2022

Influence of Gender, Age, and Ethnicity on Student-to-Teacher Bullying in Community Colleges

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Keira Mitchell

MA, Walden University, 2020

BS, University of Colorado, 2017

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Psychology

Walden University

August 2022

Abstract

Student-to-teacher bullying occurs in higher education, including community colleges. The purpose of this quantitative cross-sectional study was to determine whether community college instructors' self-reported experiences of student incivility/bullying, aggression, and unwanted sexual attention varied based on their gender and ethnicity while controlling for age. The theory of humiliation, which explains that victims experience unjustified treatment from a bully who chooses to humiliate them, was used to guide the study. The independent variables were gender and ethnicity, the covariate was age, and the dependent variables were frequency of student incivility/bullying, aggression, unwanted sexual attention, and levels of distress instructors would feel if they experienced bullying acts. Survey data were collected and analyzed with analysis of covariance. Results indicated younger instructors reported more incivility/bullying, sexual attention, and student aggression. Non-White males differed significantly from non-White females and from White males in their frequencies of student aggression. Males and non-White teachers reported the highest levels of distress regarding student bullying or incivility and sexual attention. Males reported the highest levels of distress for student aggression. Teachers who did not have doctorates experienced high levels of sexual attention. Teachers who taught for 10 or more years and who had doctorates reported higher levels of distress if they experienced student aggression. This study could show instructors that they are not alone in their bullying experiences, and results could be used for positive social change by advocating for the dignity of teachers.

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Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Study

Although bullying has been thought of as a simple part of growing up that ends in childhood (Cohen, 2019), researchers have found that bullying is often severe among adults as well. Student-to-teacher bullying is one form of bullying that adults in higher education must contend with (Cassidy et al., 2017; Lampman, 2012; Marraccini et al., 2018; May & Tenzek, 2018; Meriläinen et al., 2019). Bullying can include taunting, name-calling, spreading malicious rumors, social exclusion, and physical violence (Cohen, 2019). Students in higher education have been found to bully their instructors (Lampman, 2012) as well as their fellow students (Chapell et al., 2004). Understanding the experiences of teachers who are bullied by their students may alleviate this social problem.

Student-to-teacher bullying occurs within universities and four-year colleges (Cassidy et al., 2017; Lampman, 2012; Marraccini et al., 2018; May & Tenzek, 2018; Meriläinen et al., 2019). Furthermore, student bullies tend to target instructors at 4-year colleges and universities differently based on their gender, age, and ethnicity (Lampman, 2012). However, researchers had yet to examine student-to-teacher bullying based on teacher demographics in community colleges. Community colleges have unique characteristics. With no on-campus living, fewer campus activities, and limited clubs for students, teachers and students are scarcely given the opportunity to connect outside of class. Therefore, community colleges offer a distinct opportunity to expand the literature on student-to-teacher bullying. This study contributed to filling this gap in the literature.

Background

This study was conducted to understand the occurrence of student-to-teacher bullying at community colleges and how these occurrences may vary based on teachers' age, race, and ethnicity. Research on the subject of learner-to-instructor bullying has indicated that instructors at 4-year colleges and universities experience bullying from their students (Lampman, 2012; Marraccini et al., 2018; May & Tenzek, 2018). These experiences often target the instructor both publicly and privately in an attempt to control, coerce, and humiliate them (May & Tenzek, 2018). Literature on adult bullies showed that adults who bully other adults tend to feel privileged, work to be socially dominant, often have low self-esteem, and use an aggressive style when faced with a challenge from others (Piotrowski & King, 2016). Bullying from students toward their teachers could stem from the student wanting to exhibit power over their teachers (May & Tenzek, 2018). Furthermore, studies have indicated a lack of knowledge from teachers as to how to address what they were experiencing from students (Lampman, 2012; May & Tenzek, 2018). Older, White, male, experienced teachers are the individuals who are less likely to report student bullying (Lampman, 2012). Students are likely to believe these actions are only slightly inappropriate (Asio, 2019). This shows a lack of understanding as to the severity of student-to-teacher bullying.

The type of bullying teachers face varies from verbal displays, including cursing, to nonverbal displays such as eye-rolling or threats such as complaining about the professor to the dean (May & Tenzek, 2018). Bullying acts directed at teachers in higher education also include student incivility and student sexual behavior directed at instructors (Lampman, 2012). College

instructors also experience cyberbullying from both their students as well as their colleagues (Cassidy et al., 2017).

Indirect forms of bullying are another threat to teachers, such as being deliberately ignored (Woudstra et al., 2018). Teachers can often undergo a variety of bullying forms from students. Professors have said that these experiences impact their classroom environment, grading tactics, mental well-being, and feelings regarding their personal safety (May & Tenzek, 2018). Therefore, student-to-teacher bullying can impact school and classroom climate.

Most bullying takes place during class time (Woudstra et al., 2018). Because these acts tend to take place in front of a number of students, it appears that bullies might intentionally subject their instructors to abuse during class time to ensure an audience. De Wet (2019) used newspaper articles, social media websites, and academic studies to find that educators perceive student-to-teacher bullying to be a severe and escalating problem. Physical, verbal, indirect, and cyber forms of bullying are used by students to harm their instructors both professionally and privately (De Wet, 2019). Overall, findings provided an understanding of what teachers who are bullied by their student's experience. The various forms of bullying result in damage to teachers as well as to their classes. To understand student-to-teacher bullying, researchers should consider the forms of bullying.

Teacher demographics should also be taken into careful consideration when examining student-to-teacher bullying. Lampman (2012) found that younger and inexperienced instructors, racial minorities, and women were more likely to report that they had experienced bullying behaviors from students than more experienced, White, male instructors. These acts include student incivility and student sexual behavior directed at instructors. Lampman also found that

instructors are likely to have different experiences with student-to-teacher bullying based on their sex, race, and age. Özkiliç (2012) corroborated these findings. He used volunteer teachers in Turkey to find that both male and female teachers experienced student bullying. However, they experienced different forms of bullying based on their gender. Male teachers were exposed to more physical forms of bullying while female teachers were subjected to verbal forms including gossiping. Therefore, gender, ethnicity, and age should be taken into consideration when examining student-to-teacher bullying.

Research has indicated that student-to-teacher bullying is prevalent at universities and 4-year colleges. Most instructors in colleges and universities have experienced at least one act of student bullying (Lampman, 2012). However, Lampman (2012) noted that this study was limited to schools that offered at least a 4-year degree and did not include technical schools, vocational schools, or community colleges. Asio (2019) surveyed students at a community college, most of whom were female freshmen between the ages of 18 and 20 and described how students were likely to believe that student-to-teacher bullying actions were slightly inappropriate. I took a different approach by examining community college instructors' experiences rather than the perceptions of students. After reviewing the literature on the subject, I concluded that researchers had not yet examined how learner-to-instructor bullying may vary based on instructors' gender, ethnicity, and age in community colleges. The current study addressed this gap.

Problem Statement

There is an ongoing phenomenon of student-to-teacher bullying in higher education. Research has indicated that instructors in higher education institutions are subjected to bullying from their students (Lampman, 2012; May & Tenzek, 2018). When these bullying acts occur,

instructors are often unaware of the steps they should take to stop the student abuse (May & Tenzek, 2018). Much of the research on student-to-teacher bullying in higher education has focused on universities and 4-year colleges (Cassidy et al., 2017; Lampman, 2012; Marraccini et al., 2018; May & Tenzek, 2018; Meriläinen et al., 2019), which has left community colleges largely unexamined. Lampman (2012) found that university and 4-year college instructors' exposure to student-to-teacher bullying varied based on their gender, age, and ethnicity. Also, the way that an individual perceives bullying varies based on a variety of factors including gender, ethnicity, and age (Garrett, 2014). The scholarly community did not yet know the extent to which teacher characteristics impact the forms of bullying that community college instructors experience from students. Addressing this research problem in the current study contributed to filling this gap in the literature.

Teachers are victims of various types of bullying. Victims of teacher-targeted bullying have been exposed to psychological, physical, and verbal forms of abuse (De Wet, 2019). Verbal abuse is the most common form of bullying reported by teachers (Santos & Tin, 2018; Uz & Bayraktar, 2019). However, teachers also face being physically hurt by their students, having their belongings damaged or stolen, being deliberately ignored, or experiencing malicious rumors (Woudstra et al., 2018). Furthermore, as the use of technology increases, teachers have also found themselves as victims of cyberbullying (Cassidy et al., 2017; Yildirim et al., 2019). Cyberbullying can cause feelings of sadness, betrayal, anger, humiliation, powerlessness, and a desire for revenge (Cassidy et al., 2017). Understanding the types of bullying teachers are subjected to increases an understanding of the abuse that teachers have undergone. I examined student incivility and bullying, unwanted student sexual attention, student aggression, and the

distress that these bullying acts can cause. Perceptions of bullying are subjective based on the individual characteristics of the person who is bullied (Garrett, 2014). University professors and 4-year college instructors who are younger in age, who are racial minorities, and who are women are more likely to report that they have been bullied by their students than older teachers, White teachers, and male teachers (Lampman, 2012). Gender also plays a role in the type of bullying instructors are subjected to, with women reporting more death threats than men, and men reporting slightly higher sexual attention from students than women (Lampman, 2012). Özkiliç (2012) found that gender impacts the forms of bullying teachers experience in Turkey, with male teachers exposed to more physical forms of bullying while female teachers were subjected to verbal forms including gossiping. Misawa (2015) corroborated the occurrence of adult bullying in higher education and found that professors felt bullied and discriminated against in the workplace due to their race or gender. Teacher characteristics impact whether university teachers or college professors are subjected to bullying, and what type of bullying they are subjected to. I examined these questions among community college instructors.

　　Much of literature on student-to-teacher bullying in higher education has focused on the experiences of faculty at 4-year colleges or universities (Cassidy et al., 2017; Lampman, 2012; Marraccini et al., 2018; May & Tenzek, 2018; Meriläinen et al., 2019). The population of community college instructors had yet to receive this type of attention from the scholarly community. Community colleges are not identical to universities or 4-year colleges; they are unique institutions that provide education to almost half of all undergraduate students (Ocean et al., 2019). However, community colleges are often dominated by the ideas, models, and aspirations of universities despite having distinct characteristics (Ocean et al., 2019). This

narrative can be changed through research that shows the unique perspectives of the work that occurs at community colleges (Ocean et al., 2019). Lampman (2012) noted that their research on the influence of teacher characteristics on student-to-teacher bullying included only schools in the United States offering at least a 4-year degree. Snell (2017) argued that bullying at community colleges is more likely to be between teachers and students than between students. Conducting research at community colleges may reveal ways in which instructors have experienced bullying from their students.

Community colleges have unique campus characteristics such as a common lack of on-campus living, which decreases the number of student organizations and groups in community colleges and limits the number of interactions that community college instructors are able to have with their students outside of class. Community college campuses are often smaller than four-year colleges and universities (Campbell, 2022). Because community colleges have an open-door admissions policy, they serve a variety of student populations (Ocean et al., 2019) including students who are unable to attend a university and are not represented by a university's student population. Furthermore, students who attend community colleges often use them as a stepping-stone to gain admission into a selective 4-year colleges or universities (Ortagus & Hu, 2019) which indicates that many community college students do not plan on staying within community colleges for the duration of their higher education experience. A gap in research was evident, as shown by Asio (2019) who investigated community college students' perceptions of student-to-teacher bullying, but not community college instructors' perceptions. Asio recommended filling this gap through conducting further studies on the topic of student-to-teacher bullying. Although Asio and Snell (2017) suggested that student-to-teacher bullying

occurs on community college campuses, the scholarly community did not yet know the extent of this occurrence.

The identified gap in the literature was that the scholarly community had the opportunity to learn whether student incivility and bullying, aggression, and sexual attention varies based on instructors' gender, age, and ethnicity in community colleges. Asio and Snell were convinced that student-to-teacher bullying occurs on community college campuses, but research was needed to corroborate this by examining whether community college instructors agreed. Furthermore, teacher characteristics such as gender, age, and ethnicity could impact teachers' exposure to bullying and the forms of bullying they are exposed to. To discover whether this was true among community college instructors, the current study was conducted.

Purpose Statement

The purpose of this study was to determine what impact community college instructors' gender and ethnicity have on their exposure to student-to-teacher bullying after controlling for age. This was accomplished through community college instructors completing an online questionnaire that measured the frequency of student incivility and bullying, student aggression, unwanted student sexual attention, and potential distress from the bullying acts. Additionally, this study included an analysis of the forms of bullying teachers experienced from their students and addressed whether these forms varied due to community college instructors' gender, age, and ethnicity.

Research Questions

RQ1: To what extent do the self-reported bullying experiences measured by total scores of student incivility/bullying behaviors differ based on gender and ethnicity while controlling for age of community college instructors?

H_o1: The self-reported bullying experiences measured by total scores of student incivility/bullying behaviors do not differ based on gender and ethnicity while controlling for age of community college instructors.

H_a1: The self-reported bullying experiences measured by total scores of student incivility/bullying behaviors differ based on gender and ethnicity while controlling for age of community college instructors.

RQ2: To what extent do the self-reported bullying experiences measured by total scores of student sexual attention differ based on gender and ethnicity while controlling for age of community college instructors?

H_o2: The self-reported bullying experiences measured by total scores of student sexual attention do not differ based on gender and ethnicity while controlling for age of community college instructors.

H_a2: The self-reported bullying experiences measured by total scores of student sexual attention differ based on gender and ethnicity while controlling for age of community college instructors.

RQ3: To what extent do the self-reported bullying experiences measured by total scores of student aggression differ based on gender and ethnicity while controlling for age of community college instructors?

H_o3: The self-reported bullying experiences measured by total scores of student aggression do not differ based on gender and ethnicity while controlling for age of community college instructors.

H_a3: The self-reported bullying experiences measured by total scores of student aggression differs based on gender and ethnicity while controlling for age of community college instructors.

RQ4: To what extent do the self-reported levels of distress from student incivility/bullying differ based on gender and ethnicity while controlling for age of community college instructors?

H_o4: The self-reported levels of distress from student incivility/bullying do not differ based on gender and ethnicity while controlling for age of community college instructors?

H_a4: The self-reported levels of distress from student incivility/bullying differ based on gender and ethnicity while controlling for age of community college instructors.

RQ5: To what extent do the self-reported levels of distress from unwanted student sexual attention differ based on gender and ethnicity while controlling for age of community college instructors?

H_o5: The self-reported levels of distress from unwanted student sexual attention do not differ based on gender and ethnicity while controlling for age of community college instructors.

H_a5: The self-reported levels of distress from unwanted student sexual attention differ based on gender and ethnicity while controlling for age of community college instructors.

RQ6: To what extent do the self-reported levels of distress from student aggression differ based on gender and ethnicity while controlling for age of community college instructors?

H_o6: The self-reported levels of distress from student aggression do not differ based on gender and ethnicity while controlling for age of community college instructors.

H_a6: The self-reported levels of distress from student aggression attention differ based on gender and ethnicity while controlling for age of community college instructors.

Theoretical Framework

To understand student-to-teacher bullying in community colleges, I used the theory of humiliation (see Evans & Smokowski, 2016). The theory of humiliation describes the phenomenon of a victim who experiences unjustified treatment from another, often more powerful, individual who publicly ridicules the victim (Evans & Smokowski, 2016). Evans & Smokowki explain that the theory of humiliation explains the occurrence of bullying in the classroom as a method of putting down the instructor. Humiliation is a tactic used by student bullies to exhibit control over their instructors (Lampman, 2012; May & Tenzek, 2018) and provides insight into the motivations of a student bully. The act of humiliating the instructor takes away from their classroom control. Furthermore, the humiliating act of bullying has lasting effects. Bullying can be a demeaning experience that causes effects on mental health (Evans & Smokowski, 2016; Woudstra et al., 2018). The occurrence of being a victim of bullying is a form of humiliation (Evans & Smokowski, 2016). The theory of humiliation identifies feelings that are likely to be experienced by a victim of student bullying, such as humiliation. Therefore, the phenomenon of humiliation contributes to the understanding of student-to-teacher bullying.

Nature of the Study

The nature of the study was quantitative and nonexperimental. The hypotheses were examined through the use of a factorial analysis of covariance to examine the multiple

independent variables' influence on the dependent variables while controlling for a covariate. The independent variables included instructors' gender as a categorical variable, instructors' ethnicity as a categorical variable, and instructors' age as the covariate. The dependent variables were instructors total scores of student incivility/bullying behaviors, total scores of student sexual attention, total scores of student aggression, levels of distress from potential incivility/bullying behaviors, levels of distress from potential student sexual attention, and levels of distress from potential student aggression. The research questions were answered through data collected from an online survey created by Lampman (2012) that examined U.S. professors' reports on student-to-teacher bullying and its negative consequences. The questionnaire asked instructors to report how often they had experienced student incivility/bullying, sexual attention, and aggression over the past 12 months as well as the amount of distress the instructor would feel if a student engaged in those behaviors. The target population in the current study included instructors at community colleges.

Definitions

In this study, I examined how the forms and frequency of student-to-teacher bullying vary based on instructors' demographics in community colleges. In this section, I describe the key terms used in the study.

Bullying: "Bullying may be defined as the unwanted, unwelcome abuse of any source of power that has the effect of or intent to intimidate, control or otherwise strip a teacher of his/her right to esteem, growth, dignity, voice or other human rights in the school" (Woudstra, 2015, p. 138).

Incivility: "Disrespectful, rude, or condescending behaviors" (Lampman, 2012, p.189.

Learner: For the purpose of this study, a learner was defined as a student at a community college.

Learner to instructor bullying: "Malicious acts to disempower them [teachers] as professionals and human beings" (De Wet, 2010, p.195).

Teacher: For the purpose of this study, the educator of the learner was referred to as a teacher. Because I examined community colleges, the definition in this study included an employee at a community college who was an educator, teacher, or instructor.

Assumptions

Participants were asked about their bullying experiences from their learners. I assumed that participants would respond to the questions honestly. I encouraged participants to be honest with their answers by making the research anonymous and by not asking participants for identifiable information. I also assumed that teachers in community colleges were likely to have experienced bullying from their learners. This assumption was grounded in scholarly literature based on the experiences of teachers at 4-year colleges and universities and on community college students' perceptions of student-to-teacher bullying (see Asio, 2019; Lampman, 2012; Marraccini, et al., 2018; May & Tenzek, 2018; Piotrowski & King, 2016). I also assumed that participants were choosing to complete the survey without coercion because they were provided with a consent form that stated they could withdraw from the study at any time for any reason.

Scope of the Study

The purpose of this study included understanding how the forms and frequency of student-to-teacher bullying varied based on teachers' gender and ethnicity while controlling for age in community colleges. Understanding the relationship between these variables has

implications for school policies on student bullying, diversity training, and teacher training on how to address student bullying. The study results can be generalized to participating schools in the study.

Limitations

There were limitations to the study despite my best efforts to mitigate them. For example, one limitation of the study was that results were based on self-reports of the participants through surveys. Furthermore, a limitation of the study was that the questionnaire derived from Lampman (2012) only asks instructors about their bullying experiences from students over the past 12 months. Therefore, older experiences were not accounted for. However, the survey was the best instrument available to gain a greater understanding of learner-to-teacher bullying in community colleges.

Significance

The study provided an original contribution to the scholarly literature by being the first to examine the forms and frequency of student-to-teacher bullying experienced by community college instructors. Implications of this study include providing community college administrators with research that could inform school policies on the types of student-to-teacher bullying that are most prevalent at community colleges. Furthermore, acquiring knowledge on teacher characteristics that tend to make them more susceptible to student-to-teacher bullying will help community colleges understand which teachers are likely to face abuse. The results may also be used to enhance diversity training for students and faculty. Finally, this study could inform the scholarly community as to the experiences of community college instructors and provide suggestions for future researchers.

This study has potential contributions for the advancement of community college policies on student-to-teacher bullying. Mitchell (2016) noted that many higher education institutions do not have an antibullying policy, do not have an antibullying policy published for access, and have policies that typically do not define unacceptable student behavior or the consequences of exhibiting such behavior. Research on the severity and impact of student-to-teacher bullying in community colleges, such as the current study, could provide higher education institutions with reasons to include student-to-teacher bullying as an unacceptable behavior covered in the school's policy. Furthermore, providing community colleges with an understanding of how teachers' demographics could impact their experiences with student-to-teacher bullying may allow community colleges to access scholarly literature that could be used to enhance diversity training for students.

This research has potential contributions for social change. Community college students who are provided with examples of student-to-teacher bullying tend to believe that bullying teachers is a slightly inappropriate act (Asio, 2019). The results of the current study may show forms and frequency of student-to-teacher bullying in community colleges. Furthermore, to address potential student racism, sexism, or ageism toward teachers, scholarly research must first address how these factors impact student-to-teacher bullying. This study may also provide community college instructors with the opportunity to acknowledge the trauma that they may have experienced from their students. Finally, this research may show instructors that they are not alone in their student-to-teacher bullying encounters. The results of this study may elucidate the need to advocate for the dignity of instructors.

Summary

Chapter 1 introduced the topic, emphasized its importance, and explained the limitations of the study. Research has shown that learner-to-instructor bullying is an issue in higher education (Lampman, 2012; Marraccini, et al., 2018; May & Tenzek, 2018; Piotrowski & King, 2016). It was not understood how student bullying varies based on teachers' gender and ethnicity while controlling for age in community colleges. Conducting research on this subject may draw attention to bullying acts that occur in higher education and may emphasize the importance of supporting community college instructors. This study contributed to filling this gap in the literature. In Chapter 2, the literature related to this topic is explored to justify the need for the current study. Chapter 2 also includes an explanation of the literature search strategy used, the theoretical foundation of the study, and a review of the current literature on learner-to-instructor bullying.

Chapter 2: Literature Review

The purpose of this study was to determine whether community college instructors' self-reported bullying experiences varied based on their gender and ethnicity after controlling for age. In this chapter, I highlight the literature on learner-to-instructor bullying. I explain the theoretical foundation of humiliation theory and its importance to the concept of being a victim of bullying. I define bullying, discuss learner-to-teacher bullying, explain the types of bullying teachers experience from their students, examine student-to-teacher bullying in higher education as well as community colleges, describe the teacher demographics that could indicate student-to-teacher bullying, and review the effects of student-to-teacher bullying. Providing the background of bullying and its effects on individuals was fundamental for supporting the current study on learner-to-teacher bullying.

Literature Search Strategy

Scholarly literature on learner-to-teacher bullying was gathered using a comprehensive literature search. The databases used included (a) Directory of Open Access Journals, (b) EBSCOHost, (c) Education Source, (d) ERIC, (e) Science Citation Index, and (f) Gale Academic OneFile Select. They were found by using the following keywords: *student to teacher bullying*, *learner to instructor bullying*, *college professors AND bullying*, *students AND verbal assault*, *teacher-targeted bullying*, *college students AND teachers AND verbal altercations*, and *teacher-targeted bullying AND community college OR two-year colleges OR junior colleges*. The articles selected for the literature review were peer reviewed and published within the last 10 years. Articles were excluded for not being peer reviewed and scholarly, for being published over 10

years ago, or for being written in any language other than English. Using this method, I reviewed 402 scholarly articles and used 36 in the literature review.

Theoretical Foundation

The theoretical framework used in this study was Evans and Smokowski's (2016) theory of humiliation. Evans and Smokowski explained that domination is a tactic used by bullies to humiliate their victims, which often results in negative effects on the victim, such as anger and depression. Humiliation is a combination of anger and shame brought on by another person's actions (McCauley, 2017). Lindner (2001) stated that humiliation is created based on an individual putting down another individual. This is often a key part of bullying. Bullies tend to choose public places to bully instructors, such as inside the classroom (Woudstra et al., 2018). A student who bullies a teacher during their class, which is a place where the teacher should have authority, creates a humiliating experience for the teacher.

Lindner (2001) explained that there are layers to the concept of humiliation. First, humiliation involves putting down another person. Second, this act of putting someone down occurs because the bully sees the victim as an opposing force and views the act of humiliation as good for the bully and bad for the victim. Next, there are often cultural differences that affect a person's vulnerability to being humiliated. Finally, there are variations in personalities of people that affect their resilience to humiliation. What one person would describe as a humiliating experience another person might describe as a minor occurrence. The theory of humiliation illustrates the complexity of the bully–victim relationship, including the feelings of anger that the victim often feels toward the bully (Evans & Smokowski, 2016). For a humiliating experience to occur, at least three people must be present: the perpetrator or bully, the victim, and at least one

witness (Evans & Smokowski, 2016). Students often use bullying tactics to humiliate their teachers. By grounding the current study in the theory of humiliation, I examined instructors' experiences of bullying from their students.

Defining Bullying

At the time of the current study, there was no universal definition of bullying. However, there are consistencies among definitions such as an imbalance of power between the individuals involved in the bullying, repeated behavior, and bullying as an act that causes psychological and/or physical distress on the victim (Slattery et al., 2019). One definition of bullying is "an aggressive, intentional act or behavior that is carried out by a group or an individual" (Olweus, 1993 p. 5). A more recent definition stated that "bullying is the use of superior strength and influence in order to influence and/or intimidate others in order to reach the desired outcome" (Sorge, 2013, p. 2). Regarding bullying in schools, bullying has been defined as "the unwanted, unwelcome abuse of any source of power that has the effect of or intent to intimidate, control or otherwise strip a teacher of his/her right to esteem, growth, dignity, voice, or other human rights in the school" (Woudstra, 2015, p. 138). Eriksen (2018) reviewed the definitions of bulling and discussed the importance of providing an exact definition of bullying in schools. Using a clear definition of bullying may result in a consensus as to what constitutes bullying in a school setting. Understanding the current definitions of bullying may create clarity regarding what learner-to-instructor bullying is.

There are various types of bullying that people can be subjected to. A misconception of bullying is that it occurs only between peers. Bullying can occur between any two individuals when one individual believes that they are more powerful than another who is seen as a weaker

victim (Cohen, 2019). The imbalance of power is a key factor of bullying. Bullying also occurs as a deliberate, not accidental, act. The bully must want to, and try to, cause harm to their victim. Bullying occurs in different forms such as physical bullying in which the bully directly harms their victim, or indirect forms of bullying such as spreading rumors. The way that bullying is defined can impact the way it is viewed in a school (Eriksen, 2018). Examples of bullying include teasing, threats, physical violence, theft, sexual harassment, stalking, social exclusion, religious or racial harassment, humiliation, or destruction of property (Slattery et al., 2019).

When considering bullying, one must also consider the various ways that it occurs. Technology has added new ways for bullies to abuse their victims, with cyberbullying becoming more prevalent (Cassidy et al., 2017). Also, bullying is an ongoing occurrence (Cohen, 2019). Slattery et al. (2019) corroborated these findings, and their literature review on the definitions of bullying indicated that researchers tend to agree that bullying includes repetition, intent, and an imbalance of power between the bully and the victim. A single cruel act does not necessarily rise to the level of bullying. Overall, bullying has a long and complex definition that can be applied to different malicious acts from one person to another. For the purpose of the current study, Woudstra's (2015) definition was used.

Learner-to-Teacher Bullying

Learner-to-teacher bullying occurs across all levels of education. A common misconception is that teachers, as authority figures in the classroom, cannot be bullied by their students (Özkiliç, 2012). However, educators report that teacher-targeted bullying has escalated over the years across grade levels (De Wet, 2019). High school teachers are often targeted by their students (Pourtaleb et al., 2019), as well as college instructors in various countries (Cassidy

et al., 2017; Lampman, 2012; Marraccini et al., 2018; May & Tenzek, 2018; Meriläinen et al.,

2019). In secondary schools, students often have peers who encourage defiant behavior against

instructors or hostile learning environments that contribute to aggressive behavior toward

teachers (Modiba, 2019). Even community college students find bullying behaviors toward their

teachers to be only slightly inappropriate (Asio, 2019). Given that bullying occurs across all

levels of education and community college students do not see it as a problem, the current study

was needed to fill a gap in the scholarly literature.

Teachers are victims of multiple types of bullying, including psychological, physical, and

verbal abuse (De Wet, 2010, 2019). Verbal abuse is the most common form of bullying reported

by teachers (Santos & Tin, 2018; Uz & Bayraktar, 2019). De Wet (2019) found that teachers

have experienced untrue accusations of racism, sexual harassment, assault, mockery and cursing,

threats, and malicious rumors spread about them. Teachers also face being physically hurt and

threated by their students (Woudstra et al., 2018). Physical forms of bullying include students

throwing objects at teachers and pushing them (De Wet, 2019). Furthermore, as the use of

technology increases, teachers have found themselves victims of cyberbullying (Cassidy et al.,

2017; Yildirim et al., 2019). The type and frequency of bullying varies based on teachers'

gender, age, and ethnicity (Lampman, 2012). Instructors have reported exposure to different

types of bullying from their students, including physical and nonphysical forms, and these types

of bullying vary based on instructor demographics.

Types of Bullying

Understanding the types of bullying teachers are subjected may increase knowledge on

learner-to-teacher bullying. Teachers who are bullied face impacts on their mental health

(Woudstra et al., 2018). Teachers who are cyberbullied must find ways to cope with stress, anxiety, and exhaustion that can manifest physically through lack of sleep or weight loss (Cassidy et al., 2017). All forms of bullying can result in educators fearing that they will lose their jobs (De Wet, 2010). Regardless of what form in which bullying takes place, it is harmful.

Physical Bullying

Physical bullying is one form of bullying teachers may experience from their students (De Wet, 2010, 2019; Lampman, 2012; May & Tenzek, 2018; Woudstra et al., 2018). To better understand the existence of student-to-teacher bullying in schools, De Wet (2010) interviewed three educators, two heads of departments, and two school principals and found that teachers reported being physically slapped by their students, forcibly held captive, or physically threatened in other ways. De Wet (2019) sought to further understand the experiences of teachers who had been bullied by their students through a qualitative examination of The Educator's Room, a website in which teachers can anonymously discuss their experiences with students. De Wet (2019) learned that students may also push teachers or throw objects at them. De Wet and Jacobs (2006) used a quantitative approach of 544 educators in South Africa to examine the prevalence of student-to-teacher bullying and the frequency of the different types of bullying. De Wet and Jacobs (2006) found that over 14% of educators experienced physical bullying from their students. Woudstra et al. (2018) used a quantitative approach with 153 secondary school teachers in South Africa to examine whether student-to-teacher bullying impacted teachers' mental health. Woudstra et al. found that over 34% of their sample experienced physical bullying from students, and one third of the participants had their property damaged or stolen by students. Lampman (2012) used an online survey to find similar results among university and 4-year

college instructors, with most participants reporting that they had experienced a serious incident of student aggression within the past year. De Wet (2012) used a qualitative approach consisting of interviews with seven instructors in a South African school setting to understand the perceptions of teachers in regard to student-to-teacher bullying. De Wet (2012) found that teachers reported a lack of support from parents of student bullies, their schools, and their colleagues. The results also showed that physical bullying from students is not as prevalent as other forms of bullying. However, the possibility of being assaulted by students places the educator in danger.

Verbal Bullying

Verbal bullying is another potential form of bullying teachers may experience from their students. De Wet (2010) found that their participants experienced verbal bullying as well as physical bullying. Verbal bullying includes students shouting or swearing. For example, educators reported on the website The Educator's Room that they are often talked down to, insulted, and called names (De Wet, 2019). May and Tenzek (2018) included 21 participants in a qualitative analysis of learner-to-instructor bullying in higher education to discover that most professors were targeted privately in their office and bullying often took place in the form of verbal assaults or harm to the instructor's reputation. De Wet and Jacobs (2006) used a quantitative approach with 544 educators in South Africa to examine their experiences regarding student-to-teacher bullying. De Wet and Jacobs found that verbal abuse was more prevalent than physical abuse, with over 48% of teachers reporting experiences of verbal abuse. Woudstra et al. (2018) conducted a quantitative study of 153 teachers in South Africa to examine whether their experiences with student-to-teacher bullying impacted their mental health. The results showed

that verbal bullying was more prevalent than physical bullying with 62% of participants

reporting experiences of verbal bullying. Lampman (2012) corroborated these findings, as most

participants reported student incivility and bullying, including verbal forms of bullying. Verbal

bullying is a common form of student-to-teacher bullying.

Indirect Bullying

Educators may experience indirect forms of bullying. May and Tenzek (2018) conducted

a qualitative study to understand the bullying experiences of teachers. The results revealed that

indirect bullying includes nonverbal displays of bullying such as eye rolls. De Wet (2010)

conducted a qualitative study with seven school employees to discover the various experiences

of bullying victims. The results showed that examples of indirect bullying included vulgar signs

or laughter, spreading rumors, writing hurtful things about the teacher, or ignoring the teacher.

Woudstra et al. (2018) included 153 schoolteachers in South Africa in a quantitative study to

examine whether student-to-teacher bullying impacted teachers' mental health. Woudstra et al.

found that 27% of teachers experienced indirect forms of bullying from students. Lampman

(2012) found similar results with 4-year college and university instructors reporting that they had

also experienced indirect bullying from students such as groaning, eye-rolling, or frowning.

Indirect forms of bullying are rude behaviors that students exhibit to humiliate or belittle their

instructors.

Cyber Bullying

With the advancement of technology, forms of bullying have expanded to include

cyberbullying. Teachers can be bullied through any form of social media including but not

limited to Twitter, Snapchat, and Instagram (De Wet, 2019). De Wet (2019) used The Educator's

Room website to explore teachers' understanding of the prevalence of student-to-teacher

bullying. The results showed that cyberbullying was one of the forms of bullying teachers

reported. Cyberbullying is a public method of being bullied by students as numerous people,

even people who are not in the class, can view negative comments about the instructor. Negative

posts and comments can be shared or reposted to harm the instructor's career and reputation. A

review of the literature showed that parents of students also cyberbully instructors (Lampman,

2012). Woudstra et al. (2018) surveyed South African secondary school teachers and found that

cyberbullying is less common than other forms of bullying, with only 6% of teachers reporting

that they had experienced cyberbullying from students. Cassidy et al. (2017) conducted a

qualitative analysis of the impact of bullying in four Canadian universities to explore the key

themes of bullying in higher education. Cassidy et al. found that cyberbullying can cause feelings

of sadness, betrayal, anger, humiliation, powerlessness, and a desire for revenge. Victims of

cyberbullying can witness the attacks on them repeatedly unless the abusive remarks are

removed from the internet. Cyberbullying impacts perceptions of self. People who are

cyberbullied report that the occurrence harms their self-esteem and self-confidence. These are

some of the ways that bullying causes negative effects on instructors. Cyberbullying is another

form of bullying teachers may experience from their students.

Unwanted Sexual Attention

Four-year college and university instructors have reported student acts of unwanted

sexual attention (Lampman, 2012; Matchen & DeSouza, 2000). These acts include flirting,

making sexual comments, ogling, spreading sexual rumors, making sexual advances, and asking

an instructor to accompany the student on a date (Lampman, 2012). After examining 102 faculty

members at a public university, Matchen and DeSouza (2000) found that 53% of respondents

had experienced at least one act of sexual harassment from a student. Lampman (2012) found

similar results with both male and female instructors reporting at least one act of unwanted

sexual attention in the past year. Therefore, unwanted sexual attention from students is another

form of student-to-teacher bullying that community college instructors could experience.

Bullying Within Higher Education

Student-to-teacher bullying is a prevalent concern within higher education institutions.

Marraccini et al., (2018) conducted a survey of 325 college students at a northeastern university

to examine the experiences of student-to-teacher bullying. They found that 30% of the students'

instructors were victims of bullying. Lampman (2012) conducted a quantitative study with 524

faculty, to examine teachers experience with student-to-teacher bullying. They found that the

majority of instructors in colleges and universities have experienced at least one act of student

bullying. The bullying acts included student incivility, and student sexual behavior (Lampman,

2012). Yet, bullying in higher education is an under-researched topic due to research primarily

focusing on peer-to-peer bullying (May & Tenzek, 2018). Therefore, gaps remain in research on

student-to-teacher bullying.

Adult bullies tend to have distinct traits. Piotrowski and King (2016) conducted a review

of literature on the topic of adult bullying in higher education to understand what type of adult's

bully others. The results revealed a profile of adult bullies. Adult bullies at universities tend to

feel socially dominant as well as privileged, have low self-esteem, and bully to counterattack any

threats to their beliefs of superiority. However, Asio (2019) used a survey of 105 community

college students, to examine what community college students understood about student-to-

teacher bullying. Their results showed that students only moderately understood the concept of student-to teacher-bullying and that the act of student-to teacher-bullying was only slightly inappropriate. This could indicate a difference between how students perceive teacher-targeted bullying and teacher's perceptions.

To understand student-to-teacher bullying in higher education, Cutler (2014) used a case study to explore two teacher's experiences with bullying. In both cases, instructors were screamed at, cursed at, and threatened by their students. One was due to the student disliking a test review and the bullying acts occurred in front of the class. During the other occurrence, a student did not agree with a grade on an assignment and threatened and made daily personal attacks on the instructor. In both cases, the students were not removed from the university. Both cases were brought to the attention of a chair, but only one teacher was provided support from the chair. Without acknowledging occurrences such as these, teachers are unlikely to be given the support that they need to handle student bullying within universities.

Bullying Within Community Colleges

Community college instructors bullied by their students is the target population examined in this study. This population was selected because the instructor who is the victim of student bullying faces acts that are demeaning and destructive. Community colleges are distinct from university colleges. For example, community colleges tend to have diverse student bodies. As community colleges have an open-door admissions policy, they are able to serve students that would not be admitted to a university, and thus are not represented by a university student population (Ocean et al., 2019). Many community colleges do not provide on campus housing, so the student population may not be as engaged with each other or the community as a whole.

Bullying is likely to exist more often between teacher and student at a community college than

between student and student (Snell, 2017). This could be due to the characteristics of community

colleges, such as teachers and students have less opportunities to interact outside of the

classroom, as there are less events at community colleges compared to universities. Asio (2019)

surveyed students between the ages of 18 and 20 at a community college. The students were

given various statements regarding student-to-teacher bullying and were asked to provide a

descriptive rating regarding how inappropriate the occurrence described was. The authors found

that students are likely to believe that student-to-teacher bullying actions are only slightly

inappropriate. Unfortunately, community college instructors were not able to offer their

perspectives. Violence or crime within schools affects not only the victims, but the bystanders,

the school, and the community as well (Zhang et al., 2016). Thus, student-to-teacher bullying can

have negative consequences on community college campuses. Literature implies that student-to-

teacher bullying is likely to occur on community college campuses, cause negative effects on

these campuses, and that students only believe that these bullying acts are somewhat

inappropriate.

Teacher Demographics

Research has shown that there are demographic factors that contribute to students

bullying their instructors. These demographics include instructors' ethnicity, age, and gender.

For example, Cothran (2016) found that Black women were likely to be the targets of bullying

behavior from their students, particularly because they expect their teachers to align with

negative stereotypes associated with being a minority. This corroborates Lampman (2012) and

Uz and Bayraktar (2019) who found that non-white teachers and women are more likely to report

bullying experiences than white male teachers. However, Özkiliç (2012) found results that differed from these findings, as their survey did not show a difference in terms of gender between teachers who were bullied and teachers who were not. Furthermore, Santos and Tin (2018) found that ethnicity was not related to teacher-targeted bullying. Literature has shown that the forms of bullying teachers experience from their students can vary based on their demographics.

Ethnicity

Instructor's ethnicity is one of the factors that may contribute to whether an instructor faces bullying from their students. Lampman (2012) sought to understand the prevalence of student-to-teacher bullying at universities across America. They surveyed 524 professors at four-year colleges and universities. The results of this survey indicated that ethnic minorities are more likely to report bullying experiences than white male teachers. In other words, white instructors are less likely to experience student bullying and incivility than ethnic minorities. Cothran (2016) examined a personal narrative situated within the contexts of the Stereotype Content Model and the Expectancy Violation Theory to widen equity conversations. The results showed that students attempt to force their African American female teachers to conform and act to negative stereotypes of African American people and women. The researcher found that Black women were likely to be the targets of bullying behavior from their students, particularly because they expect their teachers to align with negative stereotypes associated with being a minority. The results from these studies could indicate potential racism among student body populations. Therefore, ethnicity should be examined as a variable that can impact an instructor's experiences with their students, including whether they will be bullied by their students.

Gender

An instructor's gender is another factor that could determine if they will experience student-to-teacher bullying. Lampman (2012) used a quantitative approach within four-year colleges and universities to examine student-to-teacher bullying. They found that women were significantly more likely to report student-to-teacher bullying and incivility than men. In fact, women reported that they had experienced more serious student incivility, bullying, aggression, and sexual attention from students than men. The severity of student bullying as well as the type of student bullying therefore appears to escalate due to the instructor's gender. Thus, gender is a variable that may predict student-to-teacher bullying. Uz and Bayraktar (2019) examined bullying towards teachers and classroom management skills in a quantitative approach of 422 teachers. They also found that women were more likely to be bullied than men. However, Özkiliç (2012) used 540 participants with their quantitative approach in Turkey and sought to collect detailed data on the bullying behaviors of students towards their teachers. Their survey did not show a difference in gender between teachers who were bullied and teachers who were not. Özkiliç (2012) was also able to conclude that male teachers experienced more physical bullying and female teachers experienced more verbal forms of bullying. Therefore, the type of bullying that teachers experience may vary based on their gender.

Age

An instructor's age may also impact their exposure to bullying from students. Lampman (2012) found that younger faculty are likely to report higher levels of student incivility and bullying from students than older faculty. De Wet (2012) conducted a qualitative examination of seven survivors of student-to-teacher bullying in South Africa to examine the prevalence of

student-to-teacher bullying. They concluded that students retaliate against younger teachers who discipline them. Younger faculty members are also more likely to report higher levels of inappropriate student sexual behavior directed at them than older faculty members (Lampman, 2012). These results indicate that students may choose to deliberately bully their instructors due to their young ages. However, contrary to these results, De Wet (2012) also discovered that older instructors may also feel ridiculed by students due to their age. Age is a demographic factor that contributes to student-to-teacher bullying experiences. In this study, age will be the covariate.

Effects of Student-to-Teacher Bullying

Facing repeated abuse from students wears on teachers in many ways, including creating a negative work environment. Pyhältö et al., (2015) conducted a survey of 2,310 teachers to understand the impacts of student-to-teacher bullying. They found that teacher-targeted bullying contributes significantly to teacher work exhaustion, which leads to higher teacher turnover. In fact, teachers may want to resign their position due to bullying from their students, as discussed in "The Educator's Room" (De Wet, 2019). Psychological distress and emotional exhaustion are both caused by being forced to cope with workplace bullying (Bernotaite & Malinauskiene, 2017). This is due to bullying at workplaces leading to decreased job satisfaction, a desire to leave work, increased burnout, and stress symptoms (Drüge et al., 2016). Positive work environments prevent teacher turnover, while negative environments caused by bullying increase teacher's intention to quit (Meriläinen et al., 2019). Ozkilic and Kartal, (2012) conducted a survey of 221 primary and high school teachers to understand the impact of student-to-teacher bullying. They found that bullying behaviors by students lead to a slight decreased desire to

teach classes. Not wanting to go to work due to the abusive behaviors that students might subject them to will evidently impact teacher turnover.

The mental health of instructors can be temporarily or permanently transformed as a result of student bullying (May & Tenzek, 2018). This is because student-to-teacher bullying can be traumatic (Woudstra et al., 2018). The acts of bullying from students are extreme enough that teachers question whether they will be able to continue teaching (May & Tenzek, 2018). Therefore, student-to-teacher bullying causes trauma to teachers and they consider changing careers to avoid further bullying acts. Ozkilic and Kartal (2012) found that teacher-targeted bullying increases stress by about 52%. Meriläinen (2019) surveyed 864 faculty members from nine Estonian universities to understand the dangers of student-to-teacher bullying. More than one third of respondents who experienced bullying as an instructor at a university considered leaving their position. Woudstra et al., (2018) found that over 60% of the participants experienced verbal forms of bullying, around 35% of participants experienced physical forms of bullying, 27% experienced direct bullying, and almost 7% experienced cyberbullying. All types of student-to-teacher bullying were found to cause significant differences in teachers' anxiety and depression scores. Furthermore, college instructors indicated that they would be distressed by various forms of student bullying and incivility, student aggression, and unwanted student sexual attention even if the acts had not yet occurred (Lampman, 2012). Current researchers have reported some results regarding the impacts that teacher-targeted bullying has on instructor mental health.

Summary

In Chapter 2, the theoretical foundation of humiliation theory was explained and justified, and a review of the literature was summarized. The review of literature on teacher-targeted bullying shows that there is a gap in literature due to a lack of research that has been conducted on whether student-to-teacher bullying within community colleges changes due to teacher demographics. The research selected for this study showed that student-to-teacher bullying is a serious occurrence that occurs at higher levels of education. This study furthers the understanding of teacher-targeted bullying. In Chapter 3, the methodology, design, and evaluation plan are discussed.

Chapter 3: Research Method

The purpose of this study was to determine whether community college instructors self-reported experiences of student incivility/bullying, aggression, and unwanted sexual attention varied based on their gender and ethnicity while controlling for age. In Chapter 3, the methodology for the study is covered. This includes the research design, research questions with hypotheses, and variables. An explanation of the population, sampling, recruitment, participation, and data collection is also provided. The instrumentation used in the study is explained as well as threats to validity and ethical procedures.

Research Design and Rationale

A quantitative study with a cross-sectional design was the methodology implemented in this study. A quantitative approach is appropriate to measure the variables to answer research questions (Creswell & Creswell, 2018). I used a survey to collect data from the greater population of community college instructors based on a sampling process. Teacher demographics and self-reported scores of student incivility/bullying, student aggression, unwanted sexual attention, and potential distress that instructors would experience if faced with these student acts were the variables examined in this study. The variation of the dependent variables based on the independent variables while controlling for the covariate was examined to answer the research questions. A cross-sectional design allowed the data to be gathered at one point in time as opposed to collected over a period of time (see Creswell & Creswell, 2018). The purpose of the survey was to capture a snapshot of the population of community college instructors and their experiences.

Methodology

The methodology section includes a description of the population, sampling and sampling procedures, and data collection strategy. The instruments used in the study are explained followed by the operationalization of variables and the plan for data analysis.

Population

The population was community college instructors who taught at a community college for the past 12 months. All community college instructors who were working full-time or part-time in the United States at the time of the study were eligible to participate. The study focused on the 1,462 community colleges in the United States (U.S. Department of Education, 2020). Furthermore, community college faculty represent a diverse group of individuals (Eagan, 2007). Focusing on community colleges in the United States provided a snapshot of the prevalence of student-to-teacher bullying in these schools.

Sampling and Sampling Procedures

This study included a nonprobability sampling technique. Nonprobability sampling provides researchers with the ability to select their samples based on their research needs (Ungvarsky, 2021). This research included a convenience sample. The advantage of a convenience sample is that participants are selected based on their availability to the researcher (Creswell & Creswell, 2018). Although a convenience sample does not ensure the most representative sample of a population, it ensures the researcher has a higher likelihood of accessing participants. The sample was drawn from SurveyMonkey, Facebook, and the Walden University participant pool. Participants were required to have been teaching at a community

college for the past 12 months because the survey asked participants to state how often they had

experienced forms of bullying over the past 12 months.

Procedures for Recruitment, Participation, and Data Collection

Prior to beginning data collection, I obtained permission to use the online questionnaire. I

sent an email request to the author of the questionnaire, Dr. Claudia Lampman. I briefly

explained my study, requested permission to use the questionnaire, and informed Dr. Lampman

that she would receive the results of the study at the completion. Permission was granted to use

the questionnaire in this study (see Appendix A).

Recruitment

To recruit participants for the study, I used SurveyMonkey, Facebook, and the Walden

participant pool. Using these three methods of recruitment allowed me to ensure that the desired

sample of participants was met. Furthermore, using different methods of recruitment helped me

expand the pool of participants. Because the target population included all community college

instructors in the United States, it was important to include participants through various sampling

procedures to increase generalizability.

SurveyMonkey Audience is a program through SurveyMonkey used by professors,

graduate students, and undergraduate students. Through SurveyMonkey Audience, I created my

survey using their design guidelines and chose my audience. Then SurveyMonkey sent my

survey to the audience I specified. SurveyMonkey launched my survey, and my results were

updated in real time. I was able to dictate to SurveyMonkey exactly how many participants I

needed and the demographics I was looking for, such as community college instructors.

SurveyMonkey used their Contribute program to recruit survey participants in the United States.

My survey was sent to a panel of individuals through SurveyMonkey who signed up voluntarily to join the program to take surveys. I ensured qualified participants by asking them if they taught at a community college in the past 12 months. When I launched my survey using SurveyMonkey Audience, it was grouped with other open surveys and assigned to respondents. Using an online platform allowed me to increase the number of participants in my survey and ensure that participants in various states were able to complete the survey.

To ensure the appropriate number of responses was obtained, I also recruited participants through Facebook. I used targeted advertising through Facebook, which allows researchers to target audiences through the platform based on demographic factors (Kosinski et al., 2016). I created a flyer to advertise the survey on Facebook (see Appendix D). The final recruitment strategy for this survey was through the Walden University participant pool. The participant pool allows researchers at Walden University to post their studies to Walden community members who can then choose to participate in the research (Laureate Education, 2021). Taking advantage of the Walden University participant pool allowed me to expand the number of participants in the study.

Participation

Participants were required to have been employed at a community college for the past 12 months. Eligibility was determined by asking participants the first question: "Have you been employed as a community college instructor for the past 12 months?" All participants who had been employed as community college instructors for the past 12 months were able to participate in the survey by selecting "yes" to answer this question. If they selected "no," the survey ended.

To reassure participants that anonymity would be maintained, I did not follow up with those who completed the surveys. Participants who completed the survey received an electronically generated thank you. Participants were provided my contact information and resources for support that they could use if the study caused them any discomfort.

Data Collection

The design was cross-sectional, and I used a survey to gather data. According to Creswell and Creswell (2018), a survey provides researchers the opportunity to measure the differences between members of a population. Using an online survey helped me ensure anonymity of participants. An online survey can also help the researcher avoid any inadvertent coercion. Furthermore, surveys are economical and allow swift data collection.

The survey, which was given via SurveyMonkey, began with the informed consent form, followed by the first question to determine eligibility. The form included the name of the study, its purpose, and the potential benefits of the study. The informed consent indicated that the study was completely voluntary in nature, that participants could withdraw at any time, that participating in the study could cause possible discomfort, and that participants' answers would be completely anonymous. On SurveyMonkey, I provided the instructors with my contact information and that of individuals at Walden University who could be contacted with any questions. Due to the nature of the study involving potentially traumatic experiences, there was possible discomfort that participants may have experienced due to taking part in the study. Therefore, participants were provided with resources before starting the survey that could help them cope with potential discomfort from participating in the study. Participants were informed that the survey should not take longer than 30 minutes to complete. If participants agreed to

participate and signed the informed consent, they clicked "continue" and were taken to the

survey questions.

Instructors were given the demographic questionnaire (see Appendix B), a student

incivility/bullying questionnaire created by Dr. Claudia Lampman (2012; see Appendix C), and a

thank you page upon completion of the survey. Instructors were informed before the survey that

they could withdraw from the study at any time. The survey could be resumed at any time by

starting the process over. Instructors completed the survey by clicking "done" at the end of the

survey. The survey stayed open for participants to complete until the survey was removed from

SurveyMonkey.

Participants' responses were kept secure through a username and password protection on

SurveyMonkey. Once the surveys were completed, I downloaded participants' responses

securely from SurveyMonkey to an Excel file to ensure the results matched SurveyMonkey,

before exporting the results to an encrypted file on Statistical Package for the Social Sciences

(SPSS) that was password protected. The data remained in an encrypted file while the responses

were collected. The survey was then disabled through SurveyMonkey when the appropriate

number of completed responses was obtained.

G*Power

G*Power software can be used to calculate sample sizes when working with two or more

independent groups (Walden University, 2020). The independent groups identified in the current

study were community college instructors' gender and ethnicity. Instructors were asked to

identify their ethnicity, which was then analyzed as two ethnicities: (a) White or European

American and (b) not White or European American. Gender was analyzed as male and female.

Too few participants reported identifying as "non-binary" to allow for a third category. A power analysis was used to determine the necessary sample size for this study. I used G*Power 3.1.9.2 software to determine the appropriate sample size and statistical power for statistical significance. The statistical test was set at ANCOVA: fixed effects main effects and interactions. The effect size f^2 was set at .25, the err prob was set at 0.05, the power was a conventional .80, and the number of predictors was four to account for the four groups of variables for gender (male and female) and ethnicity (White or European American and not White or European American). The sample size calculated was 128 completed responses. According to G*Power, the study must have included at least 128 participants to achieve an appropriate sample size.

Instrumentation and Operationalization of Constructs

Lampman (2012) found that teachers' exposure to various forms of bullying changes depending on their ethnicity, gender, and age. To determine whether this was also true among community college instructors, I used the same survey to measure whether the dependent variables (total scores on the online questionnaire of student incivility/bullying, student aggression, unwanted student sexual attention, and instructor distress) varied based on the independent variables (gender and ethnicity) while controlling for the covariate (age). This study addressed whether student bullying varied based on teacher demographics among community college instructors the way that it did among university instructors.

Demographic Questionnaire

I developed a demographic questionnaire to include relevant ethnicity questions for the participants. The demographic questionnaire asked several question including "what gender do you identify with?" Participants selected either cisgender woman, cisgender man, transgender

woman, transgender man, nonbinary, or other (please specify). "How old are you?" Participants

entered their age. "What ethnicity to you identify with?" Participants selected among White or

European American, Black or African American, Native American or Native North American,

Latinx, Asian American, Hawaiian Native, Indigenous Person of the Hawaiian Islands, or Pacific

Islander, Alaska Native, Arab American, Mixed (please specify), and other (please specify).

"How long have you been teaching?" Participants had to enter their years of teaching experience.

"What is your level of formal education?" Participants chose among bachelor's degree, master's

degree, and doctorate (see Appendix B).

Online Questionnaire

The questionnaire developed by Lampman (2012) was an online survey that listed

various examples of student incivility/bullying behavior, aggression, and unwanted sexual

attention. Lampman modeled the survey after the Lampman et al. (2009) study and added

additional items on student bullying behavior from the Center for Survey Research (2000), Clark

and Springer (2007), and Luparell (2004). Lampman conducted the principal component factor

analysis with the 31 items on student incivility/bullying and the 14 items on unwanted sexual

student behaviors. Lampman then established reliable scales by retaining items of student

behavior with a factor loading that was greater than or equal to 0.50, by retaining factors

containing three or more items meeting the first criterion, and by retaining factors or scales with

a Cronbach's alpha that was greater or equal to .60. My survey included the items of student

behavior that were included in the reliable scales by Lampman. Lampman found two factors

could be extracted from the student incivility/bullying and aggression items in the questionnaire.

Fifteen items of student incivility/bullying could be summed to form a total incivility/bullying

score that showed the number of incivility/bullying behaviors that the instructor had experienced in the past 12 months. I used those 15 items to identify the incivility/bullying frequencies among the sample of community college instructors. Another factor was derived from four items regarding actual aggression or threats of aggression from students, which could also be scored from the sum of the items. Finally, unwanted sexual attention from students created a score of total sexual attention by summing the eight items of student behavior.

The survey also asked instructors to indicate their level of distress if they experienced student incivility/bullying, aggression, and unwanted sexual attention (see Lampman, 2012). The questionnaire included a Likert scale for instructors to indicate how distressing they would find each behavior from 1 (*not at all distressed*) to 4 (*extremely distressed*). Instructors were asked to answer each question regarding how distressing they would find the behavior regardless of their experiences. The mean of the incivility/bullying distress score could then be computed from how distressing instructors found the 15 behaviors of student incivility/bullying. Four items on actual aggression or threats of student aggression could then be used to create a mean score for the distress score of student aggression. The mean of eight distress items of unwanted sexual attention was used to create a distress score of unwanted student sexual attention.

Reliability

The reliability of a questionnaire can be examined using Cronbach's alpha. Lampman (2012) started with 31 items on student incivility/bullying and aggression and 14 items on student sexual behaviors and established reliable scales based on a factor loading greater to or equal to .50, factors containing three or more items meeting the first criterion, and factors or

scales with a Cronbach's alpha greater to or equal to .60. In this way, Lampman narrowed the items for the questionnaire to 27 questions used in the current study due to their reliability.

Validity

Validity is the degree to which the instrument measures what it is intended to measure (Wienclaw, 2021). In this case, the questionnaire created by Lampman (2012) has face validity as it appears to measure what it is intended to measure. The questionnaire was made to measure student incivility, bullying, aggression, and unwanted sexual attention as well as how distressing instructors would find these behaviors. Lampman (2012) utilized the questionnaire and found that the questionnaire was effective in finding that women, minorities, younger instructors, and faculty without doctoral agrees were more likely to experience student incivility and bullying.

Operationalization of Variables

Gender

For the purpose of this study, gender was defined as "the attitudes, feelings, and behaviors that a given culture associates with a person's biological sex (American Psychological Association, 2019a)". Researchers are encouraged to avoid assuming cisgender, which refers to individuals whose gender identity aligns with the sex that they were assigned at birth, identities and to instead designate information regarding gender identities of participants. Thus, the demographic questionnaire included cisgender woman, cisgender man, transgender woman, transgender man, nonbinary, and other. This study examined whether there are differences between student incivility, aggression, and unwanted sexual attention based on instructors' gender as well as other independent variables and how potential student bullying may cause distress to the instructor. During the data analysis, gender was collapsed to identify if there are

differences between student incivility, aggression, and unwanted sexual attention based on

instructor gender. Therefore, "male" was one group included in the analysis, which included

cisgender males and transgender males and the other collapsed group was titled "female" and

included cisgender females and transgender females. This collapse of variables into "male" and

"female" is essential to establishing if there is a variation regarding these two gender groups.

Ethnicity

Ethnicity is defined as the "shared cultural characteristics such as language, ancestry,

practices, and beliefs" (American Psychological Association, 2019b). Participants selected

between White or European American, Black or African American, Native American or Native

North American, Latinx, Asian American, Hawaiian Native, Indigenous Person of the Hawaiian

Islands, or Pacific Islander, Alaska Native, Arab American, Mixed, please specify, and other,

please specify. During analysis, ethnicity was collapsed into two variables. The first group was

titled "White or European American" and the second group included all other ethnicities and

titled "Not White or European American". Collapsing these groups established if there is any

variation between the two groups when running an analysis of covariance.

Age

Age is a covariate in this study. Participants entered in their age according to the number

of years that they have been alive.

Data Analysis Plan

I used an analysis of covariance to determine the results of this study. An analysis of

covariance or ANCOVA is utilized to examine group differences (such as different genders or

ethnicities) on one outcome variable (such as bullying or distress scores) while controlling for a

covariate (age). Once the desired sample size was reached, the results were downloaded to a

Microsoft Excel file to examine the results in Excel and cross check with SurveyMonkey to

ensure that the results match. The results were read to make sure that the codes were correct.

Excel was examined to see if there were any missing or incorrectly coded data that needed to be

excluded.

I ran a reliability coefficient or Cronbach Alpha to further examine the reliability of the

questionnaire. Cronbach Alpha ranges from 0 to 1 with higher values indicating better reliability

(Warner, 2021). Therefore, Cronbach Alpha allowed me to determine the internal reliability of

the questionnaire.

When examining missing data in the questionnaire, I determined if the data was still

usable by examining the data. Missing data can be usable by interpolating the score or the mean.

For example, if a participant completed the demographic questionnaire and the distress

questions, I could use their responses in the analysis by interpreting the means of the distress

questions.

I located outliers. Outliers were then examined because they can skew data dramatically.

I utilized the Examine command in SPSS to locate outliers and displayed them in boxplots. I

examined the outliers to see what caused them to be so different from the rest of the data. I then

reported on the outliers and included certain data points from them in my analysis to ensure that

as much data as possible was reported (Warner, 2021).

The data was presented through the use of descriptive statistics. Descriptive statistics are

used to summarize the data gathered from a sample (Warner, 2013). Reviewing the descriptive

statistics provides a brief overview of the outcomes of the study. Descriptive statistics show the

measures of central tendency of the study as well as the standard deviation (Warner, 2013). Descriptive statistics are appropriate to use when examining the continuous variables in the study, namely years of teaching experience and age. Descriptive statistics also provide frequency tables that reveals how many groups a variable represents, and the number of people in each group (Warner, 2013). Descriptive statistics were used to describe the sample.

I tested for assumptions of ANCOVA. Assumptions of ANCOVA include normality, homogeneity of variance, random independent samples, a linear relationship between the dependent variable and the covariate for each level of the independent variable, and homogeneity of regression slopes (Real-Statistics, 2015). I tested the homogeneity of the regression slope for each dependent variable before running my analysis.

I analyzed the data using the Statistical Package for the Social Sciences version 24.0 (SPSS), a computer program that allows for the statistical analysis of data. I conducted six analyses of covariance to test my research hypothesizes.

Research Questions and Hypotheses

RQ1: To what extent do the self-reported bullying experiences measured by total scores of student incivility/bullying behaviors differ based on gender and ethnicity while controlling for age of community college instructors?

H_o1: The self-reported bullying experiences measured by total scores of student incivility/bullying behaviors do not differ based on gender and ethnicity while controlling for age of community college instructors.

H_a1: The self-reported bullying experiences measured by total scores of student incivility/bullying behaviors differ based on gender and ethnicity while controlling for age of community college instructors.

RQ2: To what extent do the self-reported bullying experiences measured by total scores of student sexual attention differ based on gender and ethnicity while controlling for age of community college instructors?

H_o2: The self-reported bullying experiences measured by total scores of student sexual attention do not differ based on gender and ethnicity while controlling for age of community college instructors.

H_a2: The self-reported bullying experiences measured by total scores of student sexual attention differ based on gender and ethnicity while controlling for age of community college instructors.

RQ3: To what extent do the self-reported bullying experiences measured by total scores of student aggression differ based on gender and ethnicity while controlling for age of community college instructors?

H_o3: The self-reported bullying experiences measured by total scores of student aggression do not differ based on gender and ethnicity while controlling for age of community college instructors.

H_a3: The self-reported bullying experiences measured by total scores of student aggression differs based on gender and ethnicity while controlling for age of community college instructors.

RQ4: To what extent do the self-reported levels of distress from student incivility/bullying differ based on gender and ethnicity while controlling for age of community college instructors?

H_o4: The self-reported levels of distress from student incivility/bullying do not differ based on gender and ethnicity while controlling for age of community college instructors?

H_a4: The self-reported levels of distress from student incivility/bullying do differ based on gender and ethnicity while controlling for age of community college instructors.

RQ5: To what extent do the self-reported levels of distress from unwanted student sexual attention differ based on gender and ethnicity while controlling for age of community college instructors?

H_o5: The self-reported levels of distress from unwanted student sexual attention do not differ based on gender and ethnicity while controlling for age of community college instructors.

H_a5: The self-reported levels of distress from unwanted student sexual attention do differ based on gender and ethnicity while controlling for age of community college instructors.

RQ6: To what extent do the self-reported levels of distress from student aggression differ based on gender and ethnicity while controlling for age of community college instructors?

H_o6: The self-reported levels of distress from student aggression does not differ based on gender and ethnicity while controlling for age of community college instructors.

H_a6: The self-reported levels of distress from student aggression attention does differ based on gender and ethnicity while controlling for age of community college instructors.

Threats to Validity

Validity in quantitative research can be shown through the items in the study measuring what they were intended to measure (Creswell & Creswell, 2018). One threat to validity in this study is generalizability. The sample of participants included in the study came from community college instructors who choose to partake in the survey. This is a focused population that is drawn from a convenience sample, through the use of an online survey used by reaching out to community colleges through SurveyMonkey. Therefore, the results may not be generalizable to the larger population of community college instructors across America.

Other threats to validity are the perceptions and experiences of the participants. For example, what one participant believes to be a mean and hurtful way of behaving might not align with other participant's opinions over a similar act. To address this threat, the questionnaire includes various examples of student incivility or bullying, student aggression, and student sexual attention. When utilizing a self-report survey, researchers are trusting their participants to answer truthfully and to carefully review each question and potential answer to provide the researcher with a clear picture of the examined population. While this impacts the validity of the study, it was also necessary to use self-reported surveys, and online surveys, to protect the identities of the participants and to allow them to feel comfortable to share their experiences on such a sensitive topic.

Ethical Procedures

To adhere to ethical procedures, participants were provided with an informed consent form that included the name of the survey, the purpose of the survey, the possible risks of the survey, the potential benefits of the survey, that the survey is completely anonymous, that

participation in the survey is completely voluntary, and that participants may withdraw from the survey at any point in time. Participants were also given my contact information and contact information for the Walden University's Research Participant Advocate that they could reach out to with questions or concerns. No data was collected for this study prior to IRB approval. IRB approval (11-02-21-0971524) was achieved through a completion of The National Institute of Health Office of External Research Protecting Human Research Participants.

Summary

In Chapter 3, this quantitative research study was described. The rationale behind the study was discussed as well as the methodology, population, research question and hypothesis, sampling strategy, participant recruitment strategy, and data collection plan. The instruments utilized in the study were discussed along with their reliability and validity. Chapter 3 provided an overview of the research that took place to complete this study.

Chapter 4: Results

The purpose of this quantitative study was to determine what impact community college instructors' gender and ethnicity had on their exposure to student-to-teacher bullying after controlling for age, as measured through an online questionnaire that addressed the frequency of student incivility/bullying, student aggression, unwanted student sexual attention, and potential distress from these bullying acts. In Chapter 1 and Chapter 2, I explained the existing literature related to the study and provided an overview of the study. I emphasized the types of student bullying that other researchers had found that instructors experienced, as well as ways that other researchers had examined teacher demographics as a factor of bullying. Furthermore, I established a gap in the literature on student-to-teacher bullying through my research on community colleges. I decided to focus on community college instructors' demographics and exposure to student-to-teacher bullying. I examined this by using a survey derived from a survey used by Dr. Claudia Lampman in 2012 to study college and university instructors' bullying experiences. In Chapter 3, I explained the methodology that I used to collect and analyze the data. I used the methodology from Chapter 3 as my data collection method once I received IRB approval for the study. In Chapter 4, I explain the data collection, data analysis, and results.

Data Collection

I collected the data for this study between November 2021 and January 2022. The data collection I used was an online survey that I administered through SurveyMonkey. I used Facebook, the Walden participant pool, and SurveyMonkey Audience to gather my survey responses. The survey remained open until I obtained 134 complete responses.

Demographic Characteristics of the Sample

According to the U.S. Department of Education (2020), there are 1,462 community

colleges in the United States. I used G*Power to calculate an appropriate sample size for my

study. The statistical test was set for ANCOVA, the effect size was .25, the err prob was 0.05,

the power was .80, and the number of predictors was four to include the four groups of variables

for gender (male and female) and ethnicity (White or European American and not White or

European American). The sample size calculated was 128 complete responses. I closed the

survey once I ensured that the appropriate sample size was met.

Instructors who taught at a community college for the past 12 months were the

participants in this study. SurveyMonkey showed that 1,029 individuals started taking my survey

by selecting "continue" on the first question, which stated, "If you feel you understand the study

and wish to volunteer, please indicate your consent by selecting 'continue.' Of those 1,029, only

242 selected that they had worked at a community college over the past 12 months. Of those 242

participants, 134 answered all of the questions. There was a response rate of 0.130%. Only 134

of the 242 community college instructors who answered questions on this survey answered all of

them. This means that 108 participants answered only some of the questions. Therefore, 44.63%

of community college instructors who started the survey did not answer every question. There

were no discrepancies in my data collection procedure from what I explained in Chapter 3 or my

IRB application.

Demographics

My survey included demographic questions that were used as independent variables to

provide information regarding the generalizability of the results. The demographic questions

addressed employment at a community college for the past 12 months, gender, age, ethnicity,

years teaching, and formal level of education. All of the 242 community college instructors who

began the survey stated that they had taught at a community college for the past 12 months.

Table 1

Gender Demographics

	n	%
a. Cisgender woman	112	46.3%
b. Cisgender man	95	39.3%
c. Transgender woman	4	1.7%
d. Transgender man	4	1.7%
e. Nonbinary	11	4.5%
Missing system	16	6.6%

Table 2

Age Demographics

	n	%
Under 50	136	56.2%
50 or older	81	33.5%
Missing system	25	10.3%

I operationalized gender into two groups by recoding the genders as male or female.

Cisgender and transgender men were listed under "male," cisgender and transgender women

were listed under "female," and nonbinary was excluded from the analysis due to a low response

rate for nonbinary participants. Female participants made up 47.9% of the sample ($n = 116$),

male participants were 40.9% ($n = 99$), and 11.2% were not included in either group either due to

missing data or to not falling into the male or female category ($n = 27$). The participants ranged

in age from 20 to 82 years.

Table 3

Ethnicity Demographics

	n	%
White or European American	154	63.6%
Black or African American	39	16.1%
Native American or Native North American	6	2.5%
Latinx	14	5.8%
Asian American	13	5.4%
Arab American	1	0.4%
Mixed	2	0.8%
Missing system	13	5.4%

Two participants put "other" and filled out their ethnicity, one of which was "African," which I included in "Black or African American," and one that was "Hispanic," which I classified as "Latinx." I included an "other" category to ensure participants' answer fit their identity. I reclassified these two answers to fall into one of the categories I created based on the American Psychological Association standards of racial and ethnic groups (American Psychological Association, 2019a, 2019b).

Outliers

I ran boxplots to locate outliers, which indicated two significant outliers. Both participants entered extremely large numbers indicating that they experienced thousands of student bullying acts in the past 12 months, which skewed the data. I identified the numbers that were outliers by generating a boxplot for each dependent variable and excluding these two outliers from the analysis.

Coding the Variables

I coded the independent variables of gender and ethnicity by collapsing the variables. I chose to collapse gender into two groups: male ($n = 99$) and female ($n = 116$). I included cisgender and transgender men in the male category and cisgender and transgender women in the female category. Eleven participants identified as nonbinary, and nonbinary participants could not be included in a male or female group. Therefore, the nonbinary participants were not included in the analysis. I collapsed ethnicities into two groups entitled White or European American ($n = 154$) and Not White or European American. I included participants who did not identify as White or European American in the not White or European American group ($n = 75$).

The Lampman (2012) questionnaire subscales for number of incidents were summed across 15 items for incivility/bullying, four items for aggression, and eight items for unwanted sexual attention. The questionnaire also asked teachers how distressed they would be if these student incivility/bullying acts, aggression acts, and unwanted sexual attention acts occurred. I summed the distress items for each scale.

Assumptions

I examined the assumptions using homogeneity of regression slopes, normality through QQ plots, group size through descriptive statistics, Levene's test of equality, and box plots. Once the assumptions were met, I ran an analysis of covariance for each research question.

Homogeneity of Regression Slopes

The lines were not perfectly parallel on each variable when I examined the homogeneity of regression slopes, indicating that this particular assumption was not met. I continued testing assumptions.

Examining Normality

I examined QQ charts for each dependent variable to determine whether my distribution was normal. The distribution was not normal for the three variables that addressed the frequency of bullying (see Figure 1 through Figure 3), but it was normal for the distress variables (see Figure 4 through Figure 6).

Figure 1

Normal QQ Plot of Number of Times Student Incivility/Bullying Occurred in the Past 12 Months

Normal Q-Q Plot of Number of times student incivility/bullying occured in the past 12 months.
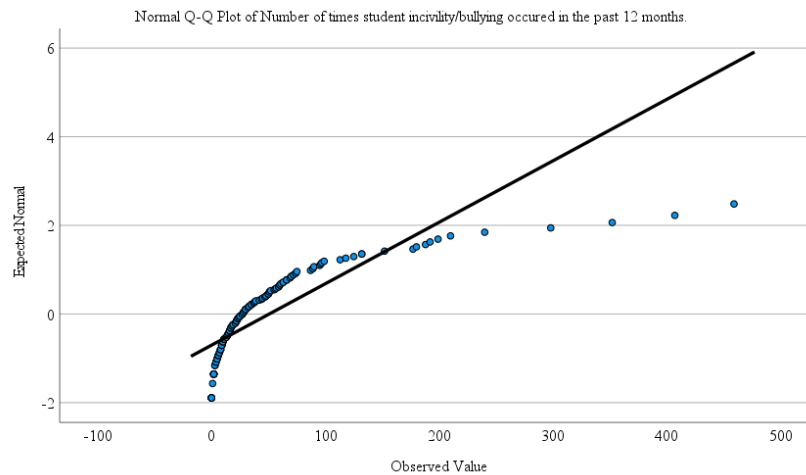
Figure 2

Normal QQ Plot of Number of Number of Times Student Aggression Occurred in the Past 12 Months

Normal Q-Q Plot of Number of times student aggression occured in the past 12 months.
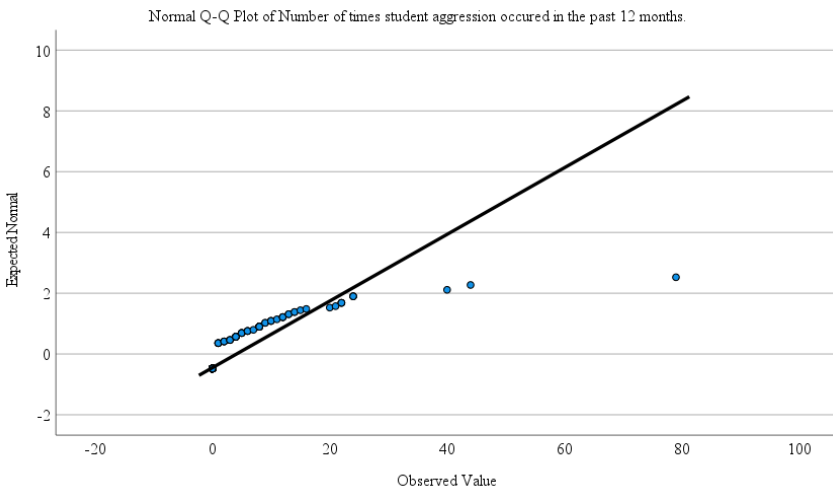
Figure 3

Normal QQ Plot of Number of Times Student Sexual Attention Occurred in the Past 12 Months

Normal Q-Q Plot of Number of times unwanted student sexual attention occured in the past 12 months.
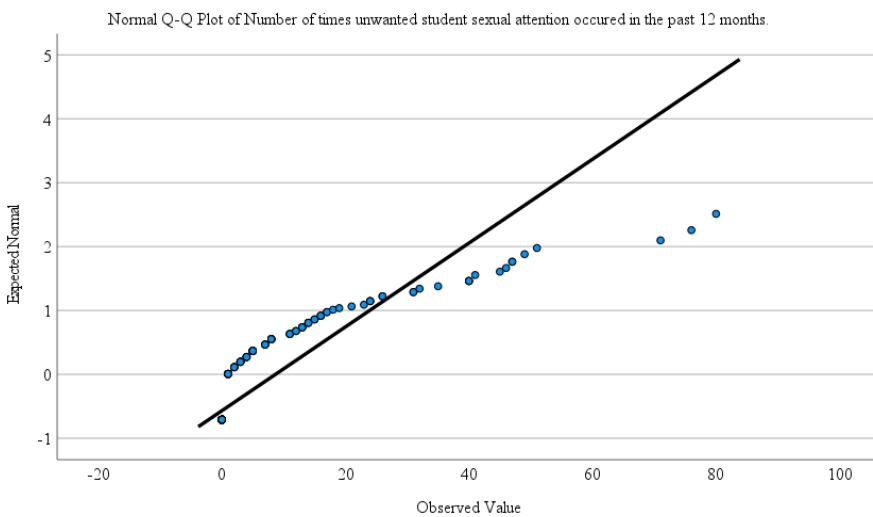
Figure 4

Normal QQ Plot of Incivility Distress

Normal Q-Q Plot of Incivility Distress
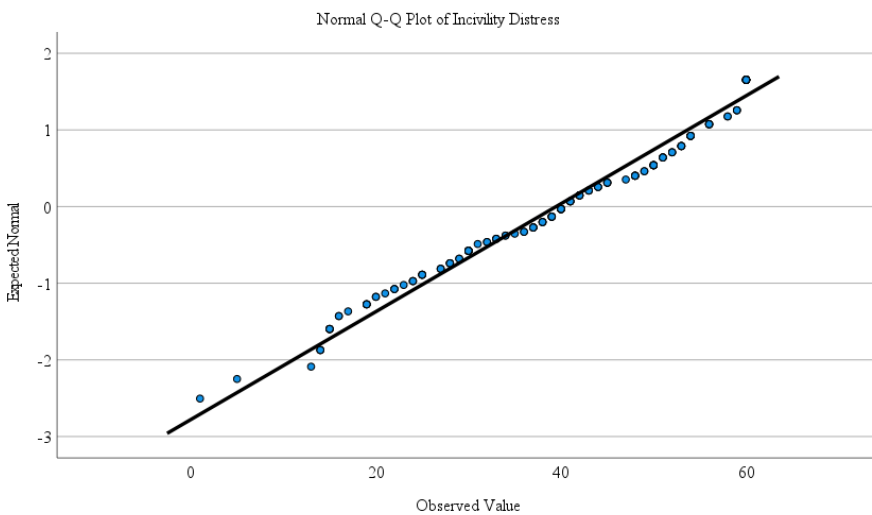
Figure 5

Normal QQ Plot of Aggression Distress

Normal Q-Q Plot of Agression Distress
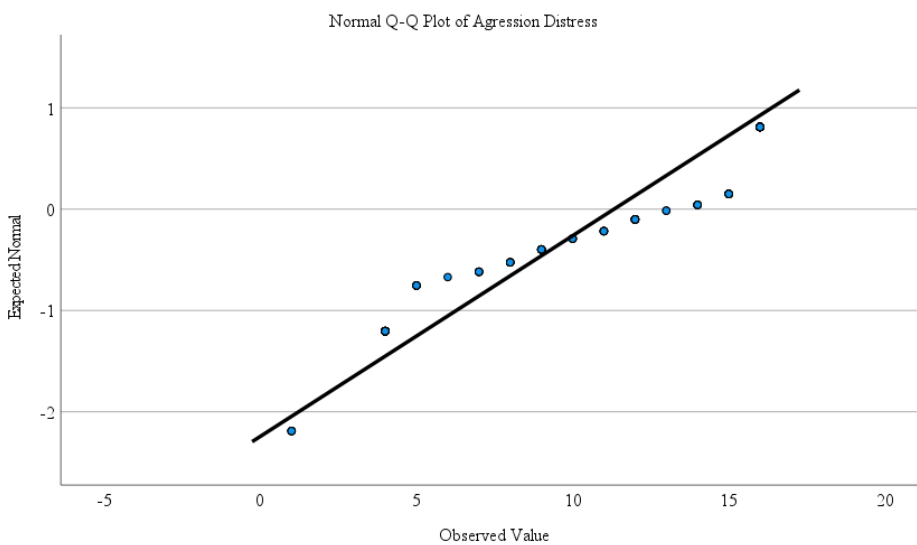
Figure 6

Normal QQ Plot of Sexual Attention Distress
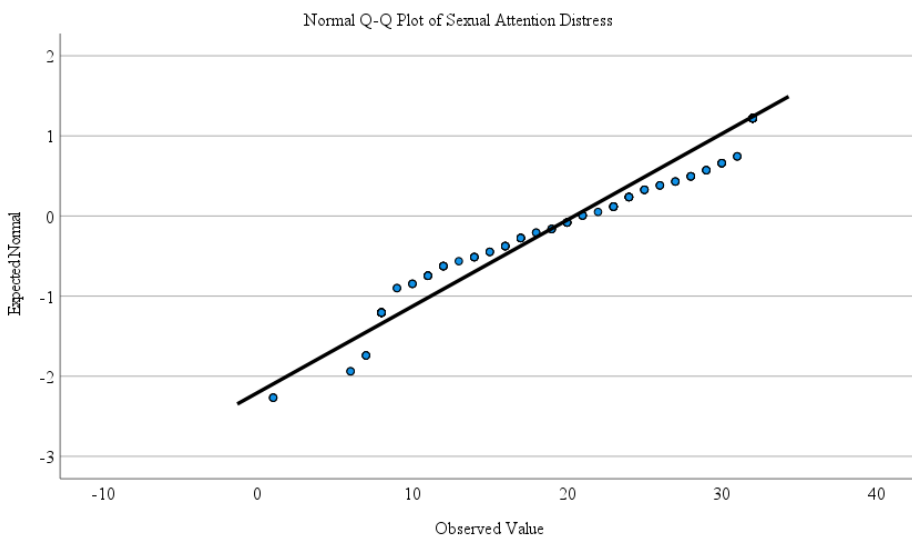
Because the three variables for the number of times bullying occurred were not normally

distributed and positively skewed, I transformed the variables using a log transformation of the

data, Log10+C, resulting in normal distributions for the three dependent variables (number of

times student incivility/bullying occurred over the past 12 months, number of times student

aggression occurred over the past 12 months, and number of times unwanted sexual attention

occurred over the past 12 months; see Figure 7 through Figure 9).

Figure 7

Normal QQ Plot of Incivility Frequency Log10 Transformed

Normal Q-Q Plot of Incivility Frequency Log10 Transformed
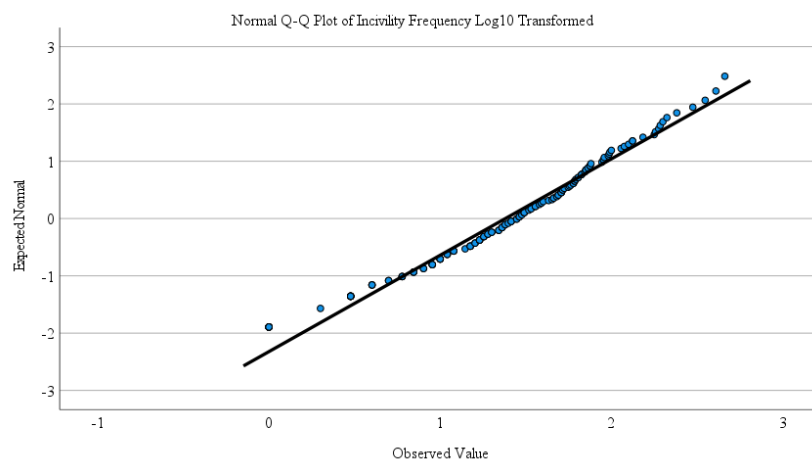
Figure 8

Normal QQ Plot of Aggression Frequency Log10 Transformed

Normal Q-Q Plot of Aggression Frequeny Log10 Transformed
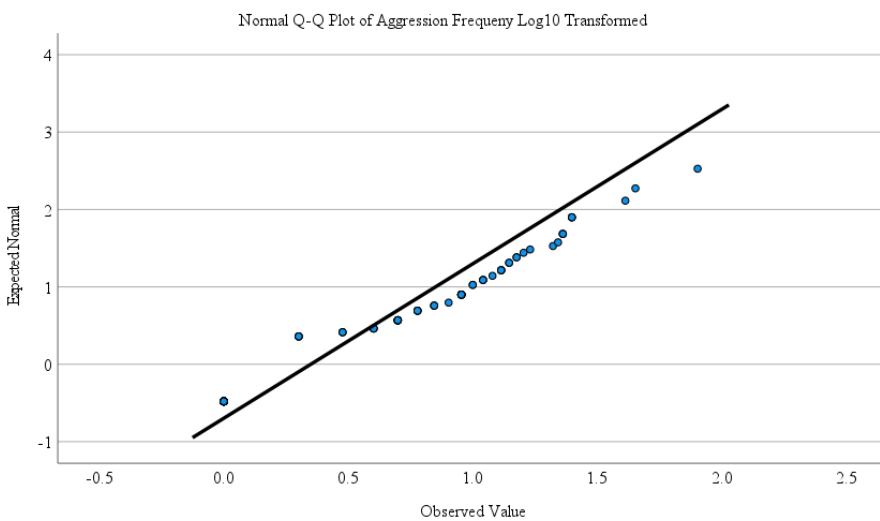
Figure 9

Normal QQ Plot of Unwanted Sexual Attention Log10 Transformed

Normal Q-Q Plot of Unwanted Sexual Attention Log10 Transformed
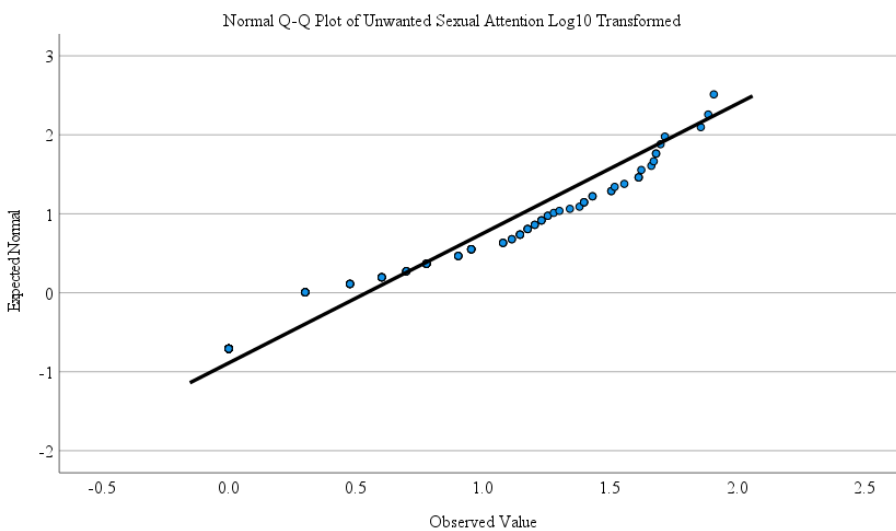
After transforming the skewed variables with a Log10 + C, the variables were normally distributed. I ran three additional boxplots for these three variables, but they did not indicate any additional outliers that needed to be excluded from the analysis. This assumption was therefore met for all six variables as the distribution was normally distributed on each variable.

Descriptive Statistics

The descriptive statistics included sample sizes, means, standard deviations, and ranges which are presented in Tables 4 for bullying frequency by gender, and Table 5 for bullying frequencies by ethnicity, Table 6 for bullying distress by gender, Table 7 for bullying distress by ethnicity, Table 8 or bullying frequencies by gender and by ethnicity, and Table 9 for bullying distress by gender and by ethnicity. The groups are greater than 20 and approximately equal.

Table 4

Descriptive Statistics of Bullying Frequency by Gender

Gender		Number of times student incivility/bullying occurred in the past 12 months.	Number of times student aggression occurred in the past 12 months.	Number of times unwanted student sexual attention occurred in the past 12 months.
Female	Mean	40.79	3.42	6.90
	N	76	86	80
	Std.	43.185	6.706	13.258
	Deviation	58.52	3.54	8.38
Male	Mean			
	N	69	78	78
	Std.	93.561	7.458	14.822
	Deviation	49.23	3.48	7.63
Total	Mean			
	N	145	164	158
	Std.	72.000	7.052	14.027
	Deviation			

Table 5

Descriptive Statistics of Bullying Frequencies by Ethnicity

Ethnicity		Number of times student incivility/bullying occurred in the past 12 months.	Number of times student aggression occurred in the past 12 months.	Number of times unwanted student sexual attention occurred in the past 12 months.
White or European American	Mean	45.97	3.60	8.39
	N	98	112	107
	Std. Deviation	55.238	6.764	14.155
Not White or European American	Mean	59.18	5.03	9.17
	N	55	61	59
	Std. Deviation	95.063	12.336	17.155
Total	Mean	50.72	4.10	8.67
	N	153	173	166
	Std. Deviation	72.098	9.115	15.241

Table 6

Descriptive Statistics of Bullying Distress by Gender

Gender		Incivility distress	Aggression distress	Sexual attention distress
Female	Mean	36.79	10.51	18.41
	N	77	86	83
	Std. Deviation	14.750	5.262	9.448
Male	Mean	43.09	12.46	23.28
	N	77	79	78
	Std. Deviation	12.814	4.585	8.605
Total	Mean	39.94	11.44	20.77
	N	154	165	161
	Std. Deviation	14.128	5.030	9.346

Table 7

Descriptive Statistics of Bullying Distress by Ethnicity

Ethnicity		Incivility distress	Aggression distress	Sexual attention distress
White or European American	Mean	37.82	11.05	19.39
	N	105	112	108
	Std. Deviation	14.143	5.017	8.969
Not White or European American	Mean	42.47	11.81	22.34
	N	57	62	62
	Std. Deviation	13.927	5.108	9.607
Total	Mean	39.46	11.32	20.46
	N	162	174	170
	Std. Deviation	14.200	5.048	9.288

Table 8

Descriptive Statistics of Bullying Frequencies by Gender and by Ethnicity

Gender and Ethnicity		Number of times student incivility/bullying occurred in the past 12 months.	Number of times student aggression occurred in the past 12 months.	Number of times unwanted student sexual attention occurred in the past 12 months.
White	Mean	39.18	2.20	6.07
Female	N	56	60	56
	Std.	39.415	4.037	10.938
	Deviation	52.08	4.73	9.40
Non-	Mean			
White	N	39	48	47
Female	Std.	70.100	8.547	15.475
	Deviation	45.30	6.23	8.83
White	Mean			
Male	N	20	26	24
	Std.	53.247	10.132	17.665
	Deviation	66.90	1.63	6.84
Non-	Mean			
White	N	30	30	31
Male	Std.	118.145	4.817	13.878
	Deviation	49.23	3.48	7.63
Total	Mean			
	N	145	164	158
	Std.	72.000	7.052	14.027
	Deviation			

Table 9

Descriptive Statistics of Bullying Distress by Gender and by Ethnicity

Gender and Ethnicity		Incivility distress	Aggression distress	Sexual attention distress
White Female	Mean	36.82	10.88	18.42
	N	56	60	57
	Std. Deviation	14.517	5.234	9.140
Non-White Female	Mean	39.13	11.23	20.77
	N	46	48	47
	Std. Deviation	13.595	4.830	8.766
White Male	Mean	36.71	9.65	18.38
	N	21	26	26
	Std. Deviation	15.723	5.329	10.280
Non-White Male	Mean	48.97	14.35	27.10
	N	31	31	31
	Std. Deviation	8.886	3.460	6.877
Total	Mean	39.94	11.44	20.77
	N	154	165	161
	Std. Deviation	14.128	5.030	9.346

Levine's Test of Equality of Variances

The Levene's Test was significant for the variables number of times student aggression occurred over the past 12 months, $F(3, 154) = 2.689$, $p=.048$, levels of distress due to student incivility, $F(3, 144) = 3.081$, $p=.029$, levels of distress due to student aggression, $F(3, 154) = 5.144$, $p=.002$, and levels of distress due to unwanted sexual attention, $F(3, 150) = 3.817$, $p=.011$, meaning that the assumption was not met for these dependent variables. The Levene's Test was not significant for the variables number of times student incivility occurred over the past 12 months, and number of times unwanted student sexual attention occurred in the past 12 months, which means the assumption was met for these variables.

Boxplots

Where the Levene's test assumption was not met, I ran box plots to visually inspect the variables. The variables had normal distributions.

Figure 10

Boxplot of Aggression Frequency Log10 Transformed
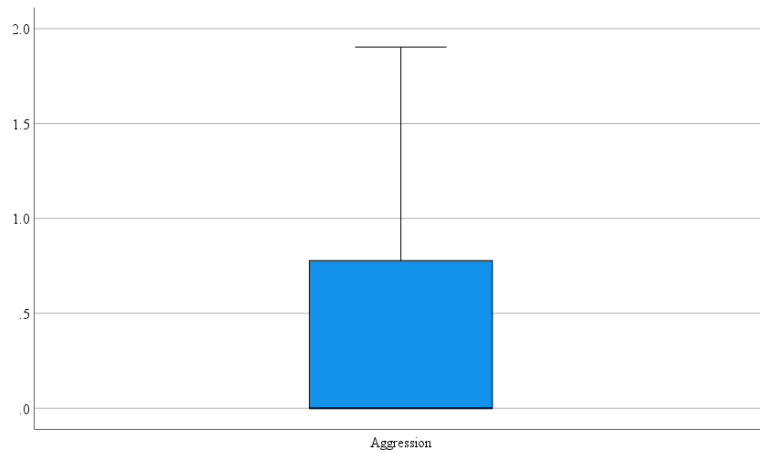
Figure 11

Boxplot of Incivility Distress
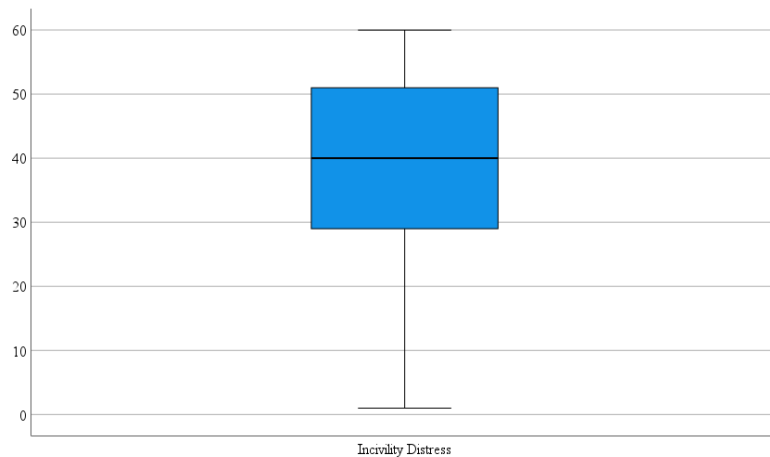
Figure 12

Boxplot of Unwanted Sexual Attention Distress
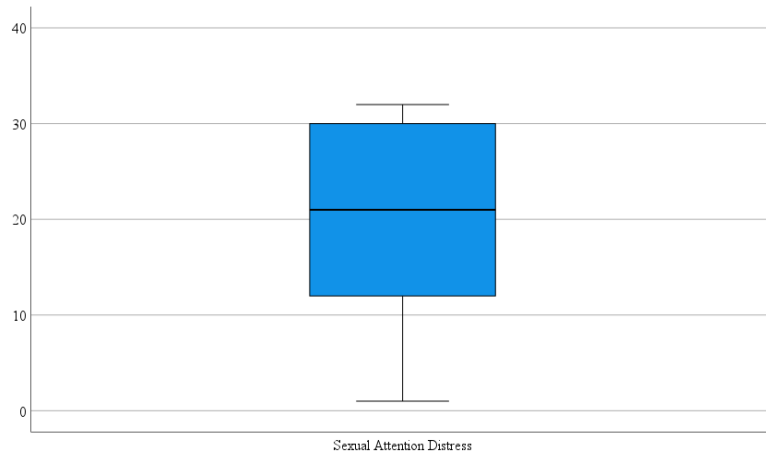
Figure 13

Boxplot of Aggression Distress
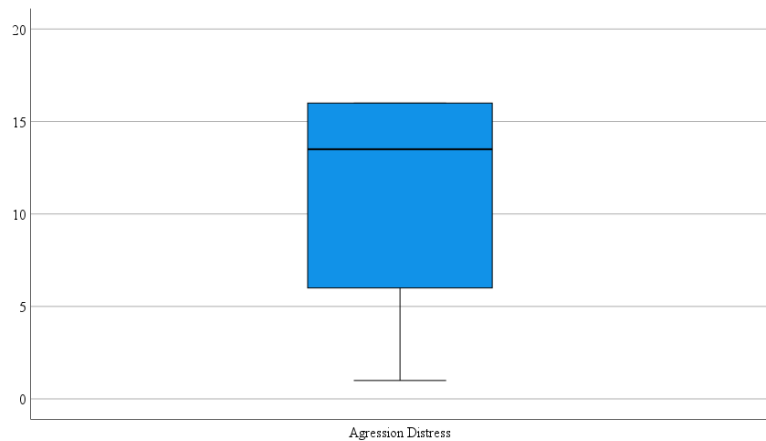
Results

The research questions were each examined with an analysis of covariance. The covariate was age, and it was included in the analysis because age was correlated with all of the outcome variables, frequency of bullying and levels of distress.

Research Question 1

RQ1: To what extent do the self-reported bullying experiences measured by total scores

of student incivility/bullying behaviors differ based on gender and ethnicity while controlling for

age of community college instructors?

H_o1: The self-reported bullying experiences measured by total scores of student

incivility/bullying behaviors do not differ based on gender and ethnicity while controlling for age

of community college instructors.

H_a1: The self-reported bullying experiences measured by total scores of student

incivility/bullying behaviors differ based on gender and ethnicity while controlling for age of

community college instructors.

Table 10

ANCOVA Results for Frequency of Incivility/Bullying by Gender and Ethnicity Controlling for Age

| Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	6.740[a]	4	1.685	5.374	<.001	.138	21.494	.970
Intercept	43.626	1	43.626	139.133	<.001	.509	139.133	1.000
Age	6.152	1	6.152	19.620	<.001	.128	19.620	.993
Gender	.358	1	.358	1.143	.287	.008	1.143	.186
Ethnicity	.692	1	.692	2.208	.140	.016	2.208	.314
Gender * Ethnicity	.023	1	.023	.073	.788	.001	.073	.058
Error	42.017	134	.314					
Total	299.942	139						
Corrected Total	48.756	138						

a. R Squared = .138 (Adjusted R Squared = .113)
b. Computed using alpha = .05

Figure 14

Estimated Marginal Means of Incivility

Estimated Marginal Means of Incivility
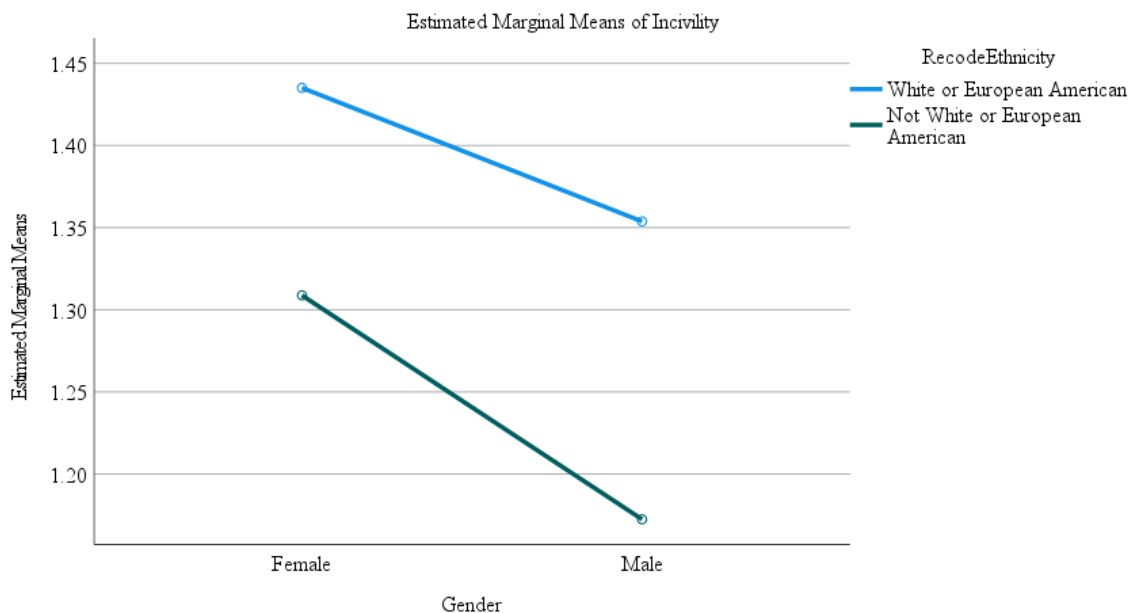
Covariates appearing in the model are evaluated at the following values: How old are you? = 46.28

The overall corrected model of the analysis showed significance, $F(4, 134) = 5.374$, $p<.001$. The main effects of age $F(1, 134) = 19.620$, $p<.001$, $\eta2 = .128$, were significant while gender, $F(1, 134) = 1.143$, $p=.287$, $\eta2 = .008$, and ethnicity $F(1, 134) = 2.208$, $p=.140$, $\eta2 = .016$ were not significant. The total scores of student incivility/bullying behaviors did not differ by gender and by ethnicity while controlling for the covariate of age as the interaction was not significant: $F(1, 134) = 0.73$, $p= .788$, $\eta2 = .001$. I failed to reject the null hypothesis.

The main effects of age in the ANCOVA analysis were significant. I ran a Pearson Correlation to determine the relationship between age and student bullying/incivility. There was a negative relationship between age and the incivility/bullying frequency, $r(165) = -.408$, p

<.001. The younger the age of the community college instructors, the more student incivility or

bullying they experienced.

Research Question 2

RQ2: To what extent do the self-reported bullying experiences measured by total scores

of student sexual attention differ based on gender and ethnicity while controlling for age of

community college instructors?

H_o2: The self-reported bullying experiences measured by total scores of student sexual

attention do not differ based on gender and ethnicity while controlling for age of community

college instructors.

H_a2: The self-reported bullying experiences measured by total scores of student sexual

attention differ based on gender and ethnicity while controlling for age of community college

instructors.

Table 11

ANCOVA Results for Frequency of Sexual Attention by Gender and Ethnicity Controlling for Age

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	8.510[a]	4	2.128	7.130	<.001	.162	28.519	.995
Intercept	18.373	1	18.373	61.569	<.001	.295	61.569	1.000
Age	7.693	1	7.693	25.779	<.001	.149	25.779	.999
Gender	.005	1	.005	.018	.893	.000	.018	.052
Ethnicity	.406	1	.406	1.360	.245	.009	1.360	.212
Gender * Ethnicity	.653	1	.653	2.188	.141	.015	2.188	.312
Error	43.866	147	.298					

| Total | 90.609 | 152 |
| Corrected Total | 52.376 | 151 |

a. R Squared = .162 (Adjusted R Squared = .140)

b. Computed using alpha = .05

Figure 15

Estimated Marginal Means of Unwanted Sexual Attention
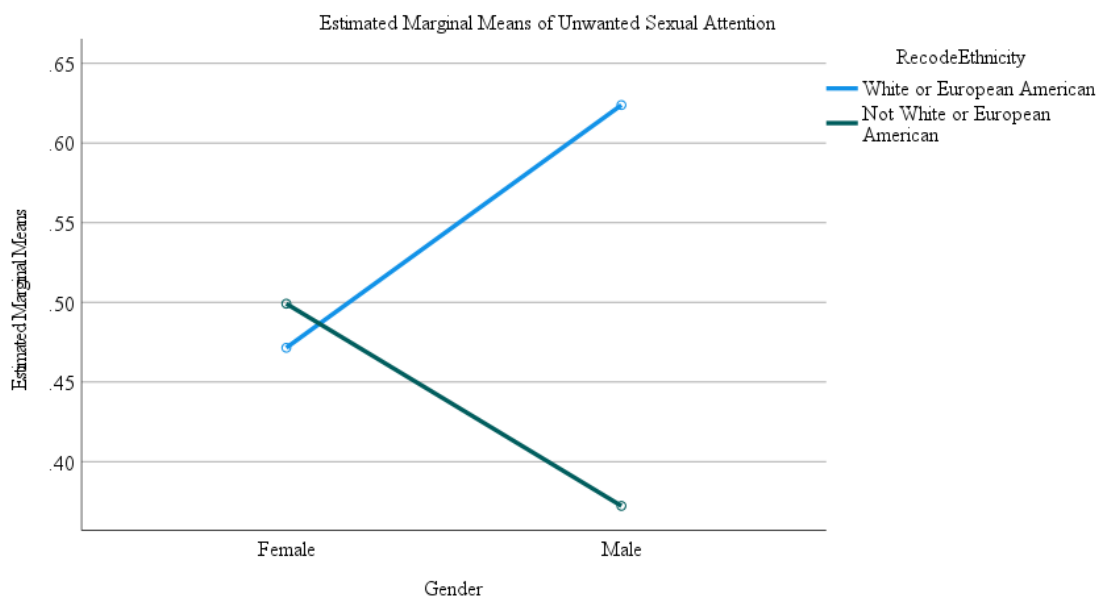
Estimated Marginal Means of Unwanted Sexual Attention

Covariates appearing in the model are evaluated at the following values: How old are you? = 46.90

The overall model of the analysis was significant, $F(4, 147) = 7.130$, $p < .001$. The main effects of age $F(1, 147) = 25.779$, $p < .001$, $\eta 2 = .149$, was significant, while gender, $F(1, 147) = .018$, $p = .893$, $\eta 2 = .000$, and ethnicity $F(1, 147) = 1.360$, $p = .245$, $\eta 2 = .009$ were not significant. The interaction was not significant, $F(1, 147) = 2.188$, $p = .141$, $= \eta = .009$. The total scores of student sexual attention behaviors did not differ by gender and by ethnicity while controlling for the covariate of age. I failed to reject the null hypothesis.

The main effect of age in the ANCOVA analysis was significant. A Pearson Correlation showed there was a negative relationship between age and unwanted sexual attention frequency $r(158) = -.371$, $p < .001$. The younger the age of the community college instructors, the more unwanted sexual attention they experienced.

Research Question 3

RQ3: To what extent do the self-reported bullying experiences measured by total scores of student aggression differ based on gender and ethnicity while controlling for age of community college instructors?

H_o3: The self-reported bullying experiences measured by total scores of student aggression do not differ based on gender and ethnicity while controlling for age of community college instructors.

H_a3: The self-reported bullying experiences measured by total scores of student aggression differs based on gender and ethnicity while controlling for age of community college instructors.

Table 12

ANCOVA Results for Frequency of Student Aggression by Gender and Ethnicity Controlling for Age

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	7.941[a]	4	1.985	11.004	<.001	.223	44.015	1.000
Intercept	11.243	1	11.243	62.314	<.001	.289	62.314	1.000
Age	5.775	1	5.775	32.008	<.001	.173	32.008	1.000
Gender	.531	1	.531	2.946	.088	.019	2.946	.400
Ethnicity	.373	1	.373	2.065	.153	.013	2.065	.298

Gender *Ethnicity	1.935	1	1.935	10.722	.001	.065	10.722	.902
Error	27.604	153	.180					
Total	50.670	158						
Corrected Total	35.546	157						
a. R Squared = .223 (Adjusted R Squared = .203)								
b. Computed using alpha = .05								

Figure 16

Estimated Marginal Means of Aggression
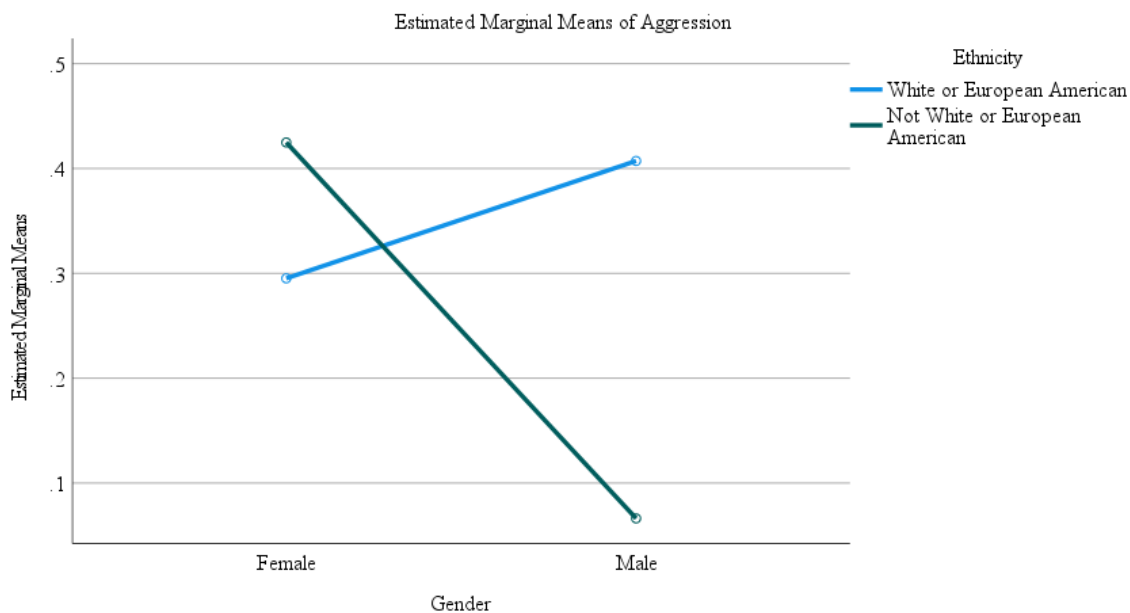
Estimated Marginal Means of Aggression

Covariates appearing in the model are evaluated at the following values: How old are you? = 46.94

The overall model of the analysis showed significance, F (4,153) = 11.004, p <.001. The

main effects of age F(1, 153) = 32.008, p<.001, η2 = .173, was significant while gender, F(1,

153) = 2.946, p=.088, η2 = .019, and ethnicity F(1, 153) = 2.065, p=.153, η2 = .013 were not

significant. The interaction was significant, F(1, 153) = 10.722, p=.001, η2 = .065. The total

scores of student aggression behaviors differed by gender and by ethnicity while controlling for the covariate of age. I rejected the null hypothesis.

To examine the interaction further, a post hoc ANCOVA was run to determine which of the four demographic groups differed significantly. The ANCOVA of the four demographic groups after controlling for age was significant $F(3,158) = 4.387$, $p < .001$. Pairwise comparisons revealed that non-White males (M=.12) differed significantly from non-White females (M=.38) (p=.008) and from White males (M=.49) (p=.015).

The main effect of age in the ANCOVA analysis was also significant. A Pearson Correlation showed a negative relationship between age and aggression frequency $r(165) = -.408$, $p < .001$. The younger the age of the community college instructors, the more student aggression they experienced.

Research Question 4

RQ4: To what extent do the self-reported levels of distress from student incivility/bullying differ based on gender and ethnicity while controlling for age of community college instructors?

H_o4: The self-reported levels of distress from student incivility/bullying do not differ based on gender and ethnicity while controlling for age of community college instructors?

H_a4: The self-reported levels of distress from student incivility/bullying do differ based on gender and ethnicity while controlling for age of community college instructors.

Table 13

*ANCOVA Results for Incivility/Bullying Distress by Gender and Ethnicity Controlling for Age*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	3661.507[a]	4	915.377	5.049	<.001	.124	20.194	.960
Intercept	21149.014	1	21149.014	116.643	<.001	.449	116.643	1.000
Age	239.905	1	239.905	1.323	.252	.009	1.323	.208
Gender	1911.057	1	1911.057	10.540	.001	.069	10.540	.897
Ethnicity	693.581	1	693.581	3.825	.052*	.026	3.825	.493
Gender * Ethnicity	853.735	1	853.735	4.709	.032	.032	4.709	.577
Error	25927.919	143	181.314					
Total	262327.000	148						
Corrected Total	29589.426	147						

a. R Squared = .124 (Adjusted R Squared = .099)
b. Computed using alpha = .05
*Rounded down

Figure 17

Estimated Marginal Means of Incivility Distress

Covariates appearing in the model are evaluated at the following values: How old are you? = 46.38

The overall model of the analysis showed significance, F (4, 143) = 5.049, p <.001. The main effects of age F(1, 143) = .1.323, p=.252, η2 = .009, were not significant while gender was significant, F(1, 143) = 10.540, p=.001, η2 = .069, and ethnicity F(1, 143) = 3.825, p=.052, η2 = .032 was marginal. The interaction was significant, F(1, 143) = 4.709, p=.032, η2 = .032. Incivility or bullying distress was higher for males than females, see table 6, and higher for non-White teachers than White teachers, see table 7. The distress of potential incivility/bullying behaviors differed by gender and by ethnicity while controlling for the covariate of age. I rejected the null hypothesis.

I ran a post hoc ANCOVA to determine which of the four demographic groups differed significantly. The ANCOVA of the four groups controlling for age was significant F(3,148) = 5.938. p <.001. Pairwise comparisons revealed that non-White males (M= 49.36) differed significantly from non-White females (M=38.95), (p=.018), White males (M=36.71), (p=.007),

and White females (M=36.40), (p<.001). The main effects of age were not significant in the

analysis. However, I still ran a Pearson correlation to examine the relationship between age and

incivility distress. There was a non-significant negative correlation between age and aggression

frequency $r(154) = -.102$, $p = .206$.

Research Question 5

RQ5: To what extent do the self-reported levels of distress from unwanted student sexual

attention differ based on gender and ethnicity while controlling for age of community college

instructors?

H_o5: The self-reported levels of distress from unwanted student sexual attention do not

differ based on gender and ethnicity while controlling for age of community college instructors.

H_a5: The self-reported levels of distress from unwanted student sexual attention do differ

based on gender and ethnicity while controlling for age of community college instructors.

Table 14

ANCOVA Results for Sexual Attention Distress by Gender and Ethnicity Controlling for Age

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	1728.863[a]	4	432.216	5.476	<.001	.128	21.903	.973
Intercept	5836.452	1	5836.452	73.942	<.001	.332	73.942	1.000
Age	76.981	1	76.981	.975	.325	.007	.975	.165
Gender	1088.428	1	1088.428	13.789	<.001	.085	13.789	.958
Ethnicity	303.740	1	303.740	3.848	.052*	.025	3.848	.496
Gender * Ethnicity	392.013	1	392.013	4.966	.027	.032	4.966	.600
Error	11761.040	149	78.933					
Total	79031.000	154						
Corrected Total	13489.903	153						

a. R Squared = .128 (Adjusted R Squared = .105)

b. Computed using alpha = .05

*Rounded down.

Figure 18

Estimated Marginal Means of Sexual Attention Distress

Estimated Marginal Means of Sexual Attention Distress

Covariates appearing in the model are evaluated at the following values: How old are you? = 46.75
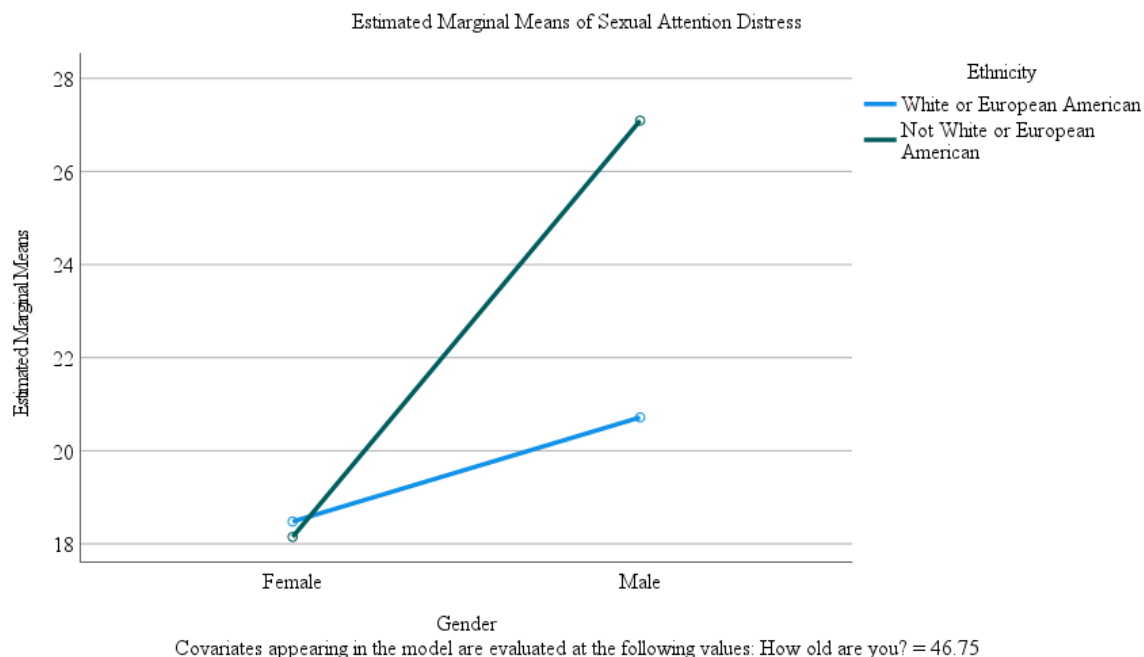
The overall model of the analysis showed significance, F (4, 149) = 5.476, p <.001. The main effects of age F(1, 149) = .975, p=.325, η2 = .007, were not significant while gender, F(1, 149) = 13.789, p<.001, η2 = .085 showed significance, and ethnicity F(1, 149) = 3.848, p=.052, η2 = .025 was marginal. The interaction was significant, F(1, 149) = 4.966, p=.027, η2 = .032. The distress of potential student sexual attention differed by gender and by ethnicity while controlling for the covariate of age. Males reported higher levels of distress than females, see table 6, and non-White or European American teachers reported higher levels of distress than White or European American teachers, see table 7. I rejected the null hypothesis.

I ran another post hoc ANCOVA to determine which of the four demographic groups differed significantly. The ANCOVA of the four groups controlling for age was significant $F(3,154) = 6.669$. $p < .001$. Pairwise comparisons revealed that non-White males (M=27.29), differed significantly from non-White females, (M=20.57) (p=.023), White males, (M=18.38) (p=.002), and White females, (M=18.39), (p<.001). The main effects of age were not significant in the ANCOVA analysis. However, I still ran a Pearson correlation to examine the relationship between age and unwanted sexual attention distress. There was a non-significant negative correlation between age and potential distress from unwanted sexual attention $r(161) = -.093$, $p = .239$.

Research Question 6

RQ6: To what extent do the self-reported levels of distress from student aggression differ based on gender and ethnicity while controlling for age of community college instructors?

H_o6: The self-reported levels of distress from student aggression does not differ based on gender and ethnicity while controlling for age of community college instructors.

H_a6: The self-reported levels of distress from student aggression attention does differ based on gender and ethnicity while controlling for age of community college instructors.

Table 15

ANCOVA Results for Aggression Distress by Gender and Ethnicity Controlling for Age

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	410.463[a]	4	102.616	4.402	.002	.103	17.607	.930
Intercept	906.673	1	906.673	38.891	<.001	.203	38.891	1.000
Age	76.728	1	76.728	3.291	.072	.021	3.291	.438
Gender	219.672	1	219.672	9.423	.003	.058	9.423	.862

Ethnicity	43.241	1	43.241	1.855	.175	.012	1.855	.273
Gender * Ethnicity	165.324	1	165.324	7.091	.009	.044	7.091	.754
Error	3566.879	153	23.313					
Total	24758.000	158						
Corrected Total	3977.342	157						

a. R Squared = .103 (Adjusted R Squared = .080)
b. Computed using alpha = .05

Figure 19

Estimated Marginal Means of Aggression Distress

Estimated Marginal Means of Agression Distress

Covariates appearing in the model are evaluated at the following values: How old are you? = 46.49
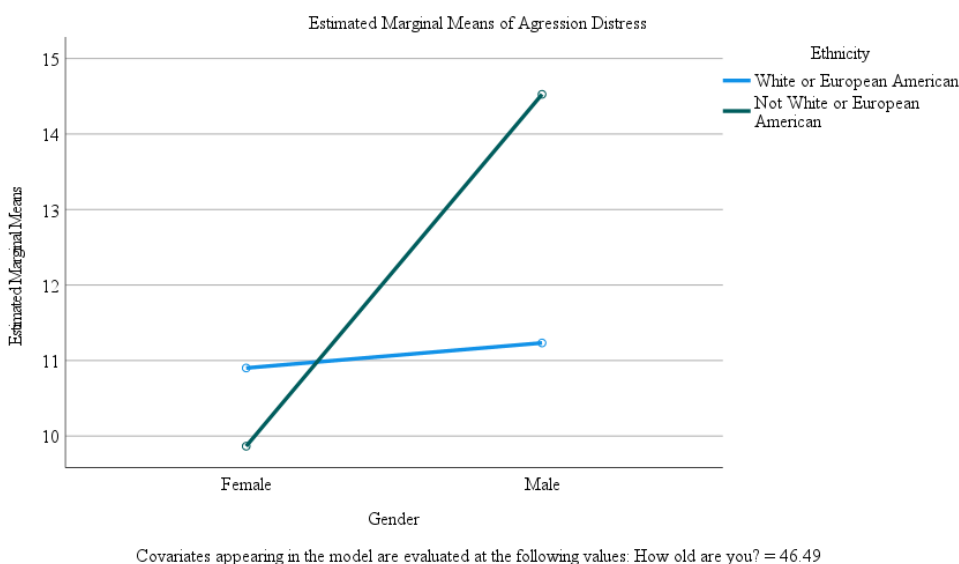
The overall model of the analysis did show significance, $F_{(4, 153)} = 4.402$, p =.002. The main effects of age $F_{(1, 153)} = 3.291$, p=.072, $\eta2 = 3.291$, was not significant while gender, $F_{(1, 153)} = 9.423$, p=.003, $\eta2 = .058$ was significant, and ethnicity $F_{(1, 153)} = 1.855$, p=.175, $\eta2 = .012$ was not significant. The interaction was significant, $F_{(3, 153)} = 7.091$, p=.009, $\eta^2 = .044$. The distress of potential aggressive student behaviors differed by gender and by ethnicity while controlling for the covariate of age. Males reported higher levels of aggression distress than females, see table 6. I rejected the null hypothesis.

I ran the final post-hoc ANCOVA to determine which of the four demographic groups differed significantly. The ANCOVA of the four groups controlling for age was significant $F(3,158) = 4.988$. $p = .002$. Pairwise comparisons revealed that non-White males (M= 14.36) differed significantly from non-White females, (M= 11.36) (p=.034), White males (M= 9.65) (p=.003) and White females (M= 10.98) (p=.009). The main effects of age were not significant in the ANCOVA analysis. I ran a Pearson correlation to examine the relationship between age and aggression distress. There was a non-significant positive correlation between age and the level of distress teachers would feel if they experienced student aggression $r(165) = .101$, $p = .194$.

Additional Analysis

I conducted ANOVA to obtain further results from my study. I examined if teaching experience and levels of education impacted bullying experiences and distress over the past 12 months.

ANOVA

ANOVAs were used to discover if the years of teaching experience and level of formal education a community college instructor has, impacted their bullying experiences. I collapsed years teaching into two categories, teachers who taught under 10 years and teachers who taught 10 or more years. Teachers were also placed in two groups according to whether or not they had a doctorate degree.

Table 16

Descriptive Statistics for ANOVA Aggression Distress by Years Taught

Years Taught	Mean	Std. Deviation	N
Under 10 Years	10.96	5.092	90
10 Or More Years	12.82	4.420	50
Total	11.62	4.929	140

Table 17

ANOVA Results for Aggression Distress by Years Taught

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Years Taught	110.620	1	110.620	4.363	.038	.025	4.363	.547
Error	4259.827	168	25.356					
Total	26010.000	170						
Corrected Total	4370.447	169						

The model of the analysis was significant, $F(1, 168) = 4.363$, $p = .038$. Teachers who taught for 10 or more years reported higher levels of distress if they experienced student aggression.

Table 18

Descriptive Statistics for ANOVA Sexual Attention Frequency

Education	Mean	Std. Deviation	N
No doctorate	.58	.605	143
Doctorate	.30	.597	23
Total	.54	.610	166

Table 19

ANOVA Results for Sexual Attention Frequency

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	1.500[a]	1	1.500	4.112	.044	.024	4.112	.522
Intercept	15.503	1	15.503	42.515	<.001	.206	42.515	1.000
Education	1.500	1	1.500	4.112	.044	.024	4.112	.522
Error	59.801	164	.365					
Total	110.014	166						
Corrected Total	61.300	165						

a. R Squared = .024 (Adjusted R Squared = .019)

b. Computed using alpha = .05

The model of analysis was significant, $F(1,164) = 4.112$, $p= .044$. The frequency of student sexual attention that teachers experienced over the past 12 months varied according to whether the teacher has a doctorate, with teachers who did not have a doctorate experiencing more sexual attention over the past 12 months than teachers who had doctorate degrees.

Table 20

Descriptive Statistics for ANOVA Aggression Distress by Education

Education	Mean	Std. Deviation	N
No doctorate	11.34	4.949	122
Doctorate	13.41	4.182	22
Total	11.66	4.883	144

Table 21

ANOVA Results for Aggression Distress by Education

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Education	128.264	1	128.264	5.155	.024	.029	5.155	.617
Error	4279.713	172	24.882					
Total	26712.000	174						
Corrected Total	4407.977	173						

The model of analysis was significant, $F(1, 172) = 5.155$, $p = .024$. The level of distress that teachers would feel if they experienced student aggression varies according to whether the teacher has a doctorate, with teachers who have doctorates experiencing higher levels of distress.

Cronbach's Alpha

I ran Cronbach's Alpha to examine the reliability of the online questionnaire. I ran the analysis for my three scale variables, the bullying frequency score variables, first. My Cronbach's Alpha is .287 which is far below the conventional .700. I ran it again to see if any of the variables might be significantly impacting my Cronbach's Alpha. This told me what my Cronbach's Alpha will be if I delete one of the variables, in this case Incivility/Bullying Number. When I removed this variable, my Cronbach's Alpha went up to .726. I ran the analysis for the scale variables of levels of distress. The Cronbach's Alpha for those three variables was .801, which is above the .700 conventional threshold. Therefore, the questionnaire was deemed reliable by Cronbach's Alpha for each dependent variable except for the number of times over the past 12 months that teachers experienced incivility or bullying from students.

Summary

A total of 134 participants answered all of the questions on the online survey derived from Claudia Lampman (2012). The results showed that the frequencies of student incivility or bullying and unwanted sexual attention bullying did not differ by gender or ethnicity and no interactions were found. Age was related to both in that younger instructors experienced more incivility or bullying and unwanted sexual attention. The frequencies of student aggression showed a significant interaction and non-White males differed significantly from non-White females and from White males. Furthermore, the younger the instructor, the more likely they were to experience student aggression.

Potential distress that teachers would feel if they experienced the forms of bullying varied. Males and non-White teachers reported the highest levels of distress regarding student bullying or incivility, and sexual attention distress, and males reported the higher levels of distress if they experienced student aggression than females. A significant interaction revealed the self-reported levels of distress from student incivility/bullying, unwanted student sexual attention, and student aggression all differ by Gender and by Ethnicity while controlling for Age of community college instructors. Non-White males varied significantly for all three types of bullying distress than all other groups. White females, White males, and non-White females did not differ significantly from each other.

The results also showed that teachers who taught for 10 or more years reported higher levels of distress if they experienced student aggression, and the level of distress that teachers would feel if they experienced student aggression varied according to whether the teacher has a doctorate, with teachers who have doctorates experiencing higher levels of distress. The

frequency of unwanted student sexual attention also varied according to whether the teacher has a doctorate, with teachers who did not have a doctorate experiencing more student sexual attention.

Chapter 5 will include a summary of my study, the results, limitations and recommendations for future research, and social change implications.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this study was to determine what impact community college teacher demographics have on their exposure to student-to-teacher bullying as well as the level of distress they would feel from student-to-teacher bullying. The study was quantitative and nonexperimental and included an online survey to answer the research questions. The research questions were answered with an analysis of covariance. Community college instructors with different demographics reported varying experiences of student bullying and levels of distress. The results showed the younger the instructor, the higher the frequency of all three forms of bullying, and non-White males differed significantly from other groups regarding how often they experienced aggression over the past 12 months. Males reported higher levels of distress regarding each type of bullying, and non-White teachers reported higher levels of distress if they experienced student incivility or sexual attention distress. Teachers who taught for 10 or more years and teachers with doctoral degrees reported higher levels of distress if they were to experience student aggression, and teachers who did not have a doctorate reported a higher frequency of student sexual attention.

Interpretation of the Findings

This research corroborates studies that indicated student-to-teacher bullying occurs at various levels of education (Cassidy et al., 2017; Lampman, 2012; Marraccini et al., 2018; May & Tenzek, 2018; Meriläinen et al., 2019). In my study, age was related to the frequency of each type of bullying that community college instructors experienced. The younger the instructor, the more likely they were to experience student incivility or bullying, unwanted sexual attention, and aggression, which is similar to what Lampman (2012) found when surveying 4-year colleges and

universities. De Wet (2012) studied seven survivors of student-to-teacher bullying in South Africa and also found that students retaliate against younger teachers who discipline them. The findings of my study are consistent with the literature regarding the age of the instructor and its relationship to student-to-teacher bullying.

The results in my study also showed that non-White males differed significantly from other groups regarding frequency of student aggression. Males reported higher levels of distress regarding each type of bullying, and non-White teachers reported higher levels of distress if they experienced student incivility or sexual attention distress. Lampman (2012) discovered that women, racial minorities, less experienced teachers, and younger teachers reported more incivility and bullying from students. More women than men also reported that they experienced a serious act of student incivility, aggression, or sexual attention. My results among community college instructors varied. Cothran (2016) found, after examining a personal narrative, that Black women were likely to be the targets of bullying behavior from their students. Uz and Bayraktar (2019) reported that women were more likely to be bullied than men after examining classroom management skills in their study. Özkiliç (2012) conducted research in Turkey and showed that female teachers experienced more verbal forms of bullying. My study of community college instructors indicated results that were inconsistent with the literature reviewed.

Lampman (2012) further discovered that teaching experience and credentials impacted student bullying. My study showed that teachers who taught for 10 or more years and teachers with doctorates reported they would experience higher levels of distress if they were to experience student aggression. Teachers who did not have doctorates experienced more student sexual attention than teachers who had doctorates. Lampman found that teachers with less

teaching experience reported more sexual attention from students. However, my results were not consistent with Lampman's. I examined a population of community college instructors and found differing results from previously conducted studies that addressed other demographics, and the current study contributed to filling a gap in the scholarly literature.

Limitations of the Study

Limitations of the survey included the methods of data collection. I used an online data collection method rather than gathering data face-to-face. Although I ensured an appropriate sample size, I was unable to identify which community colleges were surveyed, where they were located, or how many were included in the survey. The experiences of community college instructors could vary from state to state or from college to college. Furthermore, teachers at technical institutions were not included in the sample. In addition to these limitations, the survey solicited responses on bullying experiences, which could have skewed the data. For example, if a community college instructor saw the survey online but did not have any bullying experiences to report, they could have chosen to not engage in the survey.

Recommendations

Future researchers could work with community colleges to survey instructors in each community college in the United States. This would show whether there are differences between colleges or different parts of the country. Furthermore, future researchers could survey instructors at technical institutions because their bullying experiences were not included in the current study.

Implications

My study showed that student-to-teacher bullying occurs in community colleges. Community college instructors who took part in and read this study were able to see that they are not alone in their bullying experiences. Furthermore, this study could inform community colleges that student-to-teacher bullying exists at this level of education, and community colleges could use this knowledge to inform school rules, policies, and practices. Advocating for the safety and well-being of instructors at all levels of education is important. This study shows that the rights of community college instructors must be prioritized.

Conclusion

Student-to-teacher bullying is a phenomenon that occurs in various levels of education, including community colleges. Community college teachers can experience various frequencies of student aggression based on their demographics. The levels of distress that teachers could face from bullying varies by gender and ethnicity while controlling for Age. Furthermore, teachers could face varying levels of distress due to their formal level of education. This is an injustice that impacts not only community colleges but educational institutions around the world. Student aggression can range from threatening to use a weapon or using a weapon against an instructor or attacking them physically. These aggressive acts often cause bullied teachers to feel victimized, and according to this study some community college instructors will likely be victimized more than others because of their demographics. Teachers must feel safe within their classrooms to focus on their jobs instead of their personal safety.

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Appendix A: Permission to Use Questionnaire

Dear Keira,
You have my permission to use the instrument. I am attaching links to two articles below that used an updated version of the questionnaire. Definitely an improvement over the original. Best of luck to You have my permission to use any of them. Best of luck with your dissertation research. I look forward to hearing about the results!
Claudia

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Claudia B. Lampman, Ph.D.

Appendix B: Demographic Questionnaire

Please answer each question honestly and accurately by selecting the appropriate response.

Please complete all of the questions.

Please remember that the information will be treated confidentially.

Your responses are private and cannot be identified.

Remember that the questions concern learner's behavior towards you.

Thank you for being willing to complete the questionnaire.

Questions 1 – 6 refer to information about yourself. Please select the answer that matches the appropriate response.

Please answer each question honestly and accurately. Please remember that all answers will be treated anonymously.

1. Have you been employed as a community college instructor for the last 12 months?

    a. Yes.

    b. No.

2. What gender do you identify with? Please be aware that *Cisgender* refers to individuals whose sex assigned at birth aligns with their gender identity, *Transgender* is used as an adjective to refer to persons whose gender identity, expression, and/or role does not conform to what is culturally associated with their sex assigned at birth, and *Nonbinary* is a gender outside of the binary of "male" or "female".

    a. Cisgender woman

    b. Cisgender man

    c. Transgender woman

d. Transgender man

e. Nonbinary

f. Other, please specify. _____

3. How old are you? _____

4. What ethnicity do you identify with?

    a. White or European American

    b. Black or African American

    c. Native American or Native North American

    d. Latinx

    e. Asian American

    f. Hawaiian Native, Indigenous Person of the Hawaiian Islands, or Pacific Islander

    g. Alaska Native

    h. Arab American

    i. Mixed, please specify. _____

    j. Other, please specify. _____

5. How many years have you been teaching?

6. What is your level of formal education?

    a. Bachelor's degree

b. Master's degree

c. Doctorate

Appendix C: Student Incivility/Bullying Questionnaire

Please indicate the approximate number of times in the past 12 months one of your students engaged in each behavior.

Regardless of your actual experience, please rate how distressed you would feel if a student engaged in each behavior, using a response scale from 1 (not at all distressed) to 4 (extremely distressed).

1.   Engaged in distracting, non-class conversations during class.

       Number of times in the past 12 months_____

       This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

2.   Showed disdain or disapproval during class (e.g., groaning, rolling eyes, frowning).

       Number of times in the past 12 months_____

       This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

3.   Requested that you make your exams or assignments easier.

       Number of times in the past 12 months_____

       This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

4.   Created tension by dominating discussions.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—

distressed, 4—extremely distressed.

5.   Demanded make-up exams or extensions not usually offered.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—

distressed, 4—extremely distressed.

6.   Challenged your authority during class.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—

distressed, 4—extremely distressed.

7.   Continually interrupted you during class.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—

distressed, 4—extremely distressed.

8.   Made derogatory or sarcastic remarks or gestures in class.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

9. Submitted inappropriate or hostile comments on course evaluations.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

10. Questioned your credentials or qualifications to teach a course.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

11. Made a hostile or threatening comment during a class.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

12. Made a derogatory comment concerning race, ethnicity, sex, or sexual orientation in class.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

13. Yelled or screamed at you.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

14. Accused you of racism, sexism, or discrimination in response to undesired grade.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

15. Made a threat or intimidating communication (e.g., lawsuits or grievances).

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

16. Made a death threat to you or one of your colleagues.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

17.   Threatened physical harm to you.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—

distressed, 4—extremely distressed.

18.   Attacked you physically.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—

distressed, 4—extremely distressed.

19.   Used or threatened to use weapon against you.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—

distressed, 4—extremely distressed.

20.   Flirted with you.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—

distressed, 4—extremely distressed.

21.   Made a sexual comment to you.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

22.   Ogled or looked at you suggestively.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

23.   Spread rumors of a sexual nature about you.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

24.   Misinterpreted your behavior as sexual interest.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

25.   Alleged improper sexual behavior on your part.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

26.   Made a sexual advance directed at you.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

27.   Asked you out on a date.

Number of times in the past 12 months_____

This behavior would cause me to be: 1 – Not at all distressed, 2—slightly distressed, 3—distressed, 4—extremely distressed.

Appendix D: Community College Instructor Online Survey