Physical, Verbal, Relational and Cyber (PVRC) Bullying and

High Academically Oriented Students

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November 18, 2019

Dear Ainura Urazova,

This letter now confirms that your research project entitled: *'Physical, Verbal, Relational and Cyber (PVRC) Bullying and High Academically Oriented Students'* has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely

Associate Professor Janet Helmer

On behalf of Elaine Sharplin
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Abstract

The aim of the current study was to identify the prevailing type of bullying among academically talented secondary students. Even though the problem of school bullying is not new, it continues to arouse interest from different parties involved in educational process due to its complex nature. It is crucial to investigate the phenomenon of school bullying among gifted and talented students as little research has been conducted specifically on academically talented students and bullying. The study focused on four types of bullying: physical, verbal, relational and cyber. Furthermore, the study investigated the differences in physical, verbal, relational and cyber bullying perpetration and victimization across participants' gender, self-reported academic achievement, ethnical background and residence (students live either in dormitory or in an urban area with their families). The study used a non-experimental explanatory cross-sectional research design. The research site was one private secondary school in Kazakhstan which serves academically talented youth. Due to the sensitive nature of the topic, the study recruited only those participants, who already reached the age of 18, using non-probability purposive sampling. The current study collected data using an online survey which was based on the research instrument employed in the study of bullying conducted by Stubbs-Richardson, Sinclair, Goldberg, Ellithorpe and Amadi (2018). Frequency distributions, a cross-tabulation with a chi-square have been used to analyse gathered data. The study found that the rate of both bullying perpetration and victimization was considerably low, with verbal bullying being comparatively higher and cyber bullying being the lowest.

Key words: physical, verbal, relational, cyber bullying, academically talented students

Аңдатпа

Осы зерттеудің мақсаты - академиялық дарынды оқушылар арасындағы буллинг басым түрін анықтау. Мектептегі буллинг мәселесі жаңа болмаса да, оның күрделі сипаты оқу процесіне қатысатын әр түрлі тараптардың назарын аудартуда. Дарынды оқушылар арасында буллинг құбылысын зерттеу өте маңызды болып табылады, өйткені академиялық дарынды оқушылар мен буллинг туралы аз ғана зерттеулер жүргізілген. Зерттеу буллингтың төрт түріне тоқталады: физикалық, ауызша, әлеуметтік және кибер буллинг. Сонымен қатар, зерттеу қатысушылардың жынысына, оқу үлгеріміне, этникалық тегіне және тұрғылықты жеріне (студенттер жатақханада немесе қалада отбасыларымен бірге тұрады) қатысты физикалық, ауызша, әлеуметтік және кибер буллинг айырмашылықтарын зерттеді. Зерттеуде эксперименттік емес түсіндірмелі көлденең зерттеу жобасы пайдаланылды. Зерттеу орны Қазақстандағы академиялық дарынды жастарға арналған жеке мектеп болды. Зерттелген мәселенің ерекшелігіне байланысты зерттеуге ықтималды емес мақсатты іріктеулерді пайдаланып, тек 18-ге толған қатысушылар шақырылды. Осы зерттеу Стаббс-Ричардсон, Синклер, Голдберг, Эллиторпе және Амади (2018) буллинг жайлы зерттеуінде қолданған зерттеу құралына негізделген онлайн сауалнаманы пайдалана отырып, деректер жинады. Жиналған мәліметтерді талдау үшін жиілікті үлестіру және хи-квадрат пен көлденең қойынды қолданылды. Зерттеу нәтижесі бойынша, буллинг деңгейі айтарлықтай төмен болып анықталды, оның ішінде ауызша буллинг салыстырмалы түрде жоғары және кибер буллинг ең төменгі болып табылды.

Тірек сөздер: физикалық, ауызша, әлеуметтік, кибер буллинг, академиялық дарынды оқушылар

Аннотация

Целью настоящего исследования является выявление преобладающего типа буллинга среди академически талантливых учащихся. Несмотря на то, что проблема школьного буллинга не является новой, она продолжает вызывать интерес у разных сторон, вовлеченных в образовательный процесс, из-за сложного характера проблемы. Крайне важно исследовать феномен школьного буллинга среди одаренных и талантливых учеников, так как было проведено мало исследований буллинга именно академически талантливых учеников. Фокусом исследования являются четыре категории буллинга: физический, словесный, социальный и кибер буллинг. Кроме того, в ходе исследования были изучены различия в физическом, устном, социальном и кибер буллинге и виктимизации в контексте пола участников, успеваемости, этнической принадлежности и места проживания. В исследовании использовался неэкспериментальный пояснительный перекрестный дизайн исследования. Местом исследования была частная средняя школа в Казахстане, где обучаются академически талантливые студенты. Ввиду особого характера исследуемой темы в исследование были включены только те участники, которые уже достигли 18-летнего возраста. Данные были собраны с использованием онлайн-опроса, основанного на исследовательском инструменте составленном Стаббс-Ричардсоном, Синклером, Голдбергом, Эллиторпом и Амади (2018). В ходе исследования было установлено, что уровень буллинга и виктимизации был значительно низким, причем уровень словесного буллинга был сравнительно выше, а кибер буллинг - самым низким по сравнению с другими категориями буллинга.

Ключевые слова: физический, словесный, социальный, кибер буллинг, академически талантливые студенты

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Chapter 1. Introduction

1.1 Introduction

School bullying is a phenomenon which is well-known by educators and researchers around the world. It was first introduced in as far back as the 1970s by Heinemann (1973) who was one of the first to write about this phenomenon and Olweus (1994) who introduced it as a term (Smith, Cowie, Olafsson & Liefooghe, 2002). Despite the fact that the topic of school bullying is not new, it continues to interest parties involved in the teaching and learning process as well as educational research, as it touches all aspects of school life starting from students' emotional well-being and feeling of safety at their school to overall academic performance. The literature shows that bullying has a negative impact on academic achievement and the overall perception of school as a safe place (Lee, Jones & Day, 2017). Booth and Ainscow (2002) highlight the importance of schools working against bullying and provide an example of when schools identified developing and revising programs against bullying as one of their priorities on the way to becoming more inclusive. Therefore, it is important to study the phenomenon of school bullying as it is not only directly connected to the issue of successful development of inclusive education at schools, but also the emotional and psychological impact on students that bullying could potentially have.

1.2 Background of the Study

1.2.1 Bullying in the Kazakhstani Context

Bullying is one of the most widespread problems in schools all over the world, and Kazakhstan is not an exception. This issue obviously needs continued research in order to find effective solutions. School plays a significant role in children's lives as they spend considerable time at school. According to the Law on Rights of Child of the Republic of

Kazakhstan, all children have equal rights regardless their background, race and ethnicity, social and economic status, gender, language, education, religion, residence, physical abilities or any other issues related to a child themselves and their parents or other legal representatives (trustees) (the Law on Rights of Child of the Republic of Kazakhstan, 2002). Therefore, all children have the right to be treated equally. However, bullying is one barrier to this. There are cases of different forms of bullying at schools in Kazakhstan (Turegeldiyeva, 2018). According to the UNICEF report (2013) more than 60% of school children in Kazakhstan faced school violence in 2012. Shakirov (2013), an ombudsman on human rights in Kazakhstan, who participated in the research conducted by UNICEF, draws the attention of government to the problem of school violence and calls upon the Ministry of Education and Science to take measures to stop violence in schools.

Having said that, there is a lack of empirical research on school bullying in Kazakhstan. There are studies of school violence conducted by researchers in the sphere of psychology, for example, A. Akazhanova, G. Dusmanbetov, S. Shalgimbayev (2008), who studied the problem of violence and its consequences in the lives of orphans as well as teenagers who were labelled 'difficult' (Bayzdrahmanova, 2015). As part of a study of school bullying, Bayzdrahmanova (2015) conducted research sampling 200 students from mainstream schools in Nur-Sultan and Almaty between 2013 and 2015. The findings revealed that more than two-thirds of respondents believe that there is violence in their schools.

1.3 Research Problem

A review of the situation shows that little has been done to investigate bullying within the gifted population of students. There is a stereotype that students, who are strong academically, tend not to be bullies (Peterson & Ray, 2006). There is a possibility that it is

because the studies conducted focused on the problem of bullying in an environment where those children, who are identified as gifted, and those, who are not, study together, so this group has not been looked at separately (Peterson & Ray, 2006). There are different classifications of the bullying behavior with several categories. Olweus (1994) divides school bullying into two major types: direct, which involves direct physical attacks or threats and indirect, which is characterized by exclusion from groups and social alienation. Sub-types include but not limited to physical bullying, verbal aggression, relational or social bullying, cyber or electronic bullying; some researchers specify psychological bullying (Aluede et al., 2008; Garrity et al., 2001; Olweus, 1994).

With this in mind, the present study will focus on four types of bullying: physical, verbal, relational and cyber (PVRC) among 12th grade students both inside and outside classrooms at a school, which serves gifted and talented students in Kazakhstan.

1.4 Purpose Statement

The purpose of this study is to identify the most prevalent type of PVRC bullying among 12th grade students and its possible predictors. The study will investigate the possible factors influencing cases of PVRC bullying both in and outside the classroom. Furthermore, this research will study the correlation between students' experiences of PVRC bullying with gender, ethnicity, language of instruction, residency (whether students live with their families or in the boarding school) and their overall academic performance.

1.4 Research Questions

The present study is guided by the following overarching research questions:

- What type of bullying is the most prevalent among 12th graders and what are its possible predictors?

Based on the overarching question the given paper searches the following sub-questions:

- Are there differences in gender, ethnicity, residence, academic achievement among PVRC bullies?

- Are there differences in gender, ethnicity, residence, academic achievement among PVRC victims?

1.5 The Significance and Contribution of the Study

The findings of the present study will contribute to the development of two spheres: these are the field of educational research in Kazakhstan and the improvement of students' overall well-being at school. First, the findings of the present study are expected to fill the existing gap in Kazakhstani educational research in terms of bullying and academically gifted students. Second, the findings of the current study will inform the school administration, teachers and other educators involved in the teaching and learning process about the prevailing types of PVRC bullying among gifted and talented students and its differences in terms of age, ethnicity, residence and academic achievement. It is assumed that this information will contribute to school's work in improving students' overall well-being. Thus, it is expected that students will indirectly benefit in the long-term from this research.

1.6 Definition of Central Terms

It is important to provide definitions for some terms which will be used throughout the present study. The main terms are related to bullying and its four subtypes: physical, verbal, relational and cyber, which are defined as following:

Olweus (2003) explains that in order to call the case as bullying it must be repeated over time, usually one or more students are involved and there is a power imbalance. Therefore, *bullying* is defined as the intentional desire to hurt someone. As a rule, such bullying behaviour happens within a group of individuals who know each other. It is usually the repetitive, purposeful, and malicious action towards less powerful individuals or groups of students (Atik & Güneri, 2013).

Physical bullying is a direct type of bullying which involves physical harm such as pushing, kicking or hitting. One of the main characteristics of physical bullying is that it always involves a power imbalance, when a physically stronger individual or group of students repeatedly and intentionally perpetrate harmful actions against a physically weaker individual or group of students (Lehman, 2015; Olweus, 2003).

Verbal bullying is characterized as intentional and repeated harmful actions which include offensive name calling, threatening and teasing (Stubbs-Richardson, Sinclair, Goldberg, Ellithorpe & Amadi, 2017). The present study used the term teasing as a type of verbal bullying distinguishing the moment when teasing is no longer positive, humorous and / or playful, but becomes intentional, repeated and with mean comments on such topics which are undesirable to the target of teasing (Gorman & Jordan, 2015; Jones, Newman & Bautista, 2005).

Relational bullying is an indirect type of bullying which involves spreading rumors about the victim and exposing the victim to social isolation, more precisely, when group of students intentionally ignore and exclude the victim from their group (Lehman, 2015; Stubbs-Richardson, Sinclair, Goldberg, Ellithorpe & Amadi, 2017).

Cyber bullying is a relatively new classsification of bullying which is defined by repeated intentional harm inflicted using electronic devices such as computers and mobile

phones. Cyber bullying involves sending mean and / or threatening messages or emails and humiliating negative comments about their peers on social networking sites. Although cyberbullying has some characteristic features which are common to traditional bullying such as intentional harm repeated over time, the main difference is that cyberbullying does not necessarily feature power imbalance, instead, the perpetrators of cyber bullying may be those individuals who are considered to be weaker in everyday life (Smith, Dempsey, Jackson, Olenchak & John Gaa, 2012).

1.7 Thesis Outline

The given thesis work consists of six chapters. The present chapter described the background of the study specifically focusing on the Kazakhstani context, identified the research problem and formulated the purpose statement with the research questions. Furthermore, this chapter provided the definitions of central terms. The significance and contribution of the study were also detailed.

The second chapter, the literature review, presents a critical review of studies conducted in the field of school bullying across its four subtypes, which are physical, verbal, relational and cyber and presents a conceptual framework guiding this study. Moreover, the Literature Review chapter discusses the problem of bullying in relation to children who are identified as gifted and talented and focuses on the differences in terms of age, ethnicity, residence and overall academic achievement. The next chapter is the methodology, which presents the research design of the current thesis and provides the rationale for choosing the research site, participants and the research instrument. The methodology chapter also describes the research site, sample and sampling procedures, data collection instruments, data collection procedures, data analysis methods, ethical concerns and risks and possible limitations of the present study. The fourth chapter is the

Findings, which presents the results of the survey used with participants, and it is followed

by the discussion chapter, which interprets and discusses the analysis of the findings. The

Discussion chapter answers the research questions and links the findings to theory as well.

The final chapter, the Conclusion, summarizes the main findings, presents the limitations

of the present study and proposes implications for future studies.

Chapter 2. Literature review

2.1 Introduction

The aim of the following chapter is to analyse the existing studies conducted on the topic of bullying, focusing on four prevalent types which are physical, verbal, relational and cyber. Moreover, this chapter will look at possible predictors in educational setting such as students' age, ethnicity, residence and overall academic achievement. Conceptual framework for the notion of bullying will also be provided in this chapter.

2.2 Identifying Bullying

There are various explanations of bullying in the literature. First, bullying is defined to be an intentional desire to hurt someone (Atik & Güneri, 2013). Another definition states that in order to call something as bullying it must be repeated over time and usually one or more students are involved (Olweus, 1994). Although there is no one commonly agreed definition on bullying, many researchers agree on some characteristics that can be applied to describe bullying. First of all, consistent with explanation provided by Olweus, there is a power imbalance, and also, review shows that bullying is repeated over time (Rivers, Duncan & Besag, 2007). Some scientists suggest additional features, firstly, the victim does not provoke bullying, and the second is that bullying is perpetrated in the presence of other peers of the same social groups (Greif & Furlong, 2006). Thus, researchers agree that, as a rule, such bullying behaviour happens in one group of individuals who know each other, it is usually a repetitive, purposeful and malicious action towards less powerful individual (Atik & Güneri, 2013; Greene, 2000; Monks & Smith, 2006). Based on the aforementioned explanations, Figure 1 summarises the key characteristic features of bullying.
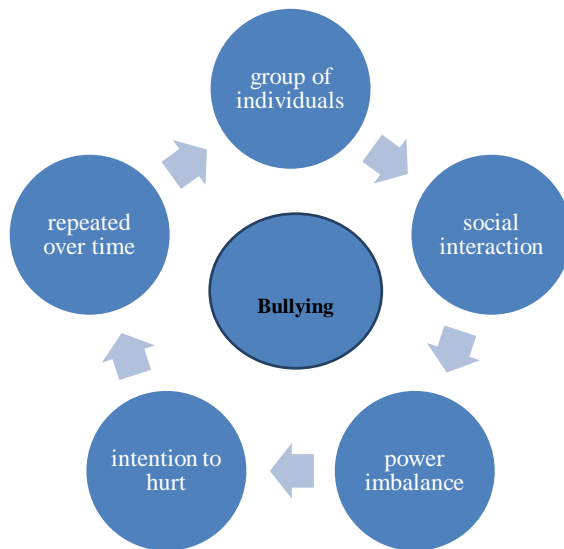
Figure 1. Characteristic features of bullying

According to Olweus (1994), there are two forms of bullying, they are direct and indirect. Direct bullying involves direct attacks while indirect bullying includes exclusion and social isolation. Other researchers divide bullying into more specific categories, for example, physical bullying, verbal aggression, social alienation, intimidation and relational bullying (Aluede et al., 2008; Garrity et al., 2001).

There is a consensus among researchers that individuals involved in the bullying behaviour could be classified into different categories: bullies, victims, bully-victims and bystanders. Generally, the numerous studies (See Juan, Zuze, Hannan, Govender & Reddy, 2018; Ogurlu & Sarıçam, 2018; Olweus, 1994) explain that one can be considered a bully when he purposefully perpetrates aggressive behaviour towards a weaker target of bullying, moreover, an individual or a group of individuals can be bullies; victim is an individual or group of individuals who is exposed to the bullying behaviour; bully-victims are those who perpetrate bullying (bullies) and are also being victimized (victims); bystanders are people who witness bullying behaviour.

2.3 Bullying and the Gifted

Cross (2001) holds a principal viewpoint that children who are gifted and talented are a socially vulnerable part of population. Peterson and Ray (2006) agree with this assumption and provided evidence of this in their study, which compared gifted and non-gifted children. Students, who are identified as gifted, often possess some characteristics that make them different from other students, and thus may be vulnerable to bullying. Peterson and Ray (2006) explain that due to the unique characteristics associated with giftedness, gifted and talented students might be very sensitive to the aggression. Unlike Peterson and Ray (2006), Sarıçam and Çetinkaya (2018) argue that there are two possible understandings related to the bullying behaviour and the gifted and talented students; first understanding supports Peterson and Ray (2006) findings and assumed that gifted children are more vulnerable to victimization, at the same time the study admitted that the opposite can also be true. Furthermore, Ryoo, Wang, Swearer and Park (2017) suggest that unique characteristics that gifted children possess are not associated with bullying perpetration. Moreover, children who are identified as gifted and talented tend not to share their concerns and seek for help but on a contrary, they usually keep the conflict inside. Additionally, the types of bullying, which make gifted children become stressed, are mostly the ones which do not involve physical harm, more precise, verbal, relational and cyber bullying (Peterson & Ray, 2006).

Ogurlu and Sarıçam (2018) in their study sampling 284 students of middle schools in Turkey found that the rate of bullying among gifted children was lower than among those who were identified as non-gifted. As for differences in the involvement in the bullying behaviour between gifted children and their non-gifted peers, the study carried out by Ryoo, Wang, Swearer and Park (2017) found no differences in relation to victimization.

2.4 Bullying in Asian Context

The review of the studies conducted in East-Asian countries compared bullying in Japan and bullying in England. The study conducted by Sittichai and Smith (2015), who conducted a meta-analysis comparing studies from different countries, revealed some significant differences. For example, in Japan, cases of bullying occurred mostly in the classroom and were performed by students of the same age who were familiar to the victim. In England, on the contrary, the victims of the bullying were younger than perpetrators and did not know them well, also students reported that, in most cases, bullying happened on the playground. Similar trends are observed in the studies of the school bullying in South Korea. Bullying seems to happen between students, for example, former friends who know each other well. In the context of a class, this may mean that one student may be exposed to social isolation from all the students in the class. Moreover, there is a possibility of more serious form of social exclusion when the whole school shuns the victim (Sittichai & Smith, 2015). According to Sittichai and Smith (2015), one of the reasons why the bullying phenomenon occurs mostly among students of comparatively same age in Asian countries as opposed to Western countries is that some actions may be dismissed or not considered as aggression and viewed as normal due to the fact that younger individuals should respect older people, including senior students as the degree of respect is higher in Asian societies.

2.5 Types of Bullying

This section deals with studies conducted in the field of bullying focusing on each of the four types of bullying: physical, verbal, relational and cyber.

2.5.1 Physical Bullying

According to the study conducted by Antiri (2016) among the students of the senior high schools in Ghana, physical bullying was found to be the most prevalent with

47.5% and it was followed with verbal bullying with 37.2%. Antiri (2016) explains that physical bullying is considered to be more identifiable as this direct type of bullying is more visible. At the same time, the researcher suggests that physical bullying is not limited to aggressive actions including hitting, punching or knocking a weaker target, but also includes indirect actions such as taking and / or damaging victim's possessions (Antiri, 2016).

Winiewski, Budziszewska and Swider (2019) state that physical bullying is more common among boys regardless of their cultural background and age. A study conducted by the National Center for Education Statistics (NCES), Institute of Education Sciences (IES) and the Bureau of Justice Statistics (BJS) in the USA in 2011 revealed that the percentage of boys who reported on being bullied physically was higher than the percentage of girls reporting on the same type of bullying (Robers et al., 2014).

Olweus (1994) and Olweus and Limber (2010) noted that the higher grades experience less physical bullying. However, Borg (1998) suggested that it is the type of bullying that changes over a period of time. To be more precise, bullying tends to change from direct forms to more subtle forms (Borg, 1998).

2.5.2 Verbal Bullying

Verbal bullying is characterized with such features as name calling, teasing, ridiculing is assumed to be a common type of bullying at schools around the world (See Antiri, 2016; Bradshaw, Crous, Rees, & Turner, 2017; Winiewski, Budziszewska & Swider, 2019). Furthermore, Winiewski et al. (2019) assume that verbal aggression is closely interconnected with physical bullying as physical aggression is mostly preceded by threats expressed verbally. However, there is a question whether verbal bullying itself is necessarily accompanied by physical aggression.

Winiewski et al. (2019) state that it is crucial to investigate the functions and content of verbal aggression in order to better understand the nature of this type of school bullying. Those functions have different levels and mostly depend on the school context. The relation to the school context is supported with Bronfenbrenner's (1994) theory on individual's environments. The researchers found that the content of verbal aggression differs depending on gender, for example, boys used aggressive language, including threats of violence and insults, in order to demonstrate their confidence to peers. The results also showed that boys tend to perceive homophobic name calling as more offensive. On the other hand, verbal aggression towards girls mostly included offensive comments related to physical appearance, attractiveness and intellectual capabilities (Winiewski et al., 2019).

A study carried out by Reisen, Viana and Santos-Neto (2019) among adolescents in Brazilian schools aged 15 to 19 showed that verbal bullying was the prevailing type of bullying with 23.1% and was followed with social bullying with 16.9%. As for the gender differences in the rate of verbal bullying, the study conducted by NCES (National Center for Education Statistics), IES (Institute of Education Sciences) and BJS (Bureau of Justice Statistics) in 2011 showed that girls were more likely to be bullied verbally than boys within the age group of 12 - 18, including the cases of making fun of and / or calling names, with 19 and 16% respectively (Robers et al., 2014). However, research by Azeredo et al. (2015) had contradictory findings with the fact that the rate of physical and verbal bullying victimization was higher among boys.

2.5.3 Relational Bullying

According to the studies in this field, relational bullying is an indirect type of bullying which involves such characteristic features as the silent treatment, spreading

rumors about someone and not including targets of social bullying into group activities (See Lehman, 2015; Stubbs-Richardson, Sinclair, Goldberg, Ellithorpe & Amadi, 2017).

As for the gender differences, the studies suggest that relational bullying is more common among girls, especially at the child and adolescent stage of the development (See Winiewski, et al., 2019). Robers et al. (2014) research demonstrated that boys are less likely to be the subject of rumors than girls with 13 and 24% in turn. Also, girls reported more cases of isolation from groups and purposeful exclusion from activities, however, the percentage difference is small, with 6% girls and 5 % boys (Robers et al., 2014).

A study on the exposure to relational bullying at schools, sampling 1,335 African American and European American teenagers across grades 7 – 12 found that the relational bullying negatively affects students' overall perception of school as a safe place (Goldstein, Young & Boyd, 2008). Antiri (2016) investigated the influence of the different types of bullying at schools in Ghana and found that relational bullying could be the reason for a low self-esteem, anxiety and even depression. Therefore, it is of great importance to investigate this type of bullying as the consequences seem to be as serious as of those of direct types of bullying, such as physical and verbal.

2.5.4 Cyber Bullying

Robers et al. (2014) report that 9 per cent of students reported on cyber bullying of which almost half of students reported being sent hurtful texts via Internet. It is important to note that the percentage of females exposed to cyber bullying was higher than males in terms of posting hurtful information while digital harassing issues via sending text messages was equal among boys and girls.

Nevertheless, Olweus (2012) doubts whether the cyber bullying is indeed the most prevalent type of school bullying and whether this prevalence has had a significant

increase recently. However, Olweus (2012) also admits that this tendency can be explained because of the rapid development of technology in general and the accessibility of electronic devices for children. Another reason of the high prevalence indicators of cyber bullying is that this phenomenon has been studied separately, not within the broader context of traditional bullying (Olweus, 2012). According to the research conducted in the USA between 2007 and 2010 sampling approximately 440,000 respondents, the average prevalence rate was 17.6% for victims of verbal bullying and 4.5% for victims of cyber bullying. Regarding bullying perpetration, on average it was 9.6% for verbal bullying and 2.8% for cyberbullying (Olweus, 2012). Regarding the gender issue in cyber bullying, according to Erdur-Baker (2010), Juan et al. (2018) and Wang et al. (2009) boys are more often perpetrators of cyber bullying, while the victims are mostly girls.

2.6 Differences in Bullying

The following section presents information on the differences in bullying according to the variables of the study, which are academic achievement, residence (by residence the present study means whether students live in the school dormitory or with their families), gender, and ethnic background of the participants.

2.6.1 Bullying and Academic Achievement

Bullying is a problem, consequences of which mostly touch two spheres: education and health as well. The victims of bullying are likely to have psychological problems, including anxiety, depression, low self-esteem and may even attempt suicide. Regarding the academic performance, bullying can lead to poor performance, frequency of a truant behaviour of students, which, in turn, can lead to school dropouts (Azeredo, Levy, Araya & Menezes, 2015).

According to Lehman (2014) male students who excel academically are more likely to be bullied by their peers, presumably those who do not demonstrate high academic performance, furthermore, observations of schools suggest that male students attempted to achieve average grades and purposefully did not try to excel in order to avoid being a target of bullying (Lehman, 2014). At the same time, an interesting point to mention is the fact that high expectations of both teachers and students for academic achievement reduces the possibility of physical bullying (Lehman, 2014; Ma, 2001). It means that in a school atmosphere where everyone is encouraged to show high academic performance, those students who succeed in their studies are less likely to be bullied.

On the other hand, Hazel (2010) studied the possible relationship between the cases of bullying at elementary school and the emphasis on high stakes testing. The research was conducted through a review of the literature and used data from one selected school. The findings of the research revealed that the excessive focus on the results of standardized tests could cause bullying of underachievers by their classmates. The possible consequences were lack of feeling safe, low attention to emotional needs due to the emphasis on academic achievement and lower participation of students in academic tasks. Therefore, it is important to examine whether academic achievement in the environment, where high academically oriented students learn, could be a potential predictor of bullying or not.

2.6.2 Bullying and Residence

Among factors which are assumed to predict bullying, it is necessary to consider the differences in type of residence of students, that is, whether they live with their families and attend a day school or they live in boarding schools. Research conducted in boarding schools in Germany, with sample size of 706 participants, aged from 12 to 19, shows that

adolescents who live in boarding schools are more likely to perpetrate bullying (Pfeiffer & Pinquart, 2014). At the same time, it is interesting to note that the same study shows that those students who live in boarding schools were more often victims of bullying (Pfeiffer & Pinquart, 2014). Also, there were negative associations between reporting on direct forms of bullying and the level of life satisfaction among the students who live in boarding schools compared to those who live with their families (Pfeiffer & Pinquart, 2014). Consequently, the present studies mentioned above suggest that the level of bullying among students who live in the boarding school is higher than of those who live with their families.

2.6.3 Bullying and Gender

It is assumed that gender has an influence on exposure to bullying. Research conducted in Australian primary schools, sampling participants aged 8 to 9 years, reveals that physical bullying is more common among male students (Mundy et al., 2017). On the contrary, studies suggest that female students' comparatively lower academic performance was associated with verbal bullying. It shows that girls who were bullied verbally showed lower results in writing, grammar and punctuation in comparison with their peers who were not bullied (Mundy et al., 2017).

Regarding gender differences in perpetration of verbal bullying, studies show that it is higher among male students (Donoghue & Raia-Hawrylak, 2016; Robers et al., 2014; Stubbs-Richardson et al., 2018), however, it is not always true as it has been shown in the research conducted by Stubbs-Richardson et al (2018) where researchers found only negligible confirmation for such a difference. However, the study found that in many cases boys were the victims of verbal bullying acts (Stubbs-Richardson et al., 2018).

The same tendency can be observed for initiating teasing and its differences based on gender. An observational study revealed that 78% of teasing cases was initiated by boys. There are three times less cases when girls were initiators of teasing (Gropper & Froschl, 2000; Bosacki, Harwood & Sumaway, 2012). Several studies exploring direct and indirect types of bullying have revealed that girls are more likely to be involved in covert forms of bullying, for example, relational bullying, while boys are more likely to bully and be bullied in more overt types of bullying, such as physical bullying (Boyes, Bowes, Cluver, Ward & Badcock, 2014; Olweus, 1994; Wang et al., 2009).

2.6.4 Bullying and Ethnicity

The findings of the study conducted by Dietrich and Hofman (2019) suggest that ethnic background of students may be a strong predictor of the likeliness of being teased. The study used a multivariate HLM-analysis to identify correlation and it confirmed that there is more academic teasing in classrooms where the number of black students is higher (Dietrich & Hofman, 2019). Similarly, according to the results of the research conducted among Brazilian adolescents, one of the factors associated with verbal bullying was ethnicity. Thus, native Brazilian Indian individuals, who represent a minority group in the population and, accordingly in the sample of students, were more likely to be bullied verbally (Azeredo et al., 2015). Furthermore, the study conducted by Winiewski et al. (2019) revealed that students from the ethnic minority groups were more sensitive to offensive language which involves pejoratives related to racism. However, it is important to mention other studies with the opposite findings. Studies conducted by Wolke et al in 2001 among the students of 6th and 8th grades in England and Germany, and Seals and Young in 2001 among 7th and 8th graders in the USA show that there were no statistically significant differences in the ethnicity background and there was only a weak association of bullying with the ethnicity of participants (Seals & Young, 2001; Wolke et al., 2001 as

cited in Peterson & Ray, 2006). Thus, the importance of examining the differences in the ethnical background in the bullying behaviour remains crucial as the studies suggest contrary findings and the role of the ethnicity is still unclear.

2.7 Conceptual Framework for the Differences in the Bullying Behaviour

Figure 2 represents the conceptual framework for the differences in the bullying behaviour. The present framework is based on the reviewed literature and summarizes the trends observed for each difference which are represented by variables of the current study: participants' gender, ethnicity, residency and overall academic achievement. The present research intends to test this conceptual framework and examine the differences in physical, verbal, relational and cyber bullying according to gender, participants' ethnical background, whether they live in dormitory or with their family (the study refers to this variable as residency) and their self-reported academic achievement.

Observed literature (Donoghue & Raia-Hawrylak, 2016; Erdur-Baker, 2010; Juan et al., 2018; Mundy et al., 2017; Robers et al., 2014; Stubbs-Richardson et al., 2018; Wang et al., 2009) shows that the rate of physical bullying tends to be higher among boys, for both bullies and victims. The similar trend has been observed in relation to verbal bullying, with some inconsistencies on gender differences in perpetration and victimization. Furthermore, studies suggest that the rate of relational bullying is higher among girls. As for cyber bullying, reviewed literature assumes that boys are more likely to be perpetrators while girls are more likely to be victims (See Donoghue & Raia-Hawrylak, 2016; Erdur-Baker, 2010; Juan et al., 2018; Mundy et al., 2017; Robers et al., 2014; Stubbs-Richardson et al., 2018; Wang et al., 2009).

Regarding the differences in ethnicity, there are some inconsistencies in the literature: some studies suggest that it is a strong predictor while others found no

association between the rate of bullying and the ethnicity (See Dietrich and Hofman, 2019; Seals & Young, 2001; Wolke et al., 2001 as cited in Peterson & Ray, 2006). As for the residency variable, earlier studies suggest that there are differences: the rate of bullying is assumed to be higher among students who live in dormitory (See Pfeiffer & Pinquart, 2014). Finally, findings of the earlier research reviewed in the literature suggest that individuals with high academic achievements are less likely to be bullied provided that they study in the environment where the high academic performance is encouraged (See Lehman, 2014; Ma, 2001).
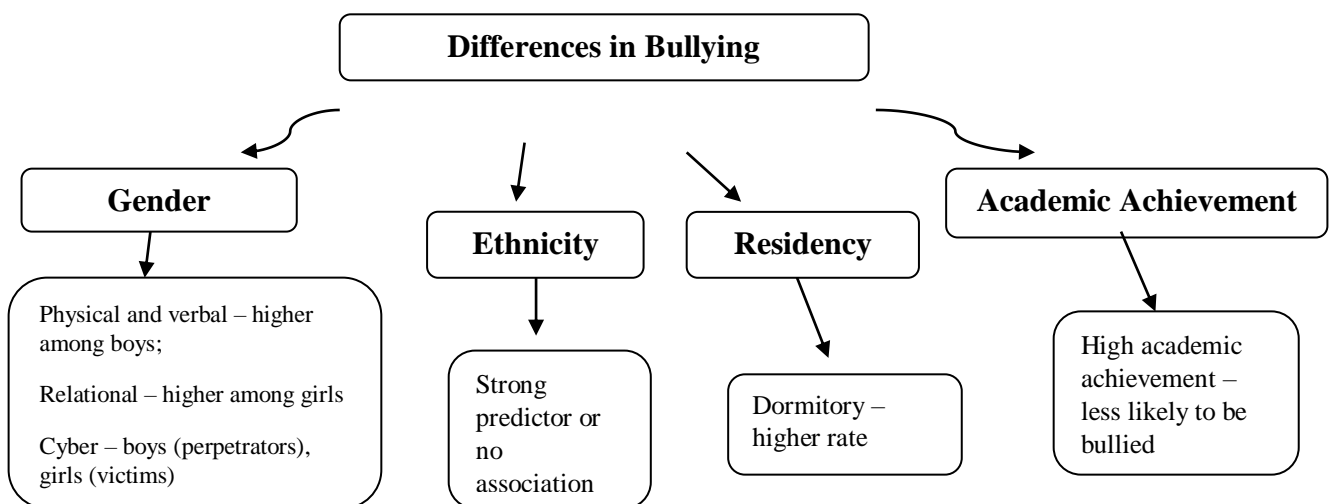
Figure 2. Conceptual Framework for the Differences in the Bullying Behaviour

2.8 Theoretical Framework

According to Bronfenbrenner (1979), the environment of an individual can be described as 'a set of nested structures, each inside the next, like a set of Russian dolls' (p.22). Thus, the individual is placed at the center of the environmental systems, those systems are microsystem, mesosystem, exosystem, macrosystem and chronosystem. The individual is supposed to interact with each system just as those systems interact with each other and the individual in turn (Shaffer and Kipp, 2010). Bronfenbrenner emphasizes the importance of understanding the settings and the context in which an individual socializes

and communicates with his or her family, peers, friends, the school and the society, and without realizing it, it might be impossible to fully understand the phenomenon of the bullying behaviour (Jumper, 2010).

The main reason underpinning the use of Bronfenbrenner's (1979) ecological systems theory as a theoretical framework in this study is that this theory considers the child as a person who constantly interacts with the environment, and thus cannot be perceived separately from society. Thus, the environment that surrounds the child directly affects their development. For example, the type of school, the school atmosphere and the school environment influence the child's behavior, including aggressive behavior. Moreover, Swearer and Doll (2001) highlight that not only individual characteristics of a child are important to bear in mind while investigating the complex phenomenon of school bullying, but also his behavioural interactions with peers, teachers, as well as such factors as family, cultural background, the school context and community. Thus, the present paper views the phenomenon of bullying through the lens of social interactions of students within a larger context of school and society.

Chapter Summary

The literature review chapter discussed and analysed relevant studies in the field which is being investigated. It described types of bullying and considered differences in bullying behavior. The theoretical framework of the study and conceptual framework which were used to guide this research study were presented as well. The next chapter will describe the research, site, sample and sampling procedures. The research design and rational will be also presented and justified. Furthermore, the data collection instrument, procedures and data analysis methods will be provided. Finally, ethical considerations and possible limitations will be considered.

Chapter 3. Methodology

3.1 Introduction

The present chapter deals with the methodology of the current study. First, the research design and rational are explained. Then the chapter continues with the description of the research site and the explanation of the sample and procedures of the sampling. Furthermore, the data collection instruments, procedures of collecting data and the methods which will be used to analyze gathered data are described below. Finally, this chapter discusses ethical concerns and potential risks of research and informs of the limitations of the present study.

3.2 Research Design and Rational

The purpose of this study is to identify the prevalent type of PVRC bullying and its potential predictors among gifted 12th grade students. Moreover, the researcher studied whether the responses varied depending on gender, ethnic background, students' academic performance and residency.

Using quantitative research is best suited to answer the research questions in this study, as, according to Creswell (2017), the purpose of the quantitative research is to examine objective theories and to look at the relationship between variables of the study. There are two approaches in conducting a quantitative design: non-experimental research and experimental research, which differ depending on their purpose (O'Dwyer & Bernauer, 2014). The experimental research aims to influence the context and introduce interventions to the attributes of the study and to examine its result, on the contrary, the aim of the non-experimental research is to '… examine naturally occurring attributes, behaviors, or phenomena.' (O'Dwyer & Bernauer, 2014; p.56). There are several commonly recognized reasons to undertake non-experimental research studies, they are a

descriptive study, which is aimed at describing the phenomena, prediction study, which investigates the relationships between variables with the purpose of making predictions and explanatory study, which is used to test existing theories and explain the relation of variables (O'Dwyer & Bernauer, 2014). Along with the reasons, time frame of the research study is important in identifying its design. In cross-sectional study, researchers gather data at one period of time as opposed to longitudinal study, where researchers collect data over a period of time with the purpose of investigating the change occurred in that period of time. As for a retrospective study, researchers look at how past experiences influence the way variables relate to each other (O'Dwyer & Bernauer, 2014). Based on the aforementioned, this study is best suited to use a non-experimental explanatory cross-sectional research design as the present study is going to collect data at one period of time to examine the present situation as well as to answer questions about the phenomena.

3.3 Research Site

The data was collected at one school for gifted and talented students in Kazakhstan. While there is plenty of research on bullying, there is very little that focuses specifically on the academically talented. The present study focuses on how prevalent PVRC bullying is among academically gifted students in Kazakhstan. Due to ethical permissions, this research only collected data from Year 12 students who have already reached the age of 18 years. The selected research site is a private school for academically talented youth with a focus on teaching science subjects. The school is well-equipped technically, and has laboratories and a library with a wide range of materials. There are approximately 200 teachers and 750-800 students.

3.4 Sample and Sampling Procedures

Due to the sensitive nature of this topic, the target population of the research that the present study investigated is 12th grade students attending a school for gifted and talented in Kazakhstan, who have already reached the age of 18. The study used non-probability purposive sampling because the focus of the research is to study PVRC bullying specifically among students who are defined as academically gifted. Aspects of bullying were analysed according to gender, language of instruction, ethnicity, academic performance and residence. Those characteristics were used as additional information for descriptive analysis as well as to investigate the relationship between the variables.

3.5 Data Collection Instruments

Stubbs-Richardson, Sinclair, Goldberg, Ellithorpe and Amadi (2018) used a survey instrument with questions focusing on each type of PVRC bullying and sub-questions helping to distinguish bullying perpetrators and victims. It consists of four statements where each statement describes one type of PVRC bullying with following sub questions (for example: *How often do you do this?*) to which students answer using the scale from 0 (never) to 5 (all of the time). Additionally, they investigated differences in bullying victimization and perpetration based on gender (Stubbs-Richardson et al., 2018). Similarly, when exploring PVRC bullying, the present study has duplicated the study conducted by Stubbs-Richardson et al (2018) and used the data collection instrument developed by them. In addition to the variables of the research study mentioned above, the current study investigated ethnicity, language of instruction, academic performance and residence and determined if there was any relationship between these variables.

Due to the fact that there is a lack of tools to measure bullying in Kazakh or Russian, the present study used the above mentioned tool and was guided with the strategy of Mutlu and Yilmaz's (2018) study, when researchers translated existing scale, which is

the Child-Adolescent Teasing Scale (CATS), and adapted it for Turkish context. The participants in this study are highly competent in English. However, in order to avoid any language barrier and possible misunderstandings, the present study followed translation procedures such as back-translation method and made necessary revisions for unclear expressions.

3.6 Data Collection Procedures

After getting the ethical approval, the letter was sent to the principal of one school to gain permission to conduct the research and informing him of the purpose, potential risks and benefits of the study. The voluntary nature of the study was also highlighted in the letter. Having obtained the permission from the school principal, the link with the survey has been sent to participants using school corporate email. The online survey included the informed consent form with the goal of the research study, risks and benefits for the participants, procedure and approximate time required to complete the survey. Participants have been informed that participation was totally voluntary and anonymous, and they could quit the survey at any time they wanted and / or skip the questions that they did not want to answer. Also, the age restriction has been included in the informed consent, more precisely, participants could take a survey only if they reached the age of 18 and by clicking the corresponding section, they confirmed that they were 18 and they understood all required information. The survey has been prepared in three languages to avoid language barriers.

3.7 Data Analysis Methods

The present study used SPSS to analyse the research data. As Muijs (2010) explained, before looking at correlations between variables, first of all, it is important to consider individual variables. Therefore, the present study first focused on the descriptive

information, that is, how many boys and girls, where they come from as well as their ethnicity background. The next step was to investigate the relationship between two variables and to conduct bivariate analysis. Thus, the given research investigated the students' likeliness to bully peers or to be bullied and what were the differences depending on gender, language of instruction, ethnicity, academic performance and residency.

3.8 Ethical Concerns and Risks of Research

Creswell (2017) explains ethical issues, which are crucial for researchers, from prior to beginning the research to sharing the results. Regarding the analysis of the data, Creswell (2017) emphasizes the importance of academic integrity and avoiding showing positive results or those ones that favour the researcher's personal ideas. Unquestionably, of great importance is the privacy of participants. To protect participants' privacy, the researcher used an anonymous survey and participants were informed about it in informed consent form. No questions requiring personal information were used in the survey. The participants were able to take the survey in a location of their choosing using their school Internet domain, furthermore, they could answer via computer, laptop or even cell phone using the Internet through the mobile data, which makes it impossible to identify individuals.

All data collected through the online survey has been stored in the researcher's personal laptop, which is used only for research purposes and is protected with a password known only for the researcher. The document with gathered data was also protected with a password. The document which contains the data will be kept securely up to three years in case the researcher wishes to publish this study.

To minimize potential risks, the research study was voluntary and participants had an option to withdraw from a survey anytime they feel discomfort or anytime they want

without any penalties or negative consequences which is written in the informed consent form. Due to the sensitive nature of the topic being explored, the survey included the number of a counselor students can contact if they experience any emotional distress. The school where the research participants attend was made aware of the study, so emotional support could be sought, if needed.

3.9 Limitations

One of the limitations of using a survey research design is a possibility of relatively low response rate. Possible threat of a low response rate lies in the question of validity of the information to be collected (Arthur, 2012). One of the recommended ways to cope with the low response is to make a questionnaire short or try to make it as short as possible (Arthur, 2012). Additionally, the study sent kind reminders to the sample population to increase the response rate.

Chapter Summary

The present chapter explained the research design and provided a rational to the design. Also, the research site, the sample and the way of recruiting participants have been described. Furthermore, this chapter presented the data collection instruments and provided a reason to use it. Data collection procedures and the methods to analyse gathered data have been explained in detail. In addition, ethical concerns and potential risks of the research have been analysed thoroughly. Finally, possible limitations of the study have been taken into account. The next chapter will present the detailed analysis of the results of the online survey.

Chapter 4. Findings

This chapter presents the results gathered through an online survey conducted among students of Grade 12 at a private school for gifted students in Kazakhstan. The purpose of the study was to identify what type of bullying (physical, verbal, relational, cyber) is the most prevalent among 12th grade students and its potential predictors. The study also looked at results in terms of gender, ethnicity, residence and academic achievement for both bullies and victims.

4.1 Descriptive Analysis

The descriptive analysis includes the variables: gender, ethnicity, students' residence (participants studying at the research site either live in a dormitory or in the city with their families) and self-reported academic performance. In total, 121 respondents completed the online survey. The gender of the participants is displayed in Table 1. There were 58 boys and 63 girls who answered the questions, with 47.9 and 52.1 valid percent respectively.

Table 1

Gender of the Survey Respondents

gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	58	47.9	47.9	47.9
	female	63	52.1	52.1	100.0
	Total	121	100.0	100.0	

Regarding the ethnicity variable, the majority of respondents are Kazakh, with 102 participants identifying as Kazakh, 10 Russian, 5 Uzbek and 4 individuals of other nationalities (Figure 3).
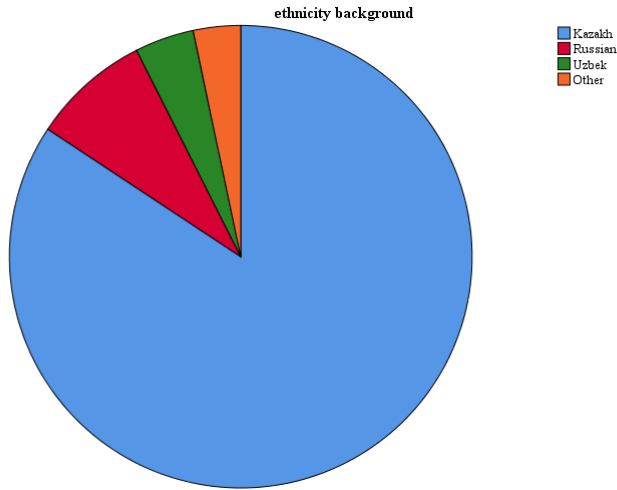
Figure 3. Study Participants' Ethnic Background

In the research site, the language of instruction is either Kazakh or Russian, which

is why the survey was only offered in these two languages. Consequently, there are 88

respondents with Kazakh and 33 respondents with Russian as their language of instruction

(Table 2)

Table 2

Participants' Language of Instruction

language of instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kazakh	88	55.7	72.7	72.7
	Russian	33	20.9	27.3	100.0
	Total	121	76.6	100.0	

Table 3 represents the academic performance of students who took the survey.

According to the survey results, it is clearly seen that the majority of participants reported

that they mostly receive A grades, with 52.5% and 68.6 valid percent. Calculated measures

of central tendency show that in average, students opted for A grades (Table 3).

Table 3

Self-reported Academic Performance

academic performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	mostly A marks	83	52.5	68.6	68.6
	mostly B marks	38	24.1	31.4	100.0
	Total	121	76.6	100.0	

Regarding the residence variable, Table 4 illustrates that 21 respondents live in the school dormitory while the majority, which is 100 respondents, live with their families.

Table 4

Study Participants' Residence

Do you live in dormitory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	21	17.4	17.4	17.4
	no	100	82.6	82.6	100.0
	Total	121	100.0	100.0	

4.2 Findings according to the Research Questions

The following section introduces the analysis which consists of bivariate analysis including cross-tabulation with the chi square test to measure the statistical significance using Phi and Cramer's V to measure the effect size. The data has been organized according to the research sub-questions and has been divided into two sections, based on bullies and victims, accordingly each section has four sub-sections of gender, ethnicity, residence and self-reported academic achievement.

The Overarching Research Question

The objective of the main research question was to identify the most prevailing type of bullying among high academically gifted students. First, the study looked at the

values that each of four types of bullying acquired using frequency distributions. Then the data has been grouped into two categories: bullying perpetration and victimization. Figure 4 represents frequency distributions across PVRC bullying perpetration. From the data in Figure 4, it is apparent that the general rate of bullying victimization is considerably low, as around 80% of responses indicate no cases. However, if to compare mean results within *never* statement, it can be seen that the rate of verbal bullying is comparatively higher as opposed to cyber bullying which has the lowest rate.
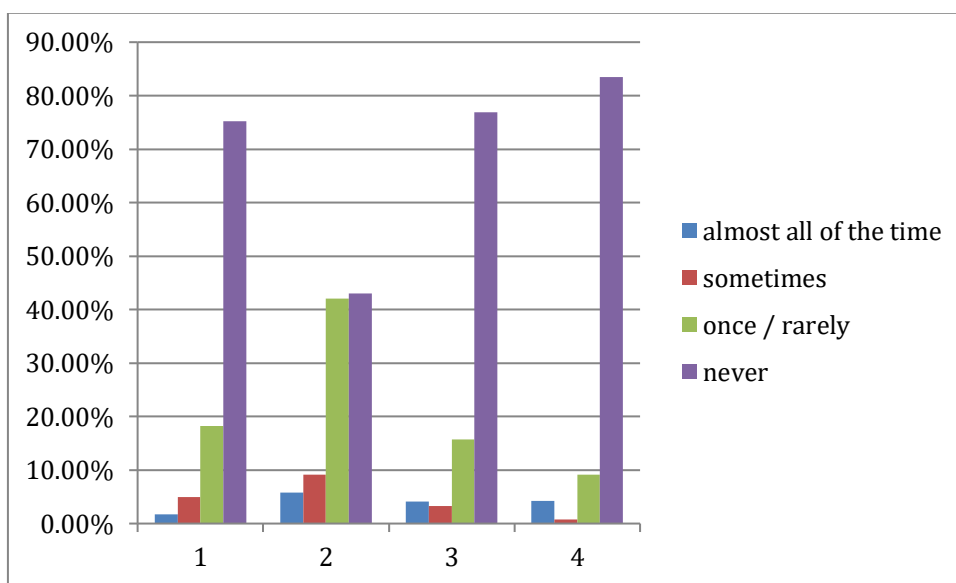

Figure 4. Frequency Distributions across PVRC Bullying

The similar trend can be clearly observed from the Figure 5 which represents frequency distribution across physical, verbal, relational and cyber bullying victimization. It is clear that the presented data shows verbal bullying victimization being comparatively higher and cyber bullying being the lowest.
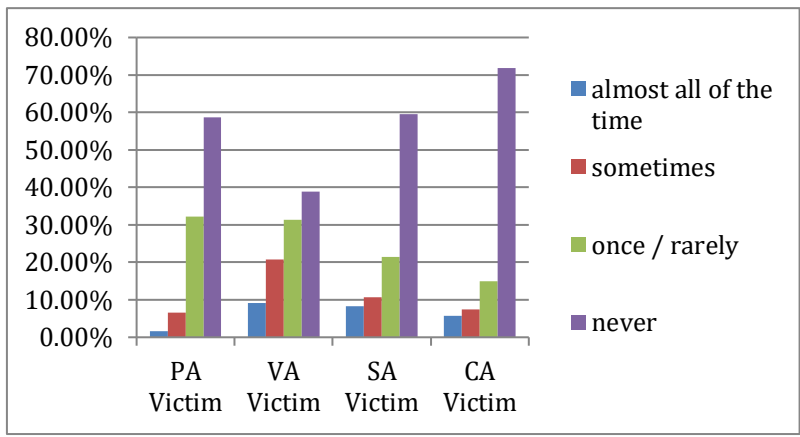
Figure 5. Frequency Distributions across PVRC Victimization

4.2.1 Are there Differences in Gender / Ethnicity / Residence / Academic Achievement in PVRC Bullies?

To answer the Research Question 1, cross-tabulation tests and chi-square analyses were employed to examine gender, ethnicity, residence and academic achievement differences in physical, verbal, relational and cyber bullying perpetration.

4.2.1.1 Gender and PVRC Bullying

A cross-tabulation was performed to understand how the gender variable was represented in physical, verbal, relational and cyber bullying perpetration cases.

Regarding physical bullying, 67.2% of males have reported that they have never bullied others physically while the percentage of girls is 82.5%. Just under 50% of participants with no cases of physical bullying are male and 57.1 % of participants are female. Slightly over a third (32.2%) of participants are male and they reported no cases of physical bullying. As for 'once' statement, 7 boys reported single cases of perpetrating bullying within the physical bullying perpetration variable, within gender the 12.1% of males reported that they bullied once. In total, 5.8% male and 2.5% females reported single case of physical bullying perpetration. Twelve percent of respondents who reported rare cases

of physical bullying perpetration are boys while 7.9% of participants are girls. Within the

PA bully variable, the gender division was almost equal for '*sometimes*' statement, within

gender the results are 5.2% males and 4.8% females. In total, 9.9% of participants reported

that they rarely bullied others and 5% of respondents perpetrated physical bullying

sometimes. None of girls reported perpetrating physical bullying '*all of the time*', in total

1.7% of respondents who reported '*all of the time*' was male (Figure 6).
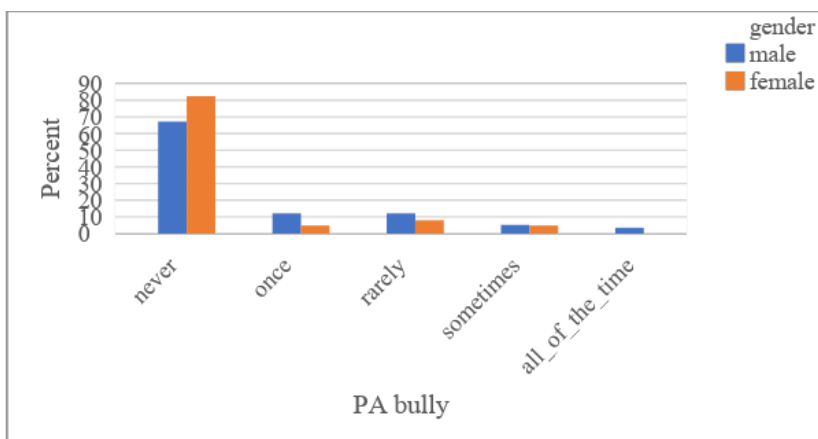
Figure 6. Gender and Physical Aggression

Furthermore, a chi-square test was performed to examine the relationship between

the gender variable and the frequency of perpetration of bullying. The results shown in

Table 5 and obtained from the preliminary analysis between the relationship between

gender and physical bullying perpetration show that the difference in responses of boys

and girls was not statistically significant (*chi-square* = 5,593[a], *df* = 4, *p* = 0.232) and the

relationship between the variables was modest (*phi* = 0.215).

Table 5

Relationship between Gender and Physical Bullying

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5,593[a]	4	,232
Likelihood Ratio	6,410	4	,171
Linear-by-Linear Association	3,225	1	,073
N of Valid Cases	121		

a. 5 cells (50,0%) have expected count less than 5. The minimum expected count is ,96.

As for the differences in terms of gender in verbal bullying perpetration variable, the results of cross-tabulation test show that the percentage of girls who reported that they have never demonstrated verbal aggression was slightly higher than of boys, 47.6% and 37.9% respectively. In total, 18.2% males and 24.8% females reported no cases of verbal bullying perpetration. Within the VA (verbal aggression) perpetration variable, just over half of the respondents who reported of verbal bullying once was girls with 58.8%. Within gender, the distribution was 12.1% boys and 15.9% girls. In total 14% of respondents showed verbal aggression once (5.8% boys and 8.3% girls). The gender division was almost equal for verbal bullying perpetrated *rarely* (47.1% boys and 52.9% girls) and *sometimes* (54.5% boys and 45.5% girls). The results within gender were 27.6% male and 28.6% female for showing verbal aggression rarely and 10.3% boys and 7.9% girls for verbal bullying perpetration sometimes. In total, slightly over 28% of respondents reported verbal bullying rarely (13.2% boys and 14.9% girls) and 9.1% opted for '*sometimes*' statement (5% males and 4.1% females). It is interesting to note that girls reported no cases of verbal bullying perpetrated '*almost all of the time*' and '*all of the time*', consequently, 3.3% and 2.5% of respondents who reported this frequency of verbal bullying cases were boys.

A chi-square test was conducted to look at the relationship between gender and verbal bullying variables (Table 6). The results show that the difference in terms of gender was not statistically significant (*chi-square* = 8,777[a], *df* = 5, *p* = 0.118).

Table 6

Relationship between Gender and Verbal Bullying

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8,777[a]	5	,118
Likelihood Ratio	11,474	5	,043
Linear-by-Linear Association	5,263	1	,022
N of Valid Cases	121		

a. 4 cells (33,3%) have expected count less than 5. The minimum expected count is 1,44.

Relational Aggression Bullying

Regarding gender differences in relational bullying, within gender over 70% of males and 80% of females reported that they have never perpetrated this type of bullying. In total, 33.9% male respondents and 43% female respondents reported no cases of relational bullying perpetration. 5.8% male participants and 8.3% female participants reported perpetrating social aggression once (12.1% boys and 15.9% girls within gender and 41.2% boys and 58.8% girls within relational bullying perpetration indicator). 13.2% of participants who indicated the frequency of relational bullying as *rarely* were male and 14.9% of those were females, for *sometimes* indicator the results were 5% and 4.1% of boys and girls respectively. Respondents who reported both '*almost all of the time*' and '*all of the time*' indicators were males with 3.3% and 2.5% respectively, while girls reported no cases of relational bullying in this frequency.

A chi-square test shown in Table 7 informs that there was no statistically significant difference in the responses of males and females in relational bullying variable (*chi-square* = 6,906[a], *df* = 4, *p* = 0.141).

Table 7

Relationship between Gender and Relational Bullying

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6,906[a]	4	,141
Likelihood Ratio	7,220	4	,125
Linear-by-Linear Association	1,170	1	,279
N of Valid Cases	121		

a. 7 cells (70,0%) have expected count less than 5. The minimum expected count is 1,92.

Cyber Aggression Bullying

A cross-tabulation was conducted to investigate the relationship between gender and cyber bullying variables. 35.6% of respondents who reported no cases of cyber bullying perpetration were males and 50% of respondents were females. 5.9% boys and 1.7% girls reported single cases of perpetrating cyber aggression. The results for *rarely* and '*sometimes*' indicators are 1.7% and 0.8% male respondents respectively while girls have never had this frequency of perpetration. Regarding '*almost all of the time*' indicator, 1.7% of participants who reported cyber bullying were males and 0.8% females. The results of a chi-square test showed that the relation between these two variables was not significant (*chi-square* $= 10,695^a$, *df* $= 5$, $p = 0.058$).

4.2.1.2 Ethnicity and PVRC Bullying

In order to analyse differences in PVRC bullies depending on ethnicity, a cross-tabulation test has been run. Regarding physical bullying perpetration, the results within ethnicity background variable show that 77.5% Kazakh, 70% Russian, 40% Uzbek and 75% other nationalities reported that they never perpetrated physical bullying. The results for the same indicator but within PA bully indicator show 86.8% Kazakh, 7.7% Russian, 2.2% Uzbek and 3.3% of other nationalities. In total, 65.3% Kazakh, 5.8% Russian, 1.7% Uzbek and 2.5% other nationalities reported no cases of physical bullying perpetration.

As for verbal bullying aggression, over half of the respondents reported to the item with the statement related to verbal bullying that they have never done it. The differences across other indicators of frequency of verbal bullying were negligible, except for *rarely* indicator, with just under a third of participants of Kazakh ethnicity reporting it. For social aggression variable, almost 80% of participants have never engaged in this type of bullying, with small differences across the ethnicity variable. Regarding cyber bullying perpetration, a cross-tabulation showed that over 80% of participants have never been involved in perpetrating. Interesting finding to report that this is the only case in the analysis where the differences across ethnicity were statistically significant (*chi-square* = 34,048, *df* = 15, *p* = 0.003), with moderate relationship (*phi* = 0.537) according to the effect size measure.

4.2.1.3 Language of Instruction and PVRC Bullying

Within the language of instruction variable, 75.2% of respondents reported that they never perpetrated physical bullying aggression (77.3% Kazakh and 69.7% Russian language of instruction). In total, indicators comprise 56.2% students with Kazakh language of instruction and 19% students with Russian language of instruction out of all respondents. It is interesting to note that none of the respondents with Russian as a language of instruction reported cases of physical bullying for '*all of the time'* frequency.

4.2.1.4 Residence and PVRC Bullying

Regarding the residence variable, over 70% of the participants reported that they have never perpetrated physical bullying. No considerable differences were observed in responses to the frequency of physical bullying aggression between those participants who live in dormitory and those from the urban area living with their families. As for the relation between the residence variable and verbal aggression, just under half of the

participants reported no cases of aggression, with no marked differences between the boarding school students and those attending the day school. The similar results were reported for relational and cyber bullying. None of the differences in the residence variable were statistically significant.

4.2.1.5 Self-Reported Academic Achievement and PVRC Bullying

The majority of the participants, who responded to the item indicating academic achievement and physical bullying aggression, reported no cases of the involvement in physical bullying perpetration. There were no remarkable differences in responses of the participants who reported that they usually get A grades and of those with B grades. A chi-square test also showed no statistically significant differences in the variable of academic achievement (*chi-square* = 4.149[a], *df* = 5, *p* = 0.386). The similar trend was observed in the verbal, cyber and relational bullying perpetration with negligible differences between students with mostly A grades and students with B grades.

4.2.2 Are there Differences in Gender / Ethnicity / Residence / Academic Achievement in PVRC Victims?

To address the Research Question 2, the study examined gender, ethnicity, residence and academic achievement differences in physical, verbal, relational and cyber bullying victimization by running cross-tabulation tests and chi-square analyses.

4.2.2.1 Gender and PVRC Victimization

In order to examine the relationship between gender and victimization across four types of bullying, which are physical, verbal, relational and cyber, cross-tabulation tests were performed for each type. A cross-tabulation of gender and physical bullying victimization shows that 46.6% of male participants never experienced physical bullying, 17.2% experienced it once and 24.1% experienced it rarely. As for girls, 71% female

participants reported no cases of physical bullying victimization. The results of a chi-square test showed that the relation between gender and physical bullying victimization variable was not significant (*chi-square* $= 9.700^a$, *df* $= 5$, *p* $= 0.084$). It means that there was not a statistically significant difference in the reports on physical bullying victimization across the gender variable.

Regarding verbal bullying victimization, just under 40% of respondents reported that they never experienced verbal bullying aggression towards them, with 19.8% males and 19% females in the gender distribution. The difference related to a gender variable was not statistically significant (*chi-square* $= 2.754^a$, *df* $= 5$, *p* $= 0.738$).

As for the relational type of bullying, over 50% of the study participants answered that they have never been exposed to social bullying aggression, with almost equal distribution according to the gender. A chi-square test also indicated that the gender differences in relational bullying victimization were not statistically significant (*chi-square* $= 3.236^a$, *df* $= 5$, *p* $= 0.664$). This means that the rate of relational bullying was not considerably different among boys and girls.

A cross tabulation test of the gender variable and cyber aggression was performed. The results show that over 70% of the participants have never been exposed to cyber bullying victimization. The gender distribution showed only negligible differences in the reports of male and female participants. A chi-square analysis reported no statistically significant differences in gender that could be generalized to a larger population (*chi-square* $= 6.358^a$, *df* $= 5$, *p* $= 0.273$). It means that responses related to cyber bullying victimization were not remarkably different depending on gender.

4.2.2.2 Ethnicity and PVRC Victimization

To test for differences within an ethnicity variable, a cross-tabulation has been applied. Over half of the participants reported no cases of physical bullying victimization, the same trend has been observed for social bullying. As for verbal aggression, over a third of participants reported that the statement describing this type of aggression has never happened to them, and about a quarter of responses were reported for *rare* frequency item. The lowest rate has been observed in cyber bullying variable, with the majority of respondents reporting that they have never been in the situation of a victim.

4.2.2.3 Residence and PVRC Victimization

Over half of the participants have reported no cases of physical bullying victimization. A cross-tabulation test showed that the differences between the responses of the dormitory students and those who live in the urban area were marginal. According to a chi-square test, those differences were not statistically significant (*chi-square* = 2.043[a], *df* = 5, *p* = 0.843). The effect size measure was weak (*phi* = 0.130). It means that the relationship between residency and physical bullying victimization is not strong.

Regarding differences in verbal bullying according to the residence variable, the results showed some differences: 33.3% participants who live in dormitory and 40% of the participants who live with their families reported no victimization.

4.2.2.4 Language of Instruction and PVRC Victimization

A cross-tabulation test which has been employed to look at the differences across the participants' language of instruction and its relationship with PVRC bullying victimization showed that over a half of participants do not see themselves as victims of physical aggression, the similar finding has been found in relational bullying victimization. As for verbal bullying, just over a third of participants reported no cases of victimization, while about a quarter of answers reported rare cases. Once again, the level of cyber

bullying has been identified as the lowest in comparison to other three types, with over 70% of no victimization cases.

4.2.2.5 Self-Reported Academic Achievement and PVRC Victimization

Regarding the differences across participants' self-reported academic achievement and its relationship with the four types of bullying victimization on which the current study focused, majority of respondents reported that they have never been exposed to victimization for physical and relational bullying. Verbal bullying victimization had a slightly higher rate, while cyber bullying was the lowest in comparison to other types of bullying. No considerable differences between the students who reported about themselves that they mostly have A grades and those with B grades were detected.

Summary of Findings of PVRC Bullying Aggression and Victimization

Based on the results of frequencies test and a cross-tabulation with a chi-square analysis, the rate of bullying perpetration and victimization has been found to be low. Generally, there were no significant differences across gender, ethnicity, academic achievement, language of instruction and residence of participants, therefore the current study cannot assume that those variables could be potential predictors for bullying and victimization.

Regarding verbal bullying perpetration, it is interesting to note that 16 boys and 18 girls reported that they do it *rarely*, even though the difference in gender was not statistically significant, this indicator is higher than the other three types of bullying. The same trend was observed in verbal bullying victimization variable, 10 boys and 15 girls reported as being exposed to verbal bullying *sometimes* which was higher than cyber, physical and relational types of bullying.

The single most striking observation to emerge from the data analysis was related to the relationship between the ethnicity of students and cyber bullying perpetration. A statistically significant difference was found in the responses of students with different ethnical backgrounds to the question of the frequency of cyber bullying perpetration (*chi-square* = 34,048, *df* = 15, *p* = 0.003). The effect size measure shows that the relationship is moderate (*phi* = 0.537).

The next chapter will discuss the major findings of the current study and connect them to the broader context of the literature. The answers for the research questions will also be provided.

Chapter 5. Discussion

5.1 Introduction

The previous chapter presented the findings, which have been collected using an online survey, and analyses of the gathered data. This chapter will interpret the results of the study connecting them to the literature on the field and will answer the research questions. The aim of the present study was to identify the prevailing type of bullying across its four types: physical, verbal, relational and cyber bullying among the academically talented students who reached the age of 18 years in private school in an urban city in Kazakhstan. Furthermore, the study aimed to examine the differences bullying types based on the participants' gender, ethnicity, residence (whether they live in the school dormitory or with their families) and self-reported academic achievement. The chapter consists of several sections, they are the discussion of the major findings, answers to the research questions and the summary.

5.2 Main Findings and Link to the Literature

Finding 1: The level of bullying aggression and victimization was low

The level of bullying aggression and victimization across its four types, physical, verbal, relational and cyber can be considered low. The results of the current study showed that the level of bullying among the academically talented students was low, with majority of participants reporting that they have never been involved in a bullying behavior. It is interesting to note that this trend was observed across all four types of bullying, both in the bullying aggression and the bullying victimization. As mentioned in the literature review, this trend could be particularly explained with the nature of giftedness, that is, with unique characteristics which the gifted and talented students possess. More precisely, as it was explained by Peterson and Ray (2006), even though they are sensitive to the bullying

behavior, high academically gifted students are not usually eager to share their problems and concerns about the relationships with their peers. Another explanation could be the fact that the level of bullying victimization tends to lower with each grade, meaning that the older the students get, the less they are likely to be exposed to the bullying aggression. One of the reasons to support this explanation is that the power imbalance, which is one of the key characteristics of the bullying behavior, can be observed with the age hierarchy, meaning that younger students are more often exposed to bullying from the older students (Peterson & Ray, 2006; Sittichai & Smith, 2015).

Finding 2: **Verbal bullying has been found to be slightly higher in comparison with other types**

Even though the general level of bullying has been found to be low, the study compared the level of each type against each other and has found that the level of verbal bullying was slightly higher than the rest types of bullying both in verbal bullying aggression and victimization. This finding partly corroborates the ideas of Peterson and Ray (2006), who suggested that the types of bullying which make the gifted and talented individuals get stressed are those which do not involve the physical aggression, but on the contrary, include verbal, relational and cyber bullying. This finding is also in agreement with Olweus (1994) and Olweus and Limber (2010), who found that physical bullying is less common among high grade students as opposed to other types.

Finding 3: Cyber bullying was the least reported

Surprisingly, cyber bullying was found to be the lowest both in perpetration and victimization as the vast majority of the participants reported that they have never experienced the situation in the statement which served to describe cyber bullying with follow-up questions in the research instrument which were designed to determine whether

the participant considered himself as bully or victim. This finding was unexpected due to the fact that nowadays virtual communication has become more popular day by day especially among teenagers due to advances in technology in general and the accessibility of gadgets and thus, the study expected that a similar trend related to verbal communication would be traced in online communication. Consequently, this result differs from Borg's (1998) findings that suggested that the type of bullying changes from the direct forms to more subtle forms as students grow older.

Finding 4: Unexpected differences in gender in PVRC bullying

On the question of differences in the gender variable in relation to physical bullying, the percentage of girls who reported that they have never been involved in physical bullying behaviour was higher than of boys. The same trend has been observed in terms of physical bullying victimization. These findings are consistent with those of Mundy et al (2017) whose study conducted in Australian primary schools showed that the physical bullying was more common among the male participants.

As for verbal bullying, the results of the study did not show any significant differences in the responses of boys and girls. The responses for the indicated frequency of bullying behaviour were almost same, with only negligible differences in terms of gender. This finding does not support the previous research analysed in the literature review which suggested that boys were more likely to be exposed to both verbal bullying perpetration and victimization (Donoghue & Raia-Hawrylak, 2016; Robers et al., 2014; Stubbs-Richardson et al., 2018).

Another important finding was related to gender differences in relational bullying. In contrast to earlier findings by Boyes, Bowes, Cluver, Ward and Badcock (2014), Olweus (1994), Wang et al (2009) and Roberts et al (2014) who are consistent in their

findings that girls are more likely to be involved in this indirect type of bullying, including social isolation, silent treatment and purposeful excluding from group activities, no significant differences in responses according to gender were detected in the current study.

Regarding the gender differences in cyber bullying behaviour, an important finding was that boys were more likely to be perpetrators of cyber bullying. Similar findings were reported by Erdur-Baker (2010), Juan et al. (2018) and Wang et al. (2009) who also found that cyber bullying perpetration was more common among males. However, there were no remarkable differences in gender for cyber bullying victimization, which contradicts with the results of the study by Erdur-Baker (2010), Juan et al. (2018) and Wang et al. (2009) who reported that girls are more likely to be victims of cyber bullying aggression. Contrary to expectations, based on chi-square tests, the current study did not find a statistically significant difference between males and females in PVRC bullying behavior, both aggression and victimization which could be generalized for the larger population.

Finding 5: There was a statistically significant difference in the ethnicity variable

One interesting finding was in relation to the ethnicity variable. In general, there were no significant differences in physical, verbal and relational types of bullying by participants' ethnic background. Majority of participants reported no cases of bullying behaviour. This finding links to the findings of Seals and Young (2001) and Wolke et al. (2001) presented in the review of the relevant literature where they found a weak association of bullying with students' ethnicity. However, despite comparatively low level bullying and almost no differences in terms of ethnicity, it is important to mention that the results show that in cyber bullying perpetration, the study has found a statistically significant difference in the ethnicity. This means that the result could be generalized to the

larger population. However, the results should be viewed cautiously with further research needed.

Finding 6: Contradictory finding on participants' residence

Regarding differences in PVRC bullying according to participants' residence, the present study did not reveal any marked differences in the level of involvement both in bullying aggression and perpetration across all four types. This finding is not supported by the earlier studies, particularly by the research conducted in German boarding schools by Pfeiffer and Pinquart (2014) who suggest that students who live in dormitory are more likely to be bullies and victims of bullying. This inconsistency might be explained with the system of tutors who work in the dormitory of the research site and who are in charge of discipline and overall well-being of the students who live in dormitory.

Summarizing the main findings of the study, it is clear that some of them were consistent with the existing studies, while there were some unexpected results which in some ways contradicted with the findings of earlier research in the literature review. It is important to highlight that these differences and inconsistencies can be explained with Bronfenberenner's (1979) theory of ecological systems. Indeed, the complex phenomenon of school bullying cannot be fully explained based on individual characteristics of a child, but one should also take into account the general environment of an individual and the school context, as they have a direct influence on his interactions with peers. Therefore, it is apparent that each case is unique because the results of the study fully depend on the context.

5.3 Answers to the Research Questions

Having discussed the results of the study and connected them to the broader context presented in the literature review, the present thesis work assumes that the findings were useful and could be applied in answering the research questions.

The Overarching Research Question

The main research question in this study sought to determine the most prevalent type of bullying across its four identified types, they are physical, verbal, relational and cyber. The participants of the study were 12th grader students of one private school for high academically oriented students. According to the study results, the general level of bullying was low. However, having compared the indicators related to all four types, the study has identified verbal bullying to be comparatively higher as opposed to cyber bullying which has been found to be the lowest.

Research Sub-Questions

The aim of the first sub-question in this research was to examine the differences in gender, ethnical background, residence and students' academic achievement in relation to PVRC bullying perpetration. The second sub-question of the current study was related to determine students' gender, ethnicity, residence and self-reported academic achievement differences in PVRC victimization.

The findings showed that there were differences in the gender variable. The differences related to the physical bullying were supported by the earlier studies, showing the similar results that boys are more likely to get involved in physical bullying behaviour. The study determined no significant gender differences in verbal bullying behaviour. The same trend was observed in relational bullying which contradicted with the studies in the literature review (see Antiri, 2016; Winiewski et al. (2019). What is surprising is that findings on

gender differences in cyber bullying were partly supported by the earlier studies in case of perpetration and at the same time showed contrary results in case of victimization.

There were no remarkable differences in the ethnic background of the students in their reports on PVRC bullying. Also, the current study found no remarkable differences according to whether participants resided at home or in the school dormitory.

5.4 Summary

The objective of the present chapter was to interpret the research findings and discuss them according to other research studies. The major findings have been presented and discussed. Also, the present chapter provided answers to the research questions. The next chapter will summarise the present thesis work as well as will look at some recommendations for school practice, discuss limitations of the current study and implications for the future research. Also, the final reflections will be presented.

Chapter 6. Conclusions and Recommendations

6.1 Study Summary

The main goal of the present study was to determine the prevailing type of bullying among 12th graders who study at one school which serves high academically talented youth and who already reached the age of 18 years. The study investigated four types of bullying: physical, verbal, relational and cyber bullying. Additionally, this investigation explored differences in bullying based on gender, students' ethnic background, their residence (students either live in dormitory or live with their families), and self-reported academic achievement. Returning to the research questions posed at the beginning of this study, it is now possible to state that the answers have been fully provided. This study has found that generally the level of bullying among participants was considerably low. The comparative analysis of frequencies of four types of bullying has shown that the level of verbal bullying was comparatively higher, surprisingly, the study has found that the level of cyber bullying was the lowest. The results of this investigation revealed the differences in gender, ethnicity, residence and academic performance in relation to the types of bullying. One of the most interesting findings to emerge from this study is the gender differences in verbal bullying and relational bullying, where the findings were quite unexpected and somewhat different from the studies in the literature review, where it was expected to see higher level of verbal bullying among boys and higher level of relational bullying among girls (See Donoghue & Raia-Hawrylak, 2016; Robers et al., 2014; Stubbs-Richardson et al., 2018; Winiewski, Budziszewska & Swider, 2019)

6.2 Recommendations for School Practice

Based on the major findings of the present work, there are some recommendations, that school teachers, administration and school psychologists might find useful. First, it is

important to take measures against verbal bullying behaviour, bearing in mind that both males and females can be exposed to this type of bullying according to the results of the survey, and therefore they need equal attention. Second, it is crucial not to neglect more covert types of bullying such as relational bullying, as it might be the reason why some students might feel unsafe at school (Goldstein, Young & Boyd, 2008). Furthermore, the results of the current study showed no differences in gender, it means that boys and girls are equally vulnerable to such activities as the silent treatment and social exclusion.

Given that all high academically talented students, who study at the selected school, have a high academic load and spend a vast majority of their time at school, it would be advised for the school administration to take coordinated actions together with the school psychologist and teachers aimed at searching and initiating anti-bullying activities. Furthermore, schools need to have a policy in place to enact upon perpetrators to be sure all students feel safe at school.

6.3 Limitations of the Study

Several limitations to this study need to be acknowledged. First, the academic achievement variable was designed in a way that students reported it themselves. There were three options: A, B and C grades. The participants opted for A and B grades. Given that this is a private school for the academically talented, the choice was quite obvious given that almost all students are good at all disciplines at school. However, due to the fact that both A and B grades are considered to be good grades, there were no significant differences in the responses that limited the study's ability to further analyse this variable.

The next limitation is about the generalisability of the research results, because some of the findings were not statistically significant according to p value indicator. The biggest limitation is that due to the IREC permissions, the study had to be done with students 18

years or more which may have had a huge impact on detecting levels of bullying within the school populations since research has found bullying often decreases with age of the students.

6.4 Recommendations for Future Research

The findings of the present study have a number of important implications for the future research. It would be recommended to focus on some open-ended questions as well, which invite students to be more open. The questions of the research instrument should not necessarily report bullying behaviour directly, it might be the questions, suggesting the participants to imagine the situation or describe their everyday school routine, for example, *"How do you feel when you are on your way to school in the morning?"* (Peterson & Ray, 2006, p.148). Thus, the future research might be designed qualitatively, because once the present study identified some trends, it would be beneficial to continue with in-depth qualitative study.

The next recommendation would be to include other members of the school. For example, to continue the present study with investigating teachers' awareness of the bullying behaviour in general and bullying among gifted and talented children in particular. The final suggestion for future research would be to continue investigating the prevalent type of bullying among high academically oriented students but focusing on younger students. This would allow a comparison between the older and younger age group of students. As this study was conducted in only one school, it could be replicated across several schools for the academically in Kazakhstan in order to look at a large study population.

 6.5 Final Reflection

By the end of my thesis journey I can say with confidence that I learnt a lot. Looking back to last summer when I was at the very beginning of my thesis project, I can see how much self-development has been achieved. First and foremost, reviewing and analyzing the relevant literature on the field helped me to build sound knowledge on the topic. Even though I cannot state that I became a specialist on the topic, but the difference is massive. I remember moments when reading the articles, which sometimes were related to the wider topic but not the specific area of my research, I could not stop reading and even forgot to make notes because the process of learning new facts was incredibly interesting and informative. Regarding the process of building the research design, identifying the most effective research instruments and conducting the survey, all of this helped me not only in terms of enriching knowledge on the topic, but indirectly influenced in a positive way to developing leadership skills, as it involved such activities as proper organization, conversations with the research gate keeper and school psychologists. Cooperation with the school psychologists was also a crucial part of the process, which resulted even in initial bones of future studies with the plan to further adapt the research instrument and employ it among students of younger age within the school work. Overall, it is necessary to emphasize that the whole process of thesis project helped me to understand the importance of empirical, evidence-based research.

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Appendices

Appendix A

Letter of Invitation to School Principals

Dear {Principal},

My name is {Student}, and I am a Master Student in Educational Leadership: Inclusive Education at Nazarbayev University. I am conducting research on the field of education under the supervision of {supervisor name} – Professor of Graduate School of Education (GSE) at Nazarbayev University. The topic of my research thesis is "Physical, verbal, relational and cyber (PVRC) bullying and high academically oriented students".

Nazarbayev University Graduate School of Education Research Committee has given approval to approach schools for my research. A copy of their approval is contained with this letter. I invite you to consider taking part in this research. This study will meet the requirements of the Research Ethics Committee of the GSE.

Aims of the Research
The purpose of this study is to identify the most prevalent type of PVRC (physical, verbal, relational, cyber) bullying among 12th graders and its possible predictors. .

Significance of the Research Project
The findings of the present study will contribute to the development of two spheres, they are the field of educational research in Kazakhstan and improving students' overall well-being at school. First, the findings of the present study are expected to fill the existing gap in Kazakhstani educational research in terms of bullying and academically gifted students. Second, the findings of the current study will inform the school administration, teachers and other educators involved in teaching and learning process about prevailing type of PVRC bullying among gifted and talented students and its differences in terms of gender, language of instruction, ethnicity, residence and academic achievement. It is assumed that this information will contribute to the school's work in improving students' overall well-being. Thus, it is expected that the students will indirectly benefit in the long-term from this research.

Research Plan and Method

Students will be asked to fill in an online survey that includes questions about their experiences of PVRC bullying. The findings of this research study will be used in my master's thesis. The survey is anonymous. No information that can somehow identify students, such as their names or the name of your school, will be recorded.

I kindly ask you to provide access to the email of your school psychologist to forward the link with survey to Year 12 students.

All information collected will be treated in strictest confidence and neither the school nor individual learners will be identifiable in any reports that are written. Participants may withdraw from the study at any time. The role of the school is voluntary and the School Principal may decide to withdraw the school's participation at any time.

Attached for your information are copies of the Consent Form and survey questions.

Thank you for taking the time to read this information. If you would like more information about any aspect of this study, please contact me on the details below or my supervisor {Supervisor details}.

Consent
Please provide an email giving your written approval for me to conduct my study in your school.

Best regards,
{Signature}
{Contact details}

Appendix B
Appendix

Informed Consent Form for the online survey

Introduction. You are invited to participate in a research study entitled physical, verbal, relational, cyber (PVRC) bullying and high academically oriented students.

Procedures. The purpose of this study is to identify the most prevalent type of PVRC bullying among 12th graders and its possible predictors. You will be asked to fill in an online survey that includes questions about your experiences of PVRC bullying. This survey will take approximately 15 minutes to complete.

Risks. The risks associated with this study may include slight emotional discomfort. You can contact a counsellor if you experience any emotional distress. You can find the number of a counsellor below. Also, you have an option to withdraw from a survey anytime you feel discomfort or anytime you want without any penalties or negative consequences.

Benefits. It is assumed that the findings of the current study will contribute to the school's work in improving students' overall well-being. Thus, it is expected that the students will indirectly benefit in the long-term from this research.

Compensation. No tangible compensation will be given. A copy of the research results will be available at the conclusion of the study.

Confidentiality & Privacy. No questions requiring personal information will be used in the survey. You can take a survey in a location of your choosing, using the school Internet domain, furthermore, you can answer via computer, laptop or cell phone using Internet through the mobile data, which makes it impossible to identify you personally. All data is anonymous. The findings of this research study will be used in my master's thesis. No information that can somehow identify you personally, such as student names or the name of your school, will be recorded.

Voluntary Nature of the Study. Your participation in this study is totally voluntary and anonymous, and you can quit the survey at anytime you want and / or skip the questions that you do not want to answer.

Points of Contact.

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, [professor's name], [professor's phone number].

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

Counsellor contact: If you feel emotional discomfort, you can contact a counsellor [counsellor's phone number]

Statement of Consent.

By clicking "I agree" below you are indicating that you are 18 years old, have read and understood this consent form and agree to participate in this research study.

Appendix C
Survey instrument

Dear Students,

The survey below is a part of my research at Nazarbayev University. The aim of the survey is to identify the most prevailing type of physical, verbal, relational and cyber (PVRC) bullying. I kindly ask you to answer the following questions, since your opinion and experience play a key role in studying this problem. The survey is completely anonymous. You can withdraw from the survey anytime you want.

Құрметті студенттер,

Келесі сауалнама Назарбаев Университетіндегі менің зерттеуімнің бөлігі болып табылады. Сауалнаманың мақсаты - буллинг ең көп кездесетін түрін анықтау (физикалық, ауызша, қоғамдық және кибербуллинг). Сізден келесі сұрақтарға жауап беруіңізді сұраймын, өйткені сіздің пікіріңіз бен тәжірибеңіз бұл мәселені зерттеуде маңызды рөл атқарады. Сауалнама толығымен жасырын (анонимді). Сіз кез-келген уақытта сауалнамадан бас тарта аласыз.

Уважаемые студенты,

Приведенный ниже опрос является частью моего исследования в Назарбаев Университете. Целью опроса является выявление наиболее распространенного типа буллинга (физический, словесный, социальный и кибербуллинг). Я прошу вас ответить на следующие вопросы, поскольку ваше мнение и опыт играют ключевую роль в изучении этой проблемы. Опрос полностью анонимный. Вы можете отказаться от участия в опросе в любое время.

What is your gender? / Сіздің жынысыңыз?/ Укажите Ваш пол

Male / ер / мужской

Female / әйел / женский

What is your ethnicity background? / Сіздің ұлтыңыз қандай? / Какова ваша этническая принадлежность?

Kazakh / қазақ / казах / казашка

Russian / орыс / русский / русская

Uzbek /өзбек / узбек / узбечка

Ukrainian / украин / украинец / украинка

Uigur / ұйғыр / уйгур / уйгурка

Tatar / татар / татарин / татарка

Other / басқа / другое

What is your language of instruction? / Сіздің оқу тіліңіз қандай? / Какой у вас язык обучения?

Kazakh / қазақша / казахский

Russian / орысша / русский

How would you measure your academic performance? / Оқу үлгеріміңізді қалай бағалайсыз? / Как бы вы измерили свою академическую успеваемость?

Mostly A marks / Көбіне A бағасы / В основном оценки A

Mostly B marks / Көбіне B бағасы / В основном оценки B

Mostly C marks / Көбіне C бағасы / В основном оценки C

Do you live in the dormitory? / Мектеп жатақханасында тұрасыз ба? / Вы живете в школьном общежитии?

Yes / иә / да

No / жоқ / нет

PA Some students engage in physical aggression, such as hitting, kicking, and shoving other students. Physical aggression may also include any other attempts that have the potential to cause physical harm to another person (Stubbs-Richardson, Sinclair, Goldberg, Ellithorpe & Amadi, 2018). *(PA = Physical Aggression).*

Кейбір студенттер физикалық агрессиямен айналысады, мысалы, басқа оқушыларды ұру, тепкілеу немесе итеру. Физикалық агрессия басқа адамға физикалық зиян келтіре алатын басқа да әрекеттерді қамтуы мүмкін.

Некоторые студенты участвуют в физической агрессии, и они могут бить, пинать или толкать других студентов. Физическая агрессия может также включать любые другие попытки, которые могут нанести физический вред другому человеку.

How often do you do this? / Сіз мұны қаншалықты жиі жасайсыз? / Как часто вы делаете это?

0	1	2	3	4	5
Never / ешқашан / никогда	Once / бір рет / один раз	Rarely / сирек / редко	Sometimes / кейде / иногда	Almost all of the time / әрдайым дерлік / почти все время	All of the time / әрдайым / все время

Where does this happen? / Бұл қайда болады? / Где это происходит?

School territory / мектеп аумағында / на территории школы

Outside the school territory / мектеп аумағынан тыс / вне территории школы

Not applicable (if the answer to the previous question is *never*) / қатысы жоқ / не применимо

How often has this happened to you? / Сізге бұл жағдай қаншалықты жиі болды?

0	1	2	3	4	5
Never / ешқашан / никогда	Once / бір рет / один раз	Rarely / сирек / редко	Sometimes / кейде / иногда	Almost all of the time / әрдайым дерлік / почти все время	All of the time / әрдайым / все время

Where does this happen? / Бұл қайда болады? / Где это происходит?

School territory / мектеп аумағында / на территории школы

Outside the school territory / мектеп аумағынан тыс / вне территории школы

Not applicable (if the answer to the previous question is *never*) / қатысы жоқ / не применимо

VA Some students engage in verbal aggression, such as calling others names to hurt feelings, making fun of others to cause harm, or making threats of harm. Verbal aggression may also include any other attempts to cause psychological harm (Stubbs-Richardson, Sinclair, Goldberg, Ellithorpe & Amadi, 2018). *(VA=Verbal Aggression).*

Кейбір студенттер ауызша агрессиямен айналысады, мысалы, ренжіту мақсатында басқаларды мазақтайды немесе қорқытады. Ауызша агрессия психологиялық зиян келтіре алатын басқа да әрекеттерді қамтуы мүмкін.

Некоторые студенты участвуют в словесной агрессии, например, угрожают, обзываются или высмеивают других, чтобы обидеть их чувства. Словесная агрессия может также включать любые другие попытки нанести психологический вред.

How often do you do this? / Сіз мұны қаншалықты жиі жасайсыз? / Как часто вы делаете это?

0	1	2	3	4	5
Never / ешқашан / никогда	Once / бір рет / один раз	Rarely / сирек / редко	Sometimes / кейде / иногда	Almost all of the time / әрдайым дерлік / почти все время	All of the time / әрдайым / все время

Where does this happen? / Бұл қайда болады? / Где это происходит?

School territory / мектеп аумағында / на территории школы

Outside the school territory / мектеп аумағынан тыс / вне территории школы

Not applicable (if the answer to the previous question is *never*) / қатысы жоқ / не применимо

How often has this happened to you? / Сізге бұл жағдай қаншалықты жиі болды? / Как часто это случалось с вами?

0	1	2	3	4	5
Never / ешқашан / никогда	Once / бір рет / один раз	Rarely / сирек / редко	Sometimes / кейде / иногда	Almost all of the time / әрдайым дерлік / почти все время	All of the time / әрдайым / все время

Where does this happen? / Бұл қайда болады? / Где это происходит?

School territory / мектеп аумағында / на территории школы

Outside the school territory / мектеп аумағынан тыс / вне территории школы

Not applicable (if the answer to the previous question is *never*) / қатысы жоқ / не применимо

SA Some students engage in social aggression, such as spreading rumors about other students, purposely leaving people out of social groups or social events, turning people against each other, or giving the silent treatment. Social aggression may also include any other attempts to cause social harm (Stubbs-Richardson, Sinclair, Goldberg, Ellithorpe & Amadi, 2018). *(SA = Social or Relational Aggression).*

Кейбір студенттер басқа студенттер туралы қауесеттер тарату, адамдарды әлеуметтік топтарға немесе әлеуметтік іс-шараларға әдейі шығарып қоспау, адамдарды бір-біріне қарсы қою немесе оларды елемеу сияқты әлеуметтік агрессиямен айналысады. Әлеуметтік агрессияға әлеуметтік зиян келтірудің кез келген басқа әрекеті де кіруі мүмкін

Некоторые студенты участвуют в социальной агрессии, такой как распространение слухов о других студентах, преднамеренное исключение людей из социальных групп или социальных событий, обращение людей друг против друга или игнорирование. Социальная агрессия может также включать любые другие попытки нанести социальный вред.

How often do you do this? / Сіз мұны қаншалықты жиі жасайсыз? / Как часто вы делаете это?

0	1	2	3	4	5
Never / ешқашан / никогда	Once / бір рет / один раз	Rarely / сирек / редко	Sometimes / кейде / иногда	Almost all of the time / әрдайым дерлік / почти все время	All of the time / әрдайым / все время

Where does this happen? / Бұл қайда болады? / Где это происходит?

School territory / мектеп аумағында / на территории школы

Outside the school territory / мектеп аумағынан тыс / вне территории школы

Not applicable (if the answer to the previous question is *never*) / қатысы жоқ / не применимо

How often has this happened to you? / Сізге бұл жағдай қаншалықты жиі болды? / Как часто это случалось с вами?

0	1	2	3	4	5
Never / ешқашан / никогда	Once / бір рет / один раз	Rarely / сирек / редко	Sometimes / кейде / иногда	Almost all of the time / әрдайым дерлік / почти все время	All of the time / әрдайым / все время

Where does this happen? / Бұл қайда болады? / Где это происходит?

School territory / мектеп аумағында / на территории школы

Outside the school territory / мектеп аумағынан тыс / вне территории школы

Not applicable (if the answer to the previous question is *never*) / қатысы жоқ / не применимо

CA Some students engage in cyber aggression, such as posting negative things about others online or posting/sharing inappropriate pictures by electronic means (e.g., by use of cell phones, social media, social applications, or internet access). Cyber aggression may also include any other attempts to cause harm by electronic means (Stubbs-Richardson, Sinclair, Goldberg, Ellithorpe & Amadi, 2018). (CA = Cyber Aggression).

Кейбір студенттер Интернет арқылы басқалар туралы жағымсыз хабарлар жіберу немесе жағымсыз суреттерді электронды түрде жіберу (мысалы, ұялы телефондар, әлеуметтік желілер, әлеуметтік қосымшалар немесе Интернетке

кіру) сияқты кибер-агрессиямен айналысады. Электрондық құралдармен зиян келтірудің кез-келген басқа әрекеттері кибербуллингқа енуі мүмкін

Некоторые студенты участвуют в кибер-агрессии, такой как размещение негативных сообщений о других в Интернете или публикация / передача неуместных изображений с помощью электронных средств (например, с помощью мобильных телефонов, социальных сетей, социальных приложений или доступа в Интернет). Кибер-агрессия может также включать любые другие попытки причинить вред электронными средствами.

How often do you do this? / Сіз мұны қаншалықты жиі жасайсыз? / Как часто вы делаете это?

0	1	2	3	4	5
Never / ешқашан / никогда	Once / бір рет / один раз	Rarely / сирек / редко	Sometimes / кейде / иногда	Almost all of the time / әрдайым дерлік / почти все время	All of the time / әрдайым / все время

Where does this happen? /Бұл қайда болады? / Где это происходит?

School territory / мектеп аумағында / на территории школы

Outside the school territory / мектеп аумағынан тыс / вне территории школы

Not applicable (if the answer to the previous question is *never*) / қатысы жоқ / не применимо

How often has this happened to you? / Сізге бұл жағдай қаншалықты жиі болды? / Как часто это случалось с вами?

0	1	2	3	4	5
Never / ешқашан / никогда	Once / бір рет / один раз	Rarely / сирек / редко	Sometimes / кейде / иногда	Almost all of the time / әрдайым дерлік / почти все время	All of the time / әрдайым / все время

Where does this happen? / Бұл қайда болады? / Где это происходит?

School territory / мектеп аумағында / на территории школы

Outside the school territory / мектеп аумағынан тыс / вне территории школы

Not applicable (if the answer to the previous question is *never*) / қатысы жоқ / не применимо

Thank you for taking the time to complete this survey!

Осы сауалнаманы өтуге уақыт бөлгеніңіз үшін рахмет!

Спасибо, что нашли время, чтобы пройти этот опрос