My model was directional in that I theorized that teacher bullying influenced academic motivation, which in turn influence academic performance. However, the current studies cannot definitively test these causal associations. That is, it is not known whether having bad grades or being amotivated puts a child at risk for being a target of teacher bullying or whether being a victim of teacher bullying leads to greater amotivation and poorer grades. Future research needs to examine how teacher and peer bullying influence academic motivation and performance over time to more conclusively assess cause and effect. Moreover, the measures that were collected for both studies were self-report measures, which might not be honest or trustworthy. Future research should not only use self-report measures but should also ask others to report about the bullying behavior (e.g., such as parents, friends, etc).

Nonetheless, this is the first set of studies to show that teacher bullying uniquely influences academic performance in both college students and middle/high school students. The current findings provide preliminary evidence that teacher bullying not only exists but could also significantly alter the career paths and earning potentials of these student-victims. Although many teachers sacrifice for their students and work hard to motivate them and aid in

their success, the results from this thesis suggest that teacher bullying can have long-term deleterious effects for student-victims.

APPENDIX A

QUESTIONNAIRES

Basic Demographic Information

1. What is your birthday?
2. How old are you?
3. Are you boy or girl?
4. What ethnicity/background do you most identify with?
    - American Indian or Alaskan Native
    - Asian
    - Black or African American
    - Hawaiian or other Pacific Islander
    - White or Anglo-American
    - Hispanic or Latino
5. What is your first language?
6. What is the language spoken at home?
7. Would you consider yourself part of the ethnic minority or majority at your school?
8. Answer what is your teacher's ethnicity in the classes that you are currently taking, if you like the class or not and provide the grade you have in class?

Your Teacher Ethnicity								
Classes	1	2	3	4	5	6	7	8
American Indian or Alaskan Native								
Asian								
Black or African American								
Hawaiian or other Pacific Islander								
White or Anglo-American								
Hispanic or Latino								
Do you Like the Class								
Yes								
No								
What is your grade in this class?								

Students and Teacher Relations (STR)

Directions: Here are a number of statements that may or may not apply to you. Please check the answer that best applies to you.

Scale: (1) not at all (2) sometimes (3) often (4) all the time

1. My teachers think that I'm a good student.
   (1) not at all (2) sometimes (3) often (4) all the time

2. I get good marks in class.
   (1) not at all (2) sometimes (3) often (4) all the time

3. I often get in trouble at school for arguing, fighting or not following the rules.
   (1) not at all (2) sometimes (3) often (4) all the time

4. I care what my teachers think of me.
   (1) not at all (2) sometimes (3) often (4) all the time

5. I get called names by teachers.
   (1) not at all (2) sometimes (3) often (4) all the time

6. I get picked on by teachers.
   (1) not at all (2) sometimes (3) often (4) all the time

7. I do well in school, even in hard subjects.
   (1) not at all (2) sometimes (3) often (4) all the time

8. Teachers make fun of me.
   (1) not at all (2) sometimes (3) often (4) all the time

9. I trust my teachers.
   (1) not at all (2) sometimes (3) often (4) all the time

10. I talk to my teachers.
    (1) not at all (2) sometimes (3) often (4) all the time

11. It's easy to trust my teachers.
    (1) not at all (2) sometimes (3) often (4) all the time

12. My teachers criticize me.
    (1) not at all (2) sometimes (3) often (4) all the time

How Much I like My Teacher

Directions: Here are a number of statements that may or may not apply to you. Please check the answer that best applies to you.

Scale: 1 never 2 seldom 3 sometimes 4 quite often 5 very often

1. How often do your teachers seem really proud of you?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

2. How often do you turn to teachers for support with personal problems?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

3. How much do your teachers like or approve of the things you do?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

4. How often do you tell your teacher things that you don't want others to know?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

5. How often do you skip a class because you want to avoid a teacher?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

6. How often do you tell your teachers everything that you are going through?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

7. How often do your teachers motivate you to continue at school?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

8. How often do you share secrets and private feelings with your teachers?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

9. How many times you do not want to answer questions in class because you are afraid that a teacher is going to make fun of you?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

10. When you are feeling down or upset, how often do you depend on your teacher to cheer you up?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

11. How often do you feel afraid of your teachers?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

12. How much do your teachers like or approve of the things you do?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

13. How much do your teachers teach you how to do things that you don't know?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

14. How often are you ignored by your teachers?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

15. How often do teachers treat you like you're admired and respected?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

16. How much do teachers really care about you?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

17. How often do you think your teachers say bad things about you to other students or teachers?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

18. How much do your teachers help you figure out or fix things?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

19. How often do teachers help you when you need to get something done?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

20. How often do teachers disagree with you?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

21. How often do your teachers make you feel that you are not fit to participate in class activity?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

22. How often do your teachers make you feel sad or small?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

23. How often are you treated with less respect by your teacher?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

24. How often do teachers treat you as if you were not smart?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

Ethnic Victimization by Teachers (EVT)

Directions: Here is a list of things that sometimes happen to students your age at school. How often do they happen to you at school?

Scale: 1 never 2 seldom 3 sometimes 4 quite often 5 very often

1. How often do your teachers express interest in your culture?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

2. How often do your teachers motivate you to be proud of your ethnicity?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

3. How often do teachers tell you that you can't speak your first language because you are in the United States and not your country?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

4. How often do you feel that your teachers are ignoring you because of your ethnicity?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

5. How often do your teachers make rude gestures to you?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

6. How often do you feel your teachers don't trust you but can trust other people from other ethnicities?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

7. How often do your teachers treat you as if you were not smart because you are of a certain ethnicity?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

8. How often do teachers not help you in your assignments because of your ethnicity?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

9. How often do teachers ignore you because of your ethnicity?
   1 never 2 seldom 3 sometimes 4 quite often 5 very often

10. How often does someone call you racist names in school because of your ethnicity?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

11. How often does someone call you racist names in your neighborhood because of your ethnicity?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

12. How often do you experience exclusion from activities in school because of your ethnicity?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

13. How often do you experience exclusion from activities your neighborhood because of your ethnicity?
    1 never 2 seldom 3 sometimes 4 quite often 5 very often

Things that Happen to Me at School (CSEQ-SR)[4]

Directions: Here is a list of things that sometimes happen to students your age at school. How often do they happen to you school?

Scale: 1 never 2 almost never 3 sometimes 4 almost all the time 5 all the time

1. How often does another kid give you help when you need it?
2. How often do you get hit by another kid at school?
3. How often do other kids leave you out on purpose when it is time to play or do an activity?
4. How often does another kid yell at you and call you mean names?
5. How often does another kid try to cheer you up when you feel sad or upset?
6. How often does a kid who is mad at you try to get back at you by not letting you be in their group anymore?
7. How often do you get pushed or shoved by another kid at school?
8. How often does another kid do something that makes you feel happy?
9. How often does a classmate tell lies about you to make other kids not like you anymore?
10. How often does another kid kick you or pull your hair?
11. How often does another kid say they won't like you unless you do what they want you to do?
12. How often does another kid say something nice to you?
13. How often does a kid try to keep others from liking you by saying mean things about you?
14. How often does another kid say they will beat you up if you don't do what they want you to do?
15. How often do other kids let you know that they care about you?

[4] This survey was modified for college students for Study 1 (e.g., how often do you get hit by other student?).

Assessing Health Outcomes - SR

Directions: Rate the frequency and severity of the following health symptoms.

Scale:
Frequency: not at all sometimes often all the time

1. Extreme fatigue (feeling extremely tired)
2. Allergic reaction
3. Sleep problems
4. Stomach ache
5. Nausea/vomiting (sick to your stomach/throwing up)
6. Diarrhea
7. Muscle aches and pains
8. Headaches or migraine
9. Weight gain of 5 or more pounds
10. Weight loss of 5 or more pounds
11. Respiratory congestion (cold in your chest)
12. Runny nose
13. Coughing
14. Sore throat
15. Sneezing
16. Blocked nose
17. Fever or chills
18. Dizziness
19. Double or blurred vision
20. Trouble catching breath
21. Having a cold
22. Chest pains
23. Numbness or tingling
24. Low energy
25. Ear infections
26. Getting sick
27. Heart beating too fast
28. Visits to the doctor
29. Visits to the school nurse

WHY DO YOU GO TO SCHOOL?

Using the scale below, indicate to what extent each of the following items is one of the reasons why you go to school.

Disagree strongly	Disagree moderately	Disagree a little	Neither agree or disagree	Agree a little	Agree Moderately	Agree Strongly
1	2	3	4	5	6	7

why do you go to school?

1. Because if I dropped out of school, I would not find a high-paying job later on. 1 2 3 4 5 6 7

2. Because I experience pleasure and satisfaction while learning new things. 1 2 3 4 5 6 7

3. Because I think that a High school education will be necessary for me to better prepare for the career I have chosen. 1 2 3 4 5 6 7

4. For the intense feelings I experience when I am communicating my own ideas to others. 1 2 3 4 5 6 7

5. Honestly, I don't know; I really feel that I am wasting my time in school. 1 2 3 4 5 6 7

6. For the pleasure I experience while surpassing myself in my studies. 1 2 3 4 5 6 7

7. To prove to myself that I am capable of completing school. 1 2 3 4 5 6 7

8. In order to obtain a more prestigious job later on. 1 2 3 4 5 6 7

9. For the pleasure I experience when I discover new things never seen before. 1 2 3 4 5 6 7

10. Because eventually it will enable me to enter the job market in a field that I like. 1 2 3 4 5 6 7

11. For the pleasure that I experience when I read interesting authors. 1 2 3 4 5 6 7

12. I once had good reasons for going school; however now I wonder whether I should continue. 1 2 3 4 5 6 7

13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments. 1 2 3 4 5 6 7

14. Because of the fact that when I succeed in school I feel important. 1 2 3 4 5 6 7

15. Because I want to have "the good life" later on. 1 2 3 4 5 6 7

16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me. 1 2 3 4 5 6 7

17. Because this will help me make a better choice regarding my career orientation. 1 2 3 4 5 6 7

18. For the pleasure that I experience when I feel completely absorbed by what certain authors have written. 1 2 3 4 5 6 7

19. I can't see why I go to school and frankly, I couldn't care less. 1 2 3 4 5 6 7

20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities. 1 2 3 4 5 6 7

21. To show myself that I am an intelligent person. 1 2 3 4 5 6 7

22. In order to have a better salary later on. 1 2 3 4 5 6 7

23. Because my studies allow me to continue to learn about many things that interest me. 1 2 3 4 5 6 7

24. Because I believe that a few additional years of education will improve my competence as a worker. 1 2 3 4 5 6 7

25. For the "high" feeling that I experience while reading about various interesting subjects. 1 2 3 4 5 6 7

26. I don't know; I can't understand what I am doing in school. 1 2 3 4 5 6 7

27. Because school allows me to experience a personal satisfaction in my quest for excellence in my studies. 1 2 3 4 5 6 7

28. Because I want to show myself that I can succeed in my studies. 1 2 3 4 5 6 7

Because I am required by law/parents to go to school (i.e.,I would not go to school if I did not have to). 1 2 3 4 5 6 7

Harter's Self-Perception Scale

Please answer the following questions about yourself. Describe yourself as you see yourself at the present time, not as you wish to be in the future. Describe yourself as you are generally or typically with other persons you know of the same sex and of roughly the same age. There is no right or wrong answers. To answer the questions, move the arrow to the number that best describes you and press enter. Once you answer a question, you can't go back and change your answer.

1----------2----------3----------4----------5
Strongly Strongly
Disagree Agree
.

1. I feel confident that I am mastering my coursework.
2. I feel like I am just as smart as or smarter than other students.
3. I have trouble figuring out homework assignments.
4. I feel I am just as bright as or brighter than most people.
5. I sometimes don't feel intellectually competent at my studies.
6. I feel like I am intelligent.

Internalizing/Externalizing Problems

Below is a list of items that describe children kids. For each item that describes you now **or within the past 6 months,** please circle the **2** if the item is **very true or often true of you**. Circle the **1** if the item is **somewhat or sometimes true of you**. If the item is **not true of you**, circle **0**.

Scale: 0 = not true 1 = somewhat or sometimes true 2 = very true of often true

1. I drink alcohol without parents' approval (describe)_____.
2. I argue a lot.
3. There is very little that I enjoy.
4. I cry a lot.
5. I am mean to others.
6. I try to get a lot of attention.
7. I destroy my own things.
8. I destroy things belonging to others.
9. I disobey my parents.
10. I disobey at school.
11. I don't feel guilty after doing something I shouldn't.
12. I break rules at home, school, or elsewhere.
13. I am afraid of certain animals, situations or places, other than school (describe):
14. I am afraid of going to school.
15. I am afraid I might think or do something bad.
16. I feel that I have to be perfect.
17. I feel that no one loves me.
18. I feel worthless or inferior.
19. I get in many fights.
20. I hang around with kids who get in trouble.
21. I would rather be alone than with others.
22. I lie or cheat.
23. I am nervous or tense.
24. I am too fearful or anxious.
25. I feel too guilty.
26. I physically attack people.
27. I would rather be with older kids than kids my own age.
28. I refuse to talk.
29. I run away from home.
30. I scream a lot.
31. I am secretive or keep things to myself.
32. I am self-conscious or easily embarrassed.
33. I am set fires.
34. I am too shy of timid.
35. I steal at home.
36. I steal from places other than home.
37. I am stubborn.
38. My mood or feelings change suddenly.
39. I enjoy being with people.
40. I am suspicious.
41. I swear or use dirty language.
42. I smoke, chew, or sniff tobacco.
43. I think about killing myself.

44. I tease others a lot.
45. I have a hot temper.
46. I threaten to hurt people.
47. I cut classes or skip school.
48. I don't have much energy.
49. I am unhappy, sad, or depressed.
50. I am louder than other kids.
51. I use drugs for nonmedical purpose (***don't*** include alcohol or tobacco) (describes):
52. I like to be fair to others.
53. I keep from getting involved with others.
54. I worry a lot.

APPENDIX B

SUPPLEMENTARY ANALYSES

Supplementary analyses were run to determine if peer bullying uniquely predicted outcomes after controlling for teacher bullying. In other words, teacher bullying measures were entered on the first step of the analyses and peer bullying measures were entered on the second step of the analyses. In the table below, I provided the ΔR^2 and ΔF for both sets of analyses. When comparing the two sets of analyses in, it is evident that peer bullying was more strongly associated with physical and psychological health problems while teacher bullying was more strongly associated with academic motivation, self-efficacy, and performance.

	Peer Bullying		Teacher Bullying	
	ΔR2	ΔF	ΔR2	ΔF
Frequency	**15%**	8.58**	1.90%	0.74
Health[5]	**7%**	4.70*	1.90%	0.85
Extrinsic	0.20%	0.1	**4.10%**	1.22
Intrinsic	3.30%	1.48	**4.50%**	1.36
Amotivation	1.80%	0.98	**13.10%**	4.88**
Anxious Depressed	**4%**	1.97	3.60%	1.15
Withdrawn Depressed	**11%**	5.21**	1.70%	0.54
Rule Braking	**8%**	3.86*	3.50%	1.16
Aggressive Behavior	1.10%	0.61	**18.60%**	6.99**
Academic Self-Efficacy	2.20%	1.04	**11.10%**	3.50*
Self-reported Grades	0.40%	0.23	**13.40%**	4.67**
Actual Grades	2.60%	1.03	**14.90%**	3.98*
Class Enjoyment	0.20%	0.09	**10.10%**	2.82*

[5] When controlling for depression.

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