

Understanding Academic Bullying in an Online Environment as Uncaring Encounter

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Abstract

Background and Objective: The shift to an online from the face-to-face system of pedagogy among Higher educational institutions in the Philippines as a mode of adaptation to the current pandemic has inevitably produced varied set-back among its members, one of which is online bullying. This study. This study, grounded on Halldorsdottir's (1996) theory, explored the structure of bullying, taken as an uncaring encounter, in an online environment within the academic setting.

Methods: Six participants, recruited via a combination of snowball and referral system, were selected based on the following preset criteria: (1) They are nursing students exposed to the online educational system platform for at least one semester and are currently enrolled with at least 18 units (2) They are enrolled in the institution for at least a year at the time of the interview (3) They have witnessed and /or were participants to what they deemed as bullying incident during their online educational experience at least twice, (4) They are willing to express and share their experiences. Narratives from the participants were gathered via two methods: 1) In-depth individual interviews and 2) Storytelling sessions. These narratives were later analyzed using thematic analysis to present the structure of bullying through its expressions, nature, and essence.

Results: From the analysis of the participants' individual experiences, four recurring patterns were gleaned, namely, 1.) Borderless boundaries: the perceived extent of bullying, 2.) Apathetic bystanders as enablers of bullying, 3.) Misplaced empowerment: role assumption in bullying, 4.) Obfuscated reality: The online environment. The essence, "Indifference: The prime ingredient of uncaring," was gathered from these patterns. The patterns gleaned from the narratives posited that bullying, seen as an uncaring encounter, in an online environment on the academic setting is borderless occurring within an obfuscated digital environment, involving apathetic bystanders where the bullied may unconsciously assume the role of the bully in a seemingly apparent role reversal.

Primordial to these encounters is the assumption of being indifferent.

Implications: The need for policies and programs that foster empathy and compassion among all academic community members and continued support for students experiencing and witnessing bullying are implied from the findings of this study.

Keywords: *Bullying, Cyberbullying, Philippines, Uncaring*

Context of the Study

The shift to an online from the face-to-face system of pedagogy among Higher educational institutions in the Philippines as a mode of adaptation to the current pandemic has inevitably produced varied set-back among its members, one of which is online bullying. Bullying is a complex phenomenon present in most schools worldwide (Jenkins & Troop-Gordon, 2020). It comes in many forms and affects its victims differently. The effects of bullying can extend to those who witness them or act as bystanders because they may be targeted too in co-victimization, leading to psychological problems like anxiety and depression (Midgett & Dumas, 2019). Although bullying has been pervasive throughout educational history, its current expression in the "new normal" environment remains unclear and unexplored.

Caring, a value-based concept, has been said to be the essence of nursing and the health care profession (Salehian et al., 2017), so much so that teaching caring to student nurses has been the focus of their undergraduate education. Caring concepts are taught explicitly through classroom pedagogy, while caring expressions are learned implicitly through patterning behaviors. Caring is a value-based concept in nursing.

Although these behaviors, deemed as expressions of caring, are seen both within the University setting and the clinical area, the latter serves as the context where most of these behaviors are observed. Because of the shift to an online platform, caring pedagogy needs to follow suit. In cases of bullying, uncaring encounter develops an environment for nursing students that may be detrimental for them as individuals and the future of the nursing profession (Adams et al., 2015).

Bullying is the antithesis of caring. When understood through the lens of uncaring encounters, bullying can be explicit in a relatively unfamiliar setting in the Philippine educational system. Many studies have focused on how bullying affects a person; however, little attention has been given to exploring its contemporary expressions and structure within the new educational platform.

The student bystander witnessing bullying may pattern this behavior later in their professional career (Bistrong et al., 2019) when these uncaring moments are not explicitly focused

on their learning pedagogy. Educators following students in the clinical area do not have full control over all situations happening in their clinical exposures. Like students, educators in these instances are also mere bystanders, and their presence in the clinical area is just transitory.

Understanding how students make sense of bullying as an uncaring encounter in the online academic setting will let educators be aware of the structure of bullying, composed of its expressions, nature, and essence, from the student's perspective as witness and participants within these moments.

The cycle of bullying as an uncaring encounter can be broken by focusing on its anti-thesis, caring encounter. Educators are in a position to influence this process by making explicit the nature and structure of the bullying incident and offering a restructured alternative to these uncaring moments. A learning climate that is caring and supportive should be emphasized and enacted by nurse educators (Ingraham et al., 2018).

Literature Review

Bullying is an unwanted and aggressive behavior (Waseem & Nickerson, 2017), a complex phenomenon that is present in most schools around the world (Jenkins & Troop-Gordon, 2020). This complex social phenomenon (Simon & Nail, 2013) is still poorly understood. Bullying acts are deliberately done by a perpetrator towards his victim. These acts come in many forms, whether traditional bullying or cyberbullying.

Studies on bullying usually involve participants at the undergraduate level. Corroborating this, (2019) noted that recent studies now focus on online bullying, increasing among university students. The authors stated that it is less likely to be reported than other types of bullying, which opens the possibility of more online bullying than what is reported. Watts et al. (2017) stated that fewer studies investigated online bullying at the college level but that the trend among college students is continuing.

Watts et al. (2017) also identified anonymity as a factor contributing to the trend of online bullying. Online bullies can remain anonymous and not be identified. This worsens the problem of online bullying. There is also a reduced inhibition among online bully students since they cannot see the immediate reaction of their victims, contributing to their lack of concern for the victims.

The negative effects of bullying are well established. Victims of online bullying reported feelings of sadness, fear, anger, and depression (Balakrishnan, 2018). Datta et al. (2017) found out that students bullied by the school personnel are more likely to report lower school engagement and self-reported grades and view the school environment more negatively. Those bullied only by peers experienced more distress.

Adams et al. (2015) stated that clinical instructors who themselves negative behaviors or employed poor feedback mechanisms led students to misunderstand caring through role-modeling. But an instructor that is a good role model is beneficial for students; they should exhibit caring behaviors. The caring behaviors exhibited by instructors, like showing genuine interest in others and respect, make student nurses inspired and hopeful (Ali, 2012). Unfortunately, even instructors can be bullies. A study by Cooper et al. (2011) revealed that all their respondents encountered at least one bullying behavior from a faculty member.

But students are not the only possible victims of online bullying. Even teachers can be victims too. According to Piotrowski & King (2016), online bullying has become evident in higher education, and faculty members can also be targets. Cyberbullies can be from their superiors, colleagues, or even students. They further stated that policies enacted in higher education institutions against cyberbullying are somewhat outdated due to the rapid development of interactive communication technology.

A study by Singh (2017) conducted at the University of New Delhi found that faculty members of a College may be bullied, though the specific type of bullying wasn't specified. The study claimed that the source of bullying acts came from seniors and bosses. Also, part-time faculty members or those who aren't tenured are most likely the victims of bullying among the faculty members.

New forms of negative acts and aggressive behaviors are manifested in an online learning environment. Clark et al. (2012) defined bullying as a type of incivility, and they identified different behaviors by both students and faculty members considered uncivil in an online learning environment. The study showed that for students, behaviors such as making racial slurs, criticizing non-traditional cultures, and taking credit for others' work were top on the list of uncivil behaviors identified. For Faculty members, making personal attacks and name-calling were identified as the top uncivil behaviors they exhibited. On the other hand, the shift to online learning due to the COVID-19 pandemic may have a silver lining. Chawla et al. (2020) stated that victims might be spared from bullying acts that previously required physical presence.

But the school environment itself can be of benefit to its people. A study of schools in Stockholm by Låftman et al. (2017) revealed that schools with strong student leadership experienced less victimization and perpetration of online bullying than schools with weaker student leadership. Students are also more likely to open up to their peers regarding online bullying (Tezer, 2017); thus, strong student leadership appears beneficial.

The studies in this literature review also shed some light on the structure and nature of bullying. The literature speaks of its nature as detrimental, physical or remote (i.e., cyber or online), and inhumane. The structure of bullying involves aggressive and negative behaviors towards another

person or simply an uncaring encounter. Uncaring encounters, like bullying, do not respect the humanness of individuals, which happens to be quite central to the ideology of caring (Adams et al., 2015). It jeopardizes a healing environment and creates one that stunts professional development and maintenance of standards of practice. This uncaring environment also alters the student nurses' perception of what caring should be. Further, they stated that clinical instructors, who themselves exhibit negative behaviors or employ poor feedback mechanisms, led students to misunderstand caring through role-modeling. But an instructor that is a good role model because of caring behaviors expressed is beneficial for students. The caring behaviors exhibited by instructors, for instance, showing genuine interest in others and respect, make student nurses inspired and hopeful (Ali, 2012).

In summary, it is unfortunate that available literature does not view online bullying in the academe from the lens of caring science. Past studies mainly focused on online bullying from a psychological or sociological perspective. One of the few exemptions is the work of Adams et al. (2015), in which bullying was seen from the perspective of caring science, but they focused on bullying in the clinical setting and not in the academe. Moreover, there is a scarcity of studies that attempt to understand individuals' stories and their experiences with online bullying as an uncaring encounter in the academe. Unfortunately, available literature falls short of explaining the mechanisms involved in these uncaring encounters. There is also paucity in the literature that provides a deep understanding of what constitutes uncaring.

Nursing institutions should be proactive, and a caring and supportive climate of learning should be championed by the instructors (Ingraham et al., 2018). Such a supportive environment cultivates nursing students' professional growth and makes them value caring even more (Adams et al., 2015).

Theoretical grounding

This study is grounded on Halldorsdottir's (1996) theory, which proposed that within the health care setting, there exist moments that can be either described as caring or uncaring and within this duality exist the context and reality of nursing and other allied health practitioners. Although this theory was first introduced to describe encounters within a healthcare setting, its assumptions can be applied to other encounters such as those within the University setting.

The specific moment that a person exhibits aggressive behavior towards another will be considered an uncaring encounter for this study. Operationally, bullying is the uncaring encounter involving uncivil or aggressive behaviors towards another person that the participants must positively identify.

Methodology

Research Design

This research is framed within the qualitative paradigm. Qualitative research aims to generate and contribute to the increasing knowledge and source of grounded theory inductively developed from the researcher's observation and interviews from the real world.

Specifically, it utilized thematic analysis as its method for analyzing the participants' narratives. After transcribing the taped recorded interviews into narratives, three analyses were done to explicate the structure and nature of bullying as an uncaring encounter. The first-level analysis was to synthesize significant statements into manageable units, the second level analysis clustered these synthesized units into groups that form a common point or idea, and the third level analysis made sense of the clustered units into a meaningful whole and essential structure which provided a general context of the participants' narratives. (Martinez, 2013)

Sampling Technique and Participants

Six participants, recruited via a combination of snowball and referral system, were selected based on the following preset criteria: (1) They are nursing students exposed to the online educational system platform for at least one semester and are currently enrolled with at least 18 units (2) They are enrolled in the institution for at least a year at the time of the interview (3) They have witnessed and /or were participants to what they deemed as bullying incident during their online educational experience at least twice, (4) They are willing to express and share their experiences.

Exclusion criteria were the following: (1) currently under investigation for a major offense or its equivalent under their institution's rules or (2) condition that will make the participant be considered a member of a vulnerable group, as deemed by the researchers. Further, pseudonyms were assigned for each participant to maintain the participants' anonymity, specifically, Iri, Emm, Ber, Ja, Hubs, Kej.

Data Analysis

Narratives from the participants were gathered via two methods: 1) In-depth individual interviews and 2) Storytelling sessions. The in-depth interview as a method involves a small number of participants who are interviewed individually to explore their perspectives on an idea or a situation (Boyce & Neale, 2006). On the other hand, the story-telling technique relies much on the ability of participants to narrate individual experiences from their lens, with a little prodding from the researcher (Rosenthal, 2003). The storytelling technique enables the informants to situate the context of their life experiences and let the researcher be drawn within this context. These two methods ensure

multiple lenses through which their understanding of bullying will be gleaned. All of these methods were done remotely with the use of online communications technology.

Each interview with the participants lasted at least 45 minutes per session, with at least two separate sessions per participant. The interviews were recorded with the consent of the participants and later transcribed verbatim to serve as the individual narratives. These narratives were later analyzed to understand the structure of bullying through its expressions, nature, and essence.

Maintaining Ethical Standards

This research was approved by the San Beda University – Research Ethics Board with Protocol No. 2020-035 before the conduct of this study. Ethical standards were upheld throughout its process of inquiry. Human dignity was given high regard and was maintained throughout the study. These said standards are reflected in this paper by the following means.

Before the study, the researchers obtained an ethics clearance from San Beda University Ethics Board to ensure that the study was done within the parameters of ethical research.

Written consent from the participants was obtained, indicating that they are fully aware of their involvement and its voluntary nature. The participants were given the right to refuse and withdraw from the study at any time if they deemed necessary without any form of penalty or repercussion.

The participants were likewise provided with the study's goal and objectives, associated risks, and benefits of participation. Coercion, in any form, was not utilized in the process of participant recruitment. Further, participants were informed that the interviews were to be done multiple times, and they had the right to choose where they would be conducted.

Further, the possibility of this paper to be presented and published was made known to the participants. Strict compliance to the process of maintaining their anonymity was adhered to, such that no traceable information leading to their identification will ever be disclosed.

During this study, each participant was given pseudo names to maintain anonymity and confidentiality. The identities of the participants are known only by the researchers. Their institution's name will remain anonymous throughout the research process and result dissemination.

Any mention of names of their institution or any data that might reveal their identities (e.g., nicknames, etc.) during the tape-recorded interviews were not included in the verbatim transcription of the narratives. Moreover, access to the tape-recorded interviews is only available to the researcher.

All the gathered data from the participants are kept secured and accessible only to the researcher and will be destroyed through appropriate means (e.g., shredding) after three years.

Post-interview processing was done for each participant at the end of every interview session. If the participant expressed a felt need for counseling, a registered guidance counselor would have been provided to them free of charge. However, this was ultimately unnecessary.

Findings

The structure of bullying as an uncaring encounter within the online environment in an academic setting is presented thru its expressions, nature, and essence. The expressions refer to the participants' individual experiences of bullying presented through snippets of their verbatim stories. These expressions are woven through the discussion of the nature of their experiences. The nature represents the recurring patterns within their narratives taken as a whole, presenting a unitary appreciation of their experience taken as a collective.

From the analysis of the participants' individual experiences, four recurring patterns were gleaned, namely, 1.) Borderless boundaries: the perceived extent of bullying, 2.) Apathetic bystanders as enablers of bullying, 3.) Misplaced empowerment: role assumption in bullying, 4.) Obfuscated reality: The online environment. These patterns will be presented first then situated with what is already existing in the literature. The essence, "Indifference: The prime ingredient of uncaring" was gathered from these patterns and will be discussed separately.

Patterns (Nature and Expression)

Borderless boundaries: the perceived extent of bullying

"Dati sa classroom lang...ngayon pag uwi mo nabubully pa rin" (Before [bullying] only happen in the classroom... now you are bullied even when you off to home) --- Hubs

The participants described the online bullying that exists now and compared them to traditional face-to-face bullying. When compared, the latter has been generally described as a confined encounter and from which a victim can simply avoid or run away. With the use of social media, one cannot merely run away from these encounters because the borderless nature of bullying in the online academic environment extends beyond the space and time of a physical encounter, as victims can still experience the adverse effects at home. This is in contrast to what Chawla et al. (2020) posited that victims might be spared from bullying acts since the focus of their statement was on physical bullying. Regrettably, for online bullying, the home, which used to be a safe place, no longer affords the kind of protection it once brought against physical bullying because acts like bashing in social media can be experienced by the victims at home.

Sadly, the borderless nature of online bullying extends beyond the person being targeted and effectively takes their loved ones as collaterals who also get affected and involved in the encounter.

"Pati ibang tao... pati pamilya nila nadadamay" (Even other people... even their family is not spared) --- Emm

The involvement of people close to either the victim or the perpetrator seemed inevitable due to the reach of social media. The participants told stories of the victims' relatives being able to feel the suffering of their loved ones and, in turn, get affected themselves. The impact of online bullying radiates from the victim to them. On the other hand, relatives and friends of the perpetrator may also join in the online bullying, further enhancing the extent of the encounter.

The borderless nature of online bullying also allows the bully to carry out her acts during learning sessions that one of them should normally be not included in. A story was told about a school administrator who hijacked an online session after learning that her student target was presenting her thesis. The school administrator was not part of the thesis panel nor involved in the thesis making of the student's paper, so the student was surprised to see the administrator during her presentation.

"She's using her authority to dominate... it wasn't even under her jurisdiction."

--- Iri

Being an administrator, the bully was able to acquire access to the online sessions and, as described by the participant, rudely interrupted and asked outrageous questions to the victim. Bullying is an unwanted and aggressive behavior (Waseem & Nickerson, 2017), and this is exactly how the participant saw the administrator's behavior to be. She felt that the bully did not care about her already difficult situation of a thesis presentation. She believes that the bully has a personal vendetta against her since, at one point, the victim complained about the administrator's teaching method. Evidence suggests that student-teacher conflict increases the student's chances of becoming victims of bullying (Marengo et al., 2018). The administrator only joined in the thesis presentation during the victims' turn, further cementing the latter's belief that the encounter was personal and that the administrator does not care about her situation at all. The participant might not have happened if the thesis presentation had been done in a closed-door session as when done during face-to-face classes in her school.

On the bright side, this borderless nature may have a silver lining because many people can see online aggressive behavior such as derogatory Facebook comments or group chat messages. Thus, other people who care and are empathic to the victim may aid in putting a halt to the ongoing encounter. Their number and anonymity affect their decision to do so (You & Lee, 2019).

Apathetic bystanders as enablers of bullying

"She didn't even bother to help me, to help us, considering she has authority."

--- Iri

The second pattern pertains to bystanders or witnesses who exhibit the uncaring trait of apathy but do not necessarily perform a negative action towards the victim or at least do not initiate

them. One of the possible traits of bystanders would be that of indifference and the intensity of bullying increasing either by allowing the bullying to happen or do not understand the victim's situation (Myers & Cowie, 2017). The participants told stories of bullying bystanders who did not show empathy towards the victim and let the bully continue with their ways. The participants view them as indifferent to the victim's situation. Iri shares that her Dean, who was a panel member of her thesis presentation and witnessed the aggressive behavior of the school administrator, did not even bother to stop the latter despite being an executive of the school. For Iri, the Dean enabled the school administrator to become a bully. After the encounter, the dean did not even bother to ask how she felt.

Another type of apathetic bystander is someone who witnesses the encounter but, instead of being just an idle witness, also joins the bully in harassing the victim and is indifferent towards the victim. The borderless nature of cyberspace allows just about anyone to participate in any encounter between two people. The bully also tends to call for help to "gang up" on her victim. Often, the bullies and the apathetic bystanders believe that their cause is just, but they do not take time to consider the side of others. Unlike in physical bullying, the number of these people ganging up on a person can be too much to handle, especially with public posts.

"Daming nakisawsaw sa social media" (A lot of people join [in bullying] in social media) --- Emm

The anonymity of the bystanders also impacts whether they will join these encounters while displaying negative, aggressive behavior. Their target may also vary by unknown or anonymous to them, and this appears to be one of the reasons why they do not spend any effort in getting to know the other person.

"di man lang nila inalam side ko" (They did not even bother to hear my side [of the story]) --- Ber

Because of the extended nature of these negative encounters, some bystanders came in the middle of the encounter and were unfamiliar with the cause or root of the problem. Yet, they would choose a side and attack the other person. This can also happen without the slightest effort to know the situation. This was reflected in the following quotes:

"Di naman nila alam puno't dulo" (The don't know the whole story) --- Hubs
They gang up against someone they don't even know --- Emm

Misplaced empowerment: role assumption in bullying

"Nag-flip, yung binubully, siya na ngayon ang nambubully" (The role flipped, the bullied become now the bully) --- Hubs

When both victim and bully are indifferent to each other and lack concern for each other, the encounter extends long enough until their acts increase in intensity and roles are seemingly reversed.

The prolonged encounter results in more intensified actions that, at times, can be considered vulgar or illegal. This leads to both parties taking the encounter personally.

One important aspect of this pattern is that a victim may also recruit allies who also take things personally, side with the victim, and, likewise, lack empathy for the bully. Their number and ferocity cause this role reversal, and the bullied now assumes the role of a bully. This happens when the victim tries to fight back but is also indifferent to the bully's situation and condition. Just like in the previous pattern where the bully considers their action to be just, the victim also considers their acts justifiable.

There is time instead of just siding with the victim; they also start harassing the bully --- Emm

It was not only the bully who would ask for help from these bystanders. Sometimes the victims do too. If the bystanders believe that the victim was right and the bully was wrong, they will side with the victim. But they would not even consider what the perceived bully's situation is. They do not even attempt to bother looking into the side of that person. These bystanders and the victim also do not care about the bully.

"wala rin kasi siyang pakialam dun sa side nung bully" (They do not bother to take the side of the bully) --- Hubs

They felt empowered by the bystanders who wanted to help him and became the ones asking to "gang up" on the other person. Instead of just putting a stop to the bullying acts, they took on the mantle of the new bully. They also perceive themselves as correct and the other as wrong, but this perception was not backed up by any form of validation, nor do they express any desire for such validation. The victim and the bystanders would not care about the other person's context.

Obfuscated reality: The online environment

"kung minsan ang interpretation iba, kasi you can't see the person" (Sometimes the interpretation is different because you can't see the other person) --- Hubs

This pattern is recurring among the participants who said that the online environment in the academe made it harder to understand what the other person is saying or expressing virtually without actually seeing the person.

Participants said that a chat message does not show the facial reaction or nonverbal gestures made by a person, which otherwise would have helped them gauge what a person is truly feeling or expressing. Worse, a chat message may be misinterpreted or make a person appear to lack empathy or be indifferent to the other's situation, regardless of whether it is true or not. Participant Ber said, "iba kasi pag sa chat" (It is different in chat). She went further to explain that

misunderstandings sometimes arise from these online chats and that she witnessed it herself. She told a story of her groupmates who went into a heated argument because one of the members thought that a certain message was offending. As a retaliation, the offended member often makes snide remarks in their group chat that all the members read, and the other person would do the same. Retaliation and expression of feelings are possible motives for online bullying (Hammudin et al., 2019). This extended encounter would continue until they had the opportunity to meet face to face as a group, and the misunderstanding was cleared up.

Reality is blurred as the persons involved may not perceive the actions of others as they are intended to be. One participant described the online environment as "opaque" because one person could not see the other person's reaction. Sometimes this altered view of reality fortifies the bully's conviction for her actions. In addition, the obfuscation makes good intention hidden, and empathy concealed from another person's viewpoint.

"di mafeel yung pagiging personal, yung concern kung meron" (You don't feel the concern, if there is any) --- Kej

Participant Kej narrated an incident with her teacher during online classes. She admits that she is having difficulty learning because of the pandemic situation and is longing for emotional support from her teachers. There was this teacher she perceived as apathetic or indifferent because she could not feel the concern from that teacher. This teacher at times also tells jokes to her class, but she could not tell if the teacher was being rude or funny. One particular joke was about Kej, and she felt embarrassed and humiliated because she thought that the joke was very offensive and that her classmates noticed it too. Though the online environment made the joke indiscernible, Kej said that if the teacher just asked if she was offended or showed a bit of concern towards her, she would not have felt that bad. It seems that it is still the person that made the encounter uncaring for Kej, not the environment on its own.

The participants acknowledge the possibility that a bit of empathy may have changed some encounters into caring ones. The participants believe that the obfuscated reality of the online environment may have helped amplify this indifference as the meaningful relationship becomes harder to establish, and there is less opportunity to know the other person better.

Essence

Indifference, the prime ingredient of uncaring encounter

The patterns gleaned from the narratives posited that bullying, seen as an uncaring encounter, in an online environment on the academic setting is borderless occurring within an obfuscated digital environment, involving apathetic bystanders where the bullied may unconsciously assume the role of the bully in a seemingly apparent role reversal. Primordial to these encounters is

the assumption of being indifferent.

Indifferent is the essence of bullying taken as an uncaring encounter. It is a prime ingredient necessary for bullying to occur. The indifference shown by the bullies is what qualifies their actions to be uncaring. The participants would not have considered several encounters uncaring if only the perpetrators expressed substantial amounts of concern for the victims' situation or condition. The participants sensed the lack of sensitivity and awareness of the bullies to the victims' situation and the lack of effort on the part of the bully to attempt and understand the other person.

Implications

The online learning environment is very different from what most people are used to, and it can amplify uncaring encounters between two or more persons. It extends beyond the physical confines of a school. Indifference is the prime ingredient of uncaring that allows these encounters to propagate. Expressive empathy between the persons involved may have averted bullying. Implications include the need for school administrators to create policies and programs that foster empathy and compassion among all academic community members. Continued support for students experiencing and witnessing bullying is also implied.

A limitation of this study is that data gathering was done with students under full online classes. The structure of bullying may be different with the upcoming limited face-to-face classes.

Conflict of Interest

The authors do not declare any conflict of interest.

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