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PREVALENCE OF TEACHER'S BULLYING AMONG MALE AND FEMALE UNIVERSITY STUDENTS AND THEIR USE OF COPING STRATEGIES IN RESPONSE TO TEACHER'S BULLYING

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KEYWORDS	ABSTRACT
Teachers' bullying, academic bullying, gender differences, coping strategies, university students.	Most of the existing literature on bullying has focused on peer-on-peer school bullying or workplace bullying. Bullying by teachers has received little attention. The present study aimed to: 1- explore the prevalence of bullying and its types by university professors among male and female university students. 2- Find the gender difference with reference to use of coping strategies as a response to Teacher's bullying. Survey method was applied. Through multistage sampling including stratified and convenient sampling method a total of 240 students as target sample, (M=120, F=120) were recruited from all faculties of University of Karachi. As a research tool two standardized scales were used, namely, "Student Perception of Professor Bullying Questionnaire" (SPPBQ) and "Coping Inventory Stress Scale (CISS-21)". The calculations of ANOVA indicated that the mean score for Academic bullying ($M = 14.40$, $SD = 7.34$) was significantly higher than that of Personal bullying ($M = 9.03$, $SD = 6.82$). Furthermore, both Academic and Personal bullying occurred at significantly higher frequencies than Physical bullying, which recorded the lowest overall mean score ($M = 2.96$, $SD = 4.16$). Contrary to previous research, males and females were found to be equally bullied. Lastly, no gender difference was found in coping strategies of bullied victims.
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"Teachers are not kings but they know how to make kings." (Imam Ghazali)

Teaching is a noble profession. With due teaching skills, teachers are not only educators but also providers of knowledge of the norms, values and morals of their society. Positive relationships with teachers help a child develop a sense of identity and provides groundwork for future socialization. Under a teacher's dedicated mentorship, a student can become a responsible citizen and can bring positive change in the society. In this sense, teachers can be called builders of a nation.

Researchers have investigated the characteristics of teachers that make them likeable for the students. Some of them are, being diligent in their teaching, treating students fairly, giving them personal attention and encouragement (Ida, 2017). Teachers' personality traits of friendliness, being caring, calm, helpful and flexible are also highly valued by their students (Läänemets et al., 2012; Bullock, 2015). However, not all teachers uphold the dignity of this profession. Research has also been conducted on what makes a 'bad' teacher. (Carlile, 2005). Some teachers are deficient in the technical aspects of teaching, for example, they fail to deliver the syllabus content clearly or have poor commitment towards teaching responsibilities (Menuet, 2005), others have difficult personalities, for example, lack of self-control and emotional stability, so they may be unfair in awarding grades and show favoritism (Banfield et al., 2006) while others are ethically incompetent, so they may behave in an offensive manner with their students, (Suplicz, 2009). Other work on ethical incompetence in teachers has shed light on sexual abuse (Shakeshaft & Cohan, 1995; Ali, 2018) and physical abuse of students by teachers in some cultures (Shumba, 2001 ; Cheruvalath & Tripathi, 2015 ; Feinstein & Mwachombela, 2010). These behaviors are intentional and fall under the category of bullying. When the word "bully" reaches our ears, it is quite rare that a teacher comes to our mind even if we have been bullied by one. However, there are other forms of bullying that teachers perpetrate that have received less attention in research, especially in collectivistic cultures, where teachers are given more respect than individualistic cultures. There are some teacher behaviors that constitute emotional and psychological abuse, that go unnoticed because of lack of awareness on this matter. Moreover, this bullying behavior may be unintentional and unknown to the teacher who engages in it.

A bullying teacher can be defined in many ways. Twemlow and Fonaag (2006) defined teachers who bully as those who use their power and authority to punish and manipulate students in ways that exceed the limits of reasonable disciplinary procedure. They are those degrade a student in front of others, and to demean his or her capabilities. Teachers may bully students directly by physical torture, and verbal abuse or indirectly by spreading rumours, in-direct name calling, sarcastic remarks. (Olweus, 1993) Another bullying behavior noted by Zerillo (2010) is denial of access. It includes actions that prevent a student from participating in activities or rejection of a student's request. The defining characteristic that differentiates bullying from common maltreatment is its repetition. Olweus (1993, as cited in Marracinni, 2013) described the bullying experience of a student as "A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons". Therefore, any negative behaviour by the teacher that causes emotional distress in a student counts as bullying.

Research on bullying began about four decades ago, pioneered by Olweus (1978). However, most of the research that is available is centered around peer-on-peer bullying and bullying of primary or secondary school students by teachers (Smith et al., 1999 ; Twemlow & Fonaag, 2005 ; Stephenson et al., 2006). Bullying by teachers in universities is one of the least explored areas in educational psychology. To date, very few studies have investigated its prevalence. Chappell et al. (2004) found that about 5% of the 1025 undergraduate students in a U.S. university had been bullied by teachers and about 15% of the subjects had seen teachers bully other students.

Similarly, Marracinni (2013) found that 51% of sampled students of a US university had seen another student being bullied by a professor/instructor at least once and 18% had themselves been bullied by a professor/instructor at least once. In Finland, Sinkkonen et al. (2014) also found that 5% of students at a University had experienced bullying, half of whom had been bullied at the hands of a teaching personnel. Another survey conducted in Pakistani medical colleges found that about half of medical students had faced bullying in college and the senior doctors were the most frequent perpetrators of bullying. (Ahmer et al., 2008)

Since there is limited literature on bullying of university students by professors, we can only have an idea of its nature and impact from research on teachers' bullying of school children. Amongst all types of teachers' bullying, verbal bullying which includes sarcasm, giving threats, name-calling, and yelling, has been found to be the most common. (Berger, 2006 as cited in Marracinni, 2013 ; James et al., 2008) Emotional abuse such as unjust awarding of grades and being ignored when asking for help has also been reported as a common bullying behavior by teachers. (Fromuth et al., 2015) On the other hand, physical bullying is the most visible and identifiable form of bullying, but it is less common than emotional or psychological abuse (Theoklitou et al., 2012 ; Delfabbro et al., 2006).

Students who become victims of bullying tend to be those who are withdrawn, show more negative reactions in response to bullying such as being upset or running away, who do not have many friends, (Wolke et al., 2009) are low in assertiveness (Egan & Perry, 1998), and have internalizing problems such as anxiety-depression (Arseneault et al., 2010). According to McEvoy (2005), teachers choose to bully students who are vulnerable, for example, those who can't retaliate and don't defend themselves, while Delfabbro et al. (2012) found that students who are socially or academically alienated are more likely to be victimized by teachers.

With regards to gender, research has consistently found that boys are at a higher risk of being maltreated by teachers than girls. (Kokkinos & Kipritsi, 2011; Silva et al., 2013; Tulloch, 1995 as cited in Munro, 2004; Theoklitou et al., 2012) However, boys are more likely to be victims of direct forms of bullying such as physical abuse while girls face more indirect forms of bullying such as being the targets of gossip. (Fernández, 2013 ; Espelage et al., 2009). Both genders also show a difference in coping strategies when faced with a stressor such as bullying. There are different types of coping strategies such as problem-focused or approach strategies that are targeted at altering or managing the stressor, avoidance coping strategies in which the person avoids thinking about the problem, and emotion-focused coping which is aimed at managing the negative arousal due to the stressor (Lazarus, 1999 as cited in Skrzypiec et al., 2011). Girls seek social support more often than boys, and are more likely to share their bullying experience with friends than boys. (Tenenbaum et al., 2011; Smith et al., 2001) Also, girls are more likely to use emotion-focused coping in response to being bullied than boys but both genders are equally likely to use problem-focused or task-oriented coping. (Newman et al., 2011; Matud, 2004) Girls are more likely than boys to blame themselves and direct the anger inwards in response to bullying. (Olafsen & Viemerö, 2000). This also constitutes as emotion-oriented coping.

Being bullied has far-reaching emotional and psychological consequences for students. There are many long-term negative consequences of peer-on-peer bullying on young children as they enter adulthood, (Wolke & Lereya, 2015; Wolke et al., 2013) including reduction in self-esteem and social self-concept (Hawker & Boulton, 2000 as cited in Reijntjes et al., 2010), higher risk of attempting suicide (Klomek et al., 2007) and an increase in externalizing problems such as violent behavior and weapon carrying. (Nansel et al., 2003)

Different dynamics operate when the bully is a person in authority, such as a college professor. In terms of both age and status, students are less powerful than teachers, which puts them at a greater risk of being bullied by them. The teachers can take or give privileges to the students which can make the bullied students feel trapped and afraid of taking any action against them. Teachers may justify their misbehavior by deeming it a necessary disciplinary procedure. (McEvoy, 2005) Students who report being abused by their teachers rate it as the worst school experience. (Whitted & Dupper, 2008). Furthermore, victims of teachers' bullying are more likely to be poor in academics, become users of cigarettes, drugs and alcohol, (Delfabbro et al., 2006), experience depression, anxiety, low self-esteem, social isolation and suicidal ideation. (Olweus, 1993 ; Boivin et al., 1995 as cited in Sylvester, 2006). Moreover, bullying in primary and secondary school is also correlated with the development of personality disorders in adulthood (Monsvold et al., 2011). Bullying by a teacher may make the student more vulnerable to being mistreated by his peers, as the others may assume that since a teacher is treating the person this way, he deserves it. However, relatively little is known about teacher-on-student bullying in universities, even though it is a serious problem not only for students who are targets of it, but also for parents, university staff and administrator, mental health practitioners and the society at large.

Research has shown that teachers who bullied students had a history of being bullied in their childhood. (Twemlow et al., 2016) Therefore, it is possible that children exposed to teachers who model aggressive or hostile behaviour may be more likely to show aggression themselves. (Sarno, 1992 as cited in James et al., 2008) Such children would eventually disturb the peace of society. If teachers become bullies, and create a threatening environment, other students lose trust in them and consequently are less willing to study from them. (Banfield et al., 2006) A teacher also has a role in controlling bullying in educational institutes. Anti-bullying campaigns cannot be effective if the issue of teachers' bullying is not addressed. Also, as aforementioned literature showed, being bullied is associated with a wide range of psychological issues, which persist well into adulthood. Although university students are adults, just like their teachers and have relatively more autonomy than young children, being bullied by the professor may still make them prone to self-doubt and loss of self-confidence. In order to reduce society's burden of mental health problems, this issue needs to be investigated. By examining how university students cope with teachers' bullying, we can also assess whether victims of bullying use effective or ineffective coping strategies and this information can be used by policy-makers to design effective bullying awareness campaigns.

There is a dearth of literature on teachers' bullying in South-Asian countries although the problem does exist here also (Samundari, 2020). Several studies show that people who are bullied

when young are more prone to grow up to become bullies in the future. One of them was conducted in Pakistan and concluded that being bullied in the past was strongly associated with becoming a perpetrator of bullying in the future (Naveed et al, 2020). Common sense suggests that if bullying is prevalent in Pakistan and these youngsters grow up to become professors, teachers' bullying may exist as well.

Considering the need for its awareness, we decided to investigate this issue in Pakistan. The teaching profession is more highly respected in Asian countries compared to other countries (Dolton et al., 2018) Students and parents in Asian societies would be unlikely to question a teacher's methods or behavior, and bullying by teachers could be going unnoticed or underreported.

Aims of study

By keeping in view the importance of the topic, the present research aims to investigate

1. Whether the students of University of Karachi, Pakistan have experienced bullying by university professors or not.
2. The types of bullying in which professors have engaged in.
3. The gender difference in bullied populations and the different types of coping strategies.
4. The significance of Teacher's bullying and its relevance with mental health issues among the victims.

Hypotheses

It was hypothesized that

1. Academic bullying and personal bullying by teachers would be greater than physical bullying among university students.
2. Male students would be more bullied by teachers than female students.
3. Female victims of teachers bullying will be more likely to use emotional coping strategies than male victims.
4. There will be no gender difference in task-oriented coping.

Methodology

Participants

240 students of University of Karachi, both males (N=119) and females (N=121), were recruited from each faculty of the university through multi-stage sampling including stratified random sampling and purposive sampling. The age range was 19-24. as a inclusion, exclusion criterion, only those participants were purposefully selected for the study who had been bullied by any one or more university teachers, whereas, students of BA/BSC 1st year and MA previous were excluded.

Materials

The materials included a consent form and two measures.

SPPBQ scale (Marraccini, Weyandt & Rossi , 2015) has 21 items comprising three subscales physical, academic and personal bullying including one question to determine bullying. The internal consistency of the scale was measured by Cronbach's alpha coefficient of 0.70 was 0.65, 0.75. The responses were recorded on a 5-point Likert scale from 0 being 'never' to 4 being 'daily'. Scoring was done by adding all the items of a specific sub-scale the higher scores in the particular scale predicts higher bullying a child has received in that area.

Coping inventory for Stressful Situations (CISS-21) by Calsbeek et.al (2006) had 21 items, measured on a 5-point Likert scale with 1 being 'not at all' to 5 being 'very much'. CISS-21 carried 3 sub-scales measuring task-oriented coping, avoidant coping and emotional coping, each consisting of 7 items. Inner consistency level for CISS-21 were between $\alpha = 0.78 - 0.87$ for task-oriented coping, $\alpha = 0.78 - 0.88$ for emotion-oriented coping and $\alpha = 0.70 - 0.85$ for avoidance coping. Scoring was done by adding all the values of a particular subscale and higher the score in one area predicts the kind of coping used.

Procedure

To conduct the research, survey method was applied#. To identify the difficult words in the questionnaire and to address any unanticipated problems, a pilot study was conducted on 48 participant's recruited using convenient sampling from the University of Karachi. Since the targeted population for the present study did not have English as their first language, the participants were asked to point any words in the questionnaire that they found difficult to comprehend. The pilot study aimed to reach maximum accuracy of the results. A list of the identified difficult words was made which was then translated to the most suitable Urdu meaning. Time that participants took to complete the form was recorded as well.

Participants were briefed about the definition of teacher's bullying as mentioned in the SPPBQ and if they professed that they had been victims of such bullying, they were asked for participation in our research. They were informed of their voluntary participation, assured of their confidentiality, and their right to withdraw. After signing the consent form, they were asked to fill each section.

Results and finding

A one-way ANOVA was conducted to find the difference between bullying subscales' scores of participants. Both academic and personal bullying was found to be more frequent than physical bullying, which proves our first hypothesis.

Table 1: Descriptive Statistics and One-Way Analysis of Variance (ANOVA) for Bullying Types

Variable	N	M	SD	F	df	p
Bullying Types Academic	240	14.40	7.34	200.484	(2, 717)	< .001

Personal	240	9.03	6.82
Physical	240	2.96	4.16

Note. N = sample size; M = Mean; SD = Standard Deviation. Post-hoc evaluations using Tukey's test ($\alpha = .05$) demonstrate that all group pairs are significantly different from one another (Academic > Personal > Physical).

Table 1 showing a One-way Analysis of Variance (ANOVA) was conducted to find out the difference among the types of bullying (Academic, Personal, and Physical). The analysis revealed a statistically significant, major effect across the categories, $F(2, 717) = 200.48, p < .001$. To evaluate the specific differences between types, a Tukey post-hoc test was performed. The results indicated that the mean score for Academic bullying ($M = 14.40, SD = 7.34$) was significantly higher than that of Personal bullying ($M = 9.03, SD = 6.82$). Furthermore, both Academic and Personal bullying occurred at significantly higher frequencies than Physical bullying, which recorded the lowest overall mean score ($M = 2.96, SD = 4.16$). All paired comparisons between the three categories were statistically significant ($p < .05$).

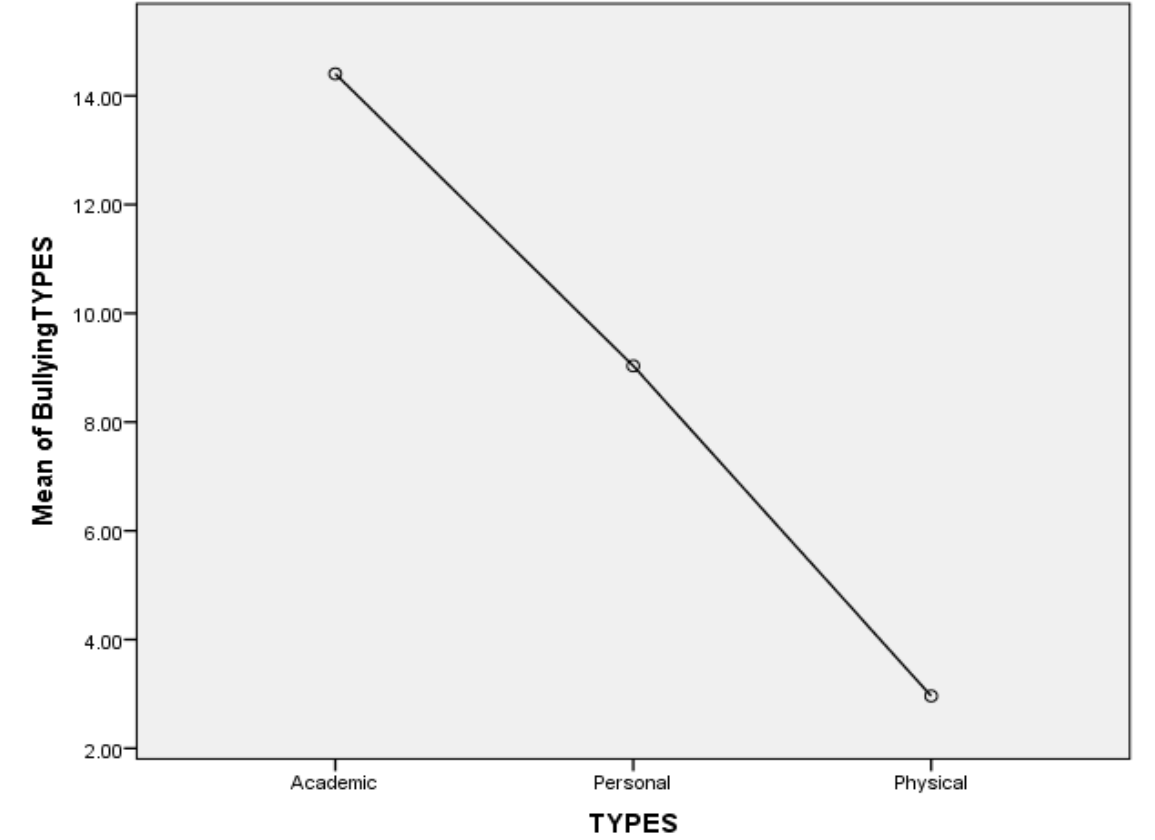


Table 2: Independent Samples T-test for difference in SPPBQ scores between males and females (N=240)

	N	Mean	SD	Df	t-test	p-value
Males	119	27.9412	14.55618	238	1.744	0.05
Females	121	24.4463	16.44317			

Note: $p < .05$, two-tailed.

Table 2 shows a significant difference between SPPBQ scores of males ($n = 121$, $M = 27.94$, $SD = 14.56$) and females ($n = 119$, $M = 24.44$, $SD = 16.44$) and ($t(238) = 1.744$, $p < 0.05$) indicating that male are going to be more bullied as compare to females.

Table 3: Independent Samples T-test for difference in emotion-oriented coping between males and females (N=240)

	N	Mean	SD	Df	t-test	p-value
Males	119	19.8992	6.67372	238	-2.803	0.006
Females	121	22.1901	5.95946			

Note: $p < .01$, two-tailed.

Table 3 shows a highly significant difference between emotion focused coping scores of males ($n = 119$, $M = 19.90$, $SD = 5.959$ and females ($n = 121$, $M = 22.190$, $SD = 6.673$), $t(238) = -2.803$, $p < 0.01$. Females were more likely than males to use emotion oriented coping in response to being bullied. (Table 3)

Table 4: Independent Samples T-test for difference in task-oriented coping between males and females (N=297)

	N	Mean	SD	Df	t-test	p-value
Males	121	21.1488	5.49342	238	-.734	0.46
Females	119	20.6134	5.80051			

Note: $p > .05$, two-tailed.

Table 4 shows no significant difference between task-oriented coping scores of males ($n = 121$, $M = 21.15$, $SD = 5.493$) and females $n = 119$, $M = 20.61$, $SD = 5.801$ $t(238) = .734$, $p > 0.05$.

Discussion

The study aimed to explore the prevalence of teachers' bullying among university students and its link with gender and coping styles. Till date, most of the researches have been conducted to figure out why bullying among peers exists, what type of people are bullies and the type that becomes the victim to it. Literature is revealing the settings in which bullying is reported like in school, workplace, prisons, military, social media and in many places. The literature related to bullying, mostly acquisitive about the topic of school bullying (Leblanc, 2001) however, when it comes to

bullying in teaching, research is very limited. This might be because teachers are in the position of both authority and utmost respect. Surveys that scrutinize teachers and stamp them as bullies might imply that they are being disrespected and or falsely accused (McEvoy, 2005). The results of the present study open many doors by inspecting different aspects of teachers' bullying.

The first and foremost thing that came from the results of present study was, how bullying was found to be increasing as the students grew older. As seen in figure 1, the most amount of bullying is found around ninth and tenth standard. At this point, one needs to see whether the matter is objective at all. Not to deny the existence of bullying, but what makes it higher in certain age groups might be the students' own perception and behavior towards life. These students are usually at the peak of their teenage years. Teenagers are in a transition phase physically (hitting puberty) and psychologically. Erikson (1968) sees the prime danger of this phase as identity crisis. Elkind (1984) describes some adolescent behaviors and their underlying thinking such as finding fault in authority figures, argumentativeness, and self-consciousness. It is possible that these behaviors and attitudes lead them to either act in a provocative way or perceive that the world (including the teacher) is acting against them.

It was observed that physical bullying by teachers is less prevalent among university students as compared to academic or personal bullying. This can be due to a number of reasons. Ruth Sylvester, 2011, says that bullying by teachers might be unintentional. Even though the dynamics are very similar to the bullying we see otherwise where there is an unequal power relationship, in the case of a teacher, he/she might be clueless regarding the repercussions of their actions. This may be because these consequences are abstract, that is, in the form of effects on mental health; intangible and invisible. What a professor's constantly discouraging remarks can do is not in the form of a bruise or a bleeding cut and so he may never realize the damage. Moreover, a study by McEvoy showed that teachers who were more experienced and older in the institute turned out to be bullies. Of the teachers identified, 89% had been in the profession for 5 or more years, and only 6% were new teachers (McEvoy, 2005). We know that university professors fall into the first category i.e. they have spent a good amount of time in their respective field. They are naturally academically stronger with more experience on their hands. This may lead them to search for perfection in their students inadvertently and increase their expectations of them, engendering them to make coarse remarks on students' performances. Another reason why seniority of teachers can be related with unintentional bullying is the students' reactions. Senior teachers may find no problem at all, as they are in power, to scold the students to which the students might not react well. Further studies should be done on student behavior as well to see whether teachers are provoked to behave in a certain manner or not. Apart from that, physical bullying may also be less prevalent because it produces evidence, the same argument but seen in a different light. Considering the tech era we live in where all students carry cell-phones with them at all times and everything is posted on social media which holds a dangerous amount of power, evidence is not only possible but also scary. Evidence means harsh consequences for anyone including professors. These consequences are not limited to legal actions taken by the institute or the court but also ostracisation by the teachers' community, family, and friends. Worse could be defamation via social media not just within the university but all over the city and possibly the country.

Anything that is physical is easier to report because it is concrete. For example, in a study respondents reported that the most damaging to them was when adults made fun of them or commented on their family (Whitted, K. S., & Dupper, D. R., 2007). However, how can a student prove that damage? Plus, will the other students be willing to witness against the teacher? Even if they were to report it, would such remarks be taken seriously by anyone especially when grown-up “adult” students who are expected to act “maturely” are the ones reporting them? Even parents are less likely to confront the teacher (Sylvester, 2005). Furthermore, students are usually protected by law or institute’s policies. Even if they are not, physical abuse is considered violent by all. Physically bullying a student can be a threat to the teachers’ but academic and personal bullying, on the other hand, is justifiable for them (McEvoy, 2005).

Speaking of psychological damage, the study aimed to observe the effects on students’ self efficacy. Surprisingly, there was no significant harm found. We saw in the literature review that researches prove how debilitating the effects can be. One study even shows that teachers bullying maybe linked with increased tendency to commit suicide (Fullchange, A., & Furlong, M. J., 2016). Nevertheless, university students seem to be somewhat immune to it. This is an interesting finding because it brings our focus to the question: is bullying even a big enough stressor for adult students? The results suggest that it is not. Paykel (1983) found that the elderly report fewer stressful life events than do the young. This suggests that our threshold for stress increases with age which might be the reason as to why the hypothesis was rejected. Another reason might be the presence of social support. Strong social support systems seem to mitigate the effects of stress (PD Thomas, JM Goodwin, JS Goodwin, 1985). The presence of classmates who acknowledge the feelings of the victim and the realization of being in the same boat may have positive effects. In university, friendship quality has been linked with decreasing problem behaviours as well (Laura D. Pittman a & Adeya Richmond, 2010). However, these results might also be a false negative because the scale used was to judge general self-efficacy and not related to the specific trauma of bullying.

Findings related to gender difference were interesting as well. The rejection of the hypothesis revealed that bullying is not affected by what gender you belong to. While in normal circumstances our society shows a lot of gender discrimination, when it comes to bullying we do believe in gender equality. This is contradictory to the previous studies that show us males are victimized more. In a study by Twemlov (2006), 45% teachers bravely admitted to having bullied students but there was no mention of a specific gender. Moreover, in a country like Pakistan, with age, male’s vulnerability to bullying may decrease. This is because teachers may actually be afraid of adult males. In a patriarchal society, women are deemed powerless. At times, we have seen videos gone viral on social media of local colleges where male students even sexually harassed female teachers. An article in The Guardian records statements by many teachers where they share things as extreme as rape threats. [Elina Lahelma](#) and her colleagues (2000) reported instances of such experiences by teachers as well. Moreover, speaking of Karachi University, in specific, it has a diverse background and a multi-ethnic environment. Students come from all over the country and from all socioeconomic and political backgrounds. Professors can never be sure which student holds what amount of power and if it is safe to engage in any sort

of negative activity, in this case bullying, with anyone. There is an interesting cultural aspect as well. In Pakistan, due to the religious attitude of people, there is a concept of Haya or pudency between the two genders. People are constantly conscious of gender for this reason. This can decrease the interaction between teachers and students of the opposite gender, automatically reducing the likelihood of considering gender while bullying. One may question that this could increase the prospect of females bullying female students and males with male students. However, the current results hold gender insignificant in general. Further research specifically on this topic may show different results.

Speaking of gender difference, there is not much found in students' coping styles either. This finding is not very surprising because with time, research after research is proving how men and women are more similar than different. Even though some studies show us different coping strategies used by the genders, the limitation is that their results are based on general stressors. The participants of those researches were not going through something specific and common. In this study, needless to say, all respondents belonged to one group i.e. all of them were students. This suggests that being student is the more prominent part rather than being a male or a female. Therefore, when we specifically look at bullied people, studies find no difference in coping strategies in cases where victims didn't share it with anyone. But girls were observed reaching out more than boys (Cowell, 2000). Another reason why there was no distinction found might be the age factor. It was found that older children use more often the tactic of ignoring the bully (Smith et. al, 2001). This study did not mention any gender but the generic term "older children". Additionally, coping styles might also depend on what type of bullying one faces (Jóhannsdóttir, H. L., & Ólafsson, R. F., 2004). It is expected that peer-to-peer bullying is viewed in different lights by the two genders but not teachers bullying.

The overall results of the present study support the notion that teachers' bullying exists in the most subtle forms. The author is of the opinion that such researches may help educational institutes to be more vigilant and use them to train teachers. There are certain limitations of the study that are mentioned ahead.

Limitations: One of the prominent limitations is the presence of a collective belief in our culture where we supremely respect professors and teachers. This might have become a barrier while reporting the bullying incidents. In an individualistic culture, the results could have been different.

Recommendations: The present study encourages further research covering this concept. It is recommended to consider the above-mentioned limitations and use scales that specifically consider the coping linked with bullying. More research should be done on the impact of this bullying on academic performance and students' confidence. Furthermore, university administrations should be made aware of such studies and their results for better policies and their implementation for the growth of both students and teachers.

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