

Workplace Bullying in Higher Education: A Case Study of an International Student in an Australian Public University

Jiaxing Du *

Macquarie University, Sydney, Australia

* Corresponding Author

Abstract

Workplace bullying is a significant issue affecting employees across various sectors, including higher education. This case study examines the experiences of a Chinese female international student employed part-time at a public university in Sydney, Australia. The study documents the specific bullying behaviors she encountered, explores the underlying causes and contributing factors within the organizational and cultural context, and assesses the impact on her psychological well-being and job performance. The findings reveal that the bullying behaviors were multifaceted and persistent, including excessive workload, verbal abuse, and coercion into personal tasks. These behaviors had profound psychological, academic, and physical impacts on the victim, exacerbated by cultural dynamics and inadequate organizational responses. The study highlights the need for comprehensive anti-bullying policies, effective organizational interventions, and tailored support systems for international students. By addressing these issues, universities can create a safer and more supportive work environment for all employees and students. The study also suggests avenues for future research, including comparative studies across different cultural contexts, longitudinal studies, and the evaluation of intervention strategies.

Keywords

Workplace bullying, higher education, international students, psychological impact, anti-bullying policies, qualitative case study, power dynamics.

1. Introduction

Workplace bullying is a pervasive issue that affects employees across various sectors, including higher education. Defined as repeated, health-harming mistreatment of an employee by one or more employees, workplace bullying can manifest in various forms such as verbal abuse, offensive conduct/behaviors, and work interference (Einarsen, Hoel, Zapf, & Cooper, 2020). The impact of bullying on the victim can be profound, leading to psychological distress, decreased job satisfaction, and even physical health problems (Nielsen & Einarsen, 2012).

In the context of higher education, workplace bullying is particularly concerning given the unique pressures and dynamics within academic institutions. Faculty, staff, and students often work in high-stress environments with significant power imbalances, which can exacerbate the potential for bullying behaviors (Keashly & Neuman, 2010). International students, who may already be navigating cultural differences and visa-related stressors, are especially vulnerable to workplace bullying (Gomes, Berry, Alzougool, & Chang, 2014).

This study focuses on a workplace bullying case involving a Chinese female international student employed part-time at a public university in Sydney, Australia. The student, whose primary role was social media management, was subjected to excessive work hours without appropriate compensation, and her job responsibilities extended far beyond her contractual obligations. More troublingly, she experienced verbal bullying from her line manager, a first-

generation Chinese-Australian woman. The manager's abusive behaviors included derogatory comments about the student's appearance and unwarranted criticisms during meetings, as well as coercing the student to perform personal tasks under the guise of work-related duties.

The objectives of this study are threefold: first, to document and analyze the specific bullying behaviors encountered by the student; second, to explore the underlying causes and contributing factors of these behaviors within the organizational and cultural context; and third, to assess the impact of the bullying on the student's psychological well-being and job performance. By examining this case in detail, this research aims to contribute to the broader understanding of workplace bullying in higher education and provide insights into the challenges international students face in such environments.

The significance of this study lies in its potential to inform policies and practices within higher education institutions to better protect vulnerable employees, especially international students, from workplace bullying. Additionally, it seeks to highlight the need for organizational interventions that address power imbalances and cultural sensitivities in diverse work environments.

By addressing these issues, this research contributes to the ongoing discourse on workplace bullying and its implications for human resource management in academic settings. The findings are expected to offer practical recommendations for university administrators and HR professionals to foster a more inclusive and supportive work environment.

2. Literature Review

2.1. Definitions and Theoretical Frameworks of Workplace Bullying

Workplace bullying is characterized by persistent and repeated negative actions towards one or more individuals, which can result in physical, psychological, and emotional harm (Einarsen, Hoel, Zapf, & Cooper, 2020). The theoretical frameworks for understanding workplace bullying often draw from psychological and organizational behavior theories. Leymann's (1996) work on mobbing and Einarsen's (2000) model of bullying dynamics are foundational, emphasizing the role of power imbalances and the systematic nature of bullying behaviors. According to Einarsen et al. (2020), bullying can be classified into various types, including verbal abuse, exclusion, work-related bullying, and physical intimidation.

2.2. Workplace Bullying in Higher Education

The academic environment presents unique challenges that can foster workplace bullying. High levels of competition, job insecurity, and hierarchical structures contribute to a fertile ground for bullying behaviors (Keashly & Neuman, 2010). Research indicates that bullying in higher education often involves faculty and administrative staff, with significant implications for job satisfaction, mental health, and overall institutional climate (Keashly, 2019).

A study conducted by the University and College Union (UCU) in the UK found that 42% of academic staff reported being bullied at work, with 75% witnessing bullying within the past three years (UCU, 2015). Additionally, a survey by the Australian National Tertiary Education Union (NTEU) revealed that 30% of university staff experienced bullying, and 50% observed bullying behaviors in their workplace (NTEU, 2017). These statistics underscore the prevalence of bullying in academic settings and its widespread impact.

Moreover, the impact of bullying in academia can extend beyond individual victims, affecting departmental cohesion and the broader educational mission (Hollis, 2015). The consequences of bullying include increased absenteeism, decreased productivity, and higher turnover rates, which can undermine the academic institution's effectiveness and reputation (Keashly, 2019).

2.3. International Students and Workplace Bullying

International students are particularly vulnerable to workplace bullying due to cultural differences, language barriers, and their dependent status on student visas (Gomes, Berry, Alzougool, & Chang, 2014). Studies have shown that international students often face discrimination and exclusion, which can exacerbate feelings of isolation and stress (Smith & Khawaja, 2011). The power dynamics in employer-employee relationships are further complicated for international students, who may fear retaliation or visa complications if they report bullying incidents (Poyrazli & Lopez, 2007).

2.4. Current State of Workplace Bullying in Australia

In Australia, workplace bullying is recognized as a significant issue, with legal frameworks in place to address it under the Fair Work Act 2009 (Australian Government Fair Work Ombudsman, 2023). Despite these regulations, workplace bullying remains prevalent, particularly in sectors such as healthcare, education, and public administration (Hutchinson, Vickers, Jackson, & Wilkes, 2006). A survey by Safe Work Australia reported that approximately 9.7% of Australian workers experienced bullying in the workplace within the past six months (Safe Work Australia, 2019). This represents a significant portion of the workforce, highlighting the pervasive nature of the issue.

Further data from the Workplace Barometer Project conducted by the University of South Australia revealed that up to 10% of employees reported experiencing severe bullying, and 37% reported witnessing bullying behaviors in their workplace (Tuckey, Dollard, & Hosking, 2009). These figures suggest that workplace bullying is a widespread problem that affects a substantial number of employees across various industries.

Studies suggest that cultural factors and organizational practices are critical in mitigating or exacerbating bullying behaviors (Salin, 2003). The multicultural nature of the Australian workforce adds another layer of complexity, as cultural misunderstandings and biases can contribute to bullying incidents (Ang, Van Dyne, & Koh, 2006).

2.5. The Role of Culture in Workplace Bullying

Cultural dimensions, such as Hofstede's cultural dimensions theory, provide insight into how cultural differences influence workplace interactions (Hofstede, 1980). In the context of this case study, the cultural backgrounds of both the victim and the perpetrator are significant. The Chinese cultural emphasis on hierarchy and face-saving may conflict with Australian workplaces' more egalitarian and direct communication styles (Hofstede Insights, 2023). Additionally, the perpetrator's status as a first-generation immigrant might involve complex identity negotiations that influence their behavior towards subordinates (Berry, 1997).

2.6. Power Dynamics and Organizational Culture

Power dynamics are central to understanding workplace bullying. The perpetrator's ability to control resources, influence work assignments, and impact the victim's career progression creates a power imbalance that can facilitate bullying (Einarsen et al., 2020). Organizational culture also plays a crucial role; environments that tolerate or ignore bullying behaviors enable perpetrators and silence victims (Lewis, 2006). Effective organizational policies and a supportive culture are essential in preventing and addressing workplace bullying (Salin, 2008).

2.7. Coping Strategies and Organizational Interventions

Victims of workplace bullying employ various coping strategies, ranging from seeking social support to formal complaints and legal action (Lutgen-Sandvik, 2006). However, the effectiveness of these strategies depends on the organizational response and the support systems in place. Research indicates that proactive organizational interventions, such as anti-bullying policies, training programs, and accessible reporting mechanisms, are critical in

mitigating the impact of bullying (Hoel & Giga, 2006). Institutions that foster an inclusive and respectful work environment are better equipped to address and prevent bullying (Einarsen et al., 2020).

3. Methodology

3.1. Research Design

This study employs a qualitative case study design to explore the experiences of a Chinese female international student subjected to workplace bullying at a public university in Sydney, Australia. The case study approach is particularly suitable for in-depth exploration of complex phenomena within their real-life context (Yin, 2018). This design allows for a comprehensive understanding of the specific bullying behaviors, underlying causes, and the impact on the victim.

3.2. Case Selection

The case was selected based on its relevance to the research objectives and illustrative potential. The subject of the case study is a Chinese female international student who was employed part-time as a social media manager at a public university in Sydney. The selection criteria included: The victim's status as an international student.

The presence of documented instances of workplace bullying.

The involvement of a first-generation Chinese-Australian supervisor as the perpetrator.

The availability of detailed accounts of the bullying incidents and their effects.

3.3. Data Collection Methods

Data were collected through multiple sources to ensure triangulation and enhance the validity of the findings (Creswell & Poth, 2018). The primary data collection methods included:

Semi-Structured Interviews: In-depth interviews were conducted with the victim to gather detailed narratives of her experiences. The interviews focused on the nature of the bullying behaviors, the context in which they occurred, and their impact on the victim's psychological well-being and job performance. Additional interviews were conducted with colleagues and other staff members who could provide corroborative evidence and additional perspectives.

Document Analysis: Relevant documents, such as employment contracts, email correspondence, meeting minutes, and official complaints, were reviewed to provide contextual information and verify the victim's account of events.

3.4. Data Analysis Methods

The collected data were analyzed using thematic analysis, a method well-suited for identifying, analyzing, and reporting patterns within qualitative data (Braun & Clarke, 2006). The analysis followed these steps:

Familiarization: Transcripts of interviews and documents were read multiple times to familiarise oneself with the content.

Coding: Initial codes were generated systematically across the entire data set. Codes were then collated into potential themes.

Theme Development: Themes were reviewed and refined to ensure they accurately represented the data and were coherent.

Defining and Naming Themes: Each theme was clearly defined and named to capture its essence.

Reporting: The final themes were reported with supporting data extracts to illustrate the findings.

3.5. Ethical Considerations

Given the sensitive nature of workplace bullying, ethical considerations were paramount in this study. The following measures were taken to ensure ethical compliance:

Informed Consent: Participants were informed about the study's purpose, procedures, and rights. Written consent was obtained from all participants.

Confidentiality: The identity of the victim and other participants was protected by using pseudonyms and removing identifying information from the data.

Data Security: All data were securely stored and only accessible to the research team.

Debriefing and Support: Participants were provided with debriefing sessions and information on support services available to them, should they experience any distress due to participating in the study.

3.6. Limitations

While the case study approach provides in-depth insights, it also has limitations. The findings from this single case may not be generalizable to all international students or other contexts. Additionally, the reliance on retrospective accounts may introduce recall bias. Despite these limitations, the study offers valuable contributions to understanding workplace bullying in higher education and its impact on international students.

4. Case Description

4.1. University Background

The case study focuses on a public university in Sydney, Australia, known for its diverse student body and comprehensive range of academic programs. The university has a significant number of international students, who constitute approximately 1.16% of the total student population. The institution prides itself on promoting multiculturalism and inclusivity, yet, as this case reveals, challenges related to workplace bullying persist.

4.2. Bullying Incident

This section provides a detailed account of the workplace bullying incident involving a Chinese female international student employed part-time as a social media specialist. The bullying behaviors were perpetrated by her line manager, a first-generation Chinese-Australian woman.

4.2.1. Victim Background

The victim, referred to as "D," is a 24-year-old international student from China pursuing a Master's degree at the same university where she was employed. D was employed part-time by the university to manage its social media channels, a role that was intended to provide her with practical experience relevant to her studies. Her job responsibilities, as outlined in her employment contract, included creating and scheduling social media posts, monitoring engagement, and reporting on analytics.

4.2.2. Perpetrator Background

The perpetrator, referred to as "Stella," is a first-generation Chinese-Australian woman who serves as the Greater China Region Director at the university. Stella has been with the university for over 8 years and holds significant influence within the department. Her father worked in a newspaper-related job in China, and she previously worked for the Queensland Government. These experiences have shaped her professional outlook and management style.

4.3. Detailed Incident Description

4.3.1. Timeline of Bullying (2017-2023)

The bullying incidents began in 2017, shortly after D started her part-time role, and continued until 2023. Over these 5 years, D experienced various forms of bullying that escalated in severity over time.

4.3.2. Work Hours and Compensation

According to her employment contract, D was hired to work 20 hours per week. However, soon after starting, she was frequently asked to work additional hours, often exceeding 30 hours per week, without corresponding compensation. These extra hours were justified by Stella as necessary for meeting urgent deadlines and achieving departmental goals. D felt pressured to comply, fearing that refusing would jeopardize her job and academic standing.

4.3.3. Job Responsibilities

D's job responsibilities quickly expanded beyond her original role. In addition to managing social media, she was tasked with duties such as graphic design, video editing, and even organizing departmental events. These tasks were not part of her job description and required skills that D had not been trained for. Stella's demands created a situation where D felt overwhelmed and underprepared, leading to significant stress and anxiety.

4.3.4. Verbal Bullying

Stella's verbal bullying included derogatory comments about D's appearance and performance. During team meetings, Stella would publicly criticize D's work, often using harsh and demeaning language. For instance, she would say things like, "Your work is sloppy and unprofessional," or "You look like you just rolled out of bed." These comments were not only unconstructive but also deeply humiliating for D.

4.3.5. Personal Tasks

Stella also coerced D into performing personal tasks under the guise of work-related duties. These tasks included running personal errands for Stella, such as picking up her dry cleaning and buying groceries. D felt that refusing these requests would lead to further mistreatment and potentially losing her job.

4.4. Impact on the Victim

The impact of the bullying on D was profound. She experienced severe psychological distress, including symptoms of anxiety and depression. Her academic performance suffered as she struggled to balance her expanded work responsibilities with her studies. D reported feeling isolated and unsupported, both at work and within the university community. The constant stress led to physical symptoms such as insomnia and frequent headaches.

5. Findings

The findings of this case study are organized into several key themes that emerged from the data analysis. These themes provide a comprehensive understanding of the nature of the bullying behaviors and their impact on the victim.

5.1. Theme 1: Nature of Bullying Behaviors

The analysis revealed that the bullying behaviors exhibited by Stella towards D were multifaceted and persistent. These behaviors can be categorized into several sub-themes:

5.1.1. Excessive Workload and Uncompensated Overtime

D was frequently required to work beyond her contracted hours without appropriate compensation. This practice not only violated her employment contract but also placed undue

stress on her as she struggled to balance her work responsibilities with her academic commitments.

5.1.2. Expansion of Job Responsibilities

Stella continually expanded D's job responsibilities beyond her original role as a social media specialist. D was tasked with duties such as graphic design, video editing, and organizing departmental events, for which she had no prior training. This expansion of responsibilities contributed to D's feelings of being overwhelmed and underprepared.

5.1.3. Verbal Abuse and Public Humiliation

Stella's verbal bullying included derogatory comments about D's appearance and performance. These comments were often made publicly during team meetings, exacerbating D's humiliation and stress. The verbal abuse undermined D's confidence and created a hostile work environment.

5.1.4. Coercion into Personal Tasks

Stella coerced D into performing personal tasks, such as running errands for her. These tasks were unrelated to D's job responsibilities and further blurred the boundaries between professional and personal obligations, contributing to D's sense of exploitation.

5.2. Theme 2: Impact on the Victim

The bullying behaviors had a profound impact on D's psychological, academic, and physical well-being. The following sub-themes highlight the extent of this impact:

5.2.1. Psychological Distress

D experienced severe psychological distress, including symptoms of anxiety and depression. The constant stress and fear of further mistreatment led to a decline in her mental health, affecting her overall quality of life.

5.2.2. Academic Performance

The excessive workload and psychological distress negatively impacted D's academic performance. She struggled to keep up with her studies and reported a significant decline in her grades. The bullying behaviors not only affected her job performance but also compromised her educational goals.

5.2.3. Physical Health

The prolonged stress resulted in physical symptoms such as insomnia and frequent headaches. D's physical health deteriorated as she found it increasingly difficult to cope with the demands placed on her by Stella.

5.2.4. Social Isolation

D reported feeling isolated and unsupported within the university community. The lack of a supportive network exacerbated her feelings of vulnerability and helplessness, making it difficult for her to seek help or address the bullying behaviors.

6. Discussion

6.1. Comparison with Literature

The findings of this case study align with and expand upon existing literature on workplace bullying, particularly in the context of higher education and international students.

6.1.1. Similarities with Existing Literature

Nature of Bullying Behaviors: Similar to the findings of Einarsen et al. (2020), this case study identified a range of bullying behaviors, including excessive workload, verbal abuse, and coercion into personal tasks. These behaviors are consistent with the typologies of workplace bullying documented in the literature.

Impact on Victims: The psychological, academic, and physical impacts on D are consistent with the adverse effects of workplace bullying reported by Hoel, Zapf, and Cooper (2020). Victims often experience anxiety, depression, decreased job performance, and physical health issues, which were all evident in D's case.

Vulnerability of International Students: The findings support the work of Lewis et al. (2016), who highlighted that international students are particularly vulnerable to workplace bullying due to cultural and language barriers, as well as their precarious immigration status. D's experiences reflect these vulnerabilities, as she felt isolated and unsupported within the university community.

Differences from Existing Literature

Cultural Dynamics: While much of the literature on workplace bullying focuses on Western contexts, this case study provides insight into the cultural dynamics at play when both the perpetrator and the victim share a similar cultural background. Stella and D's shared Chinese heritage added a layer of complexity to the bullying behaviors, which is less commonly explored in existing studies.

Theoretical Interpretation

The findings can be interpreted through several theoretical frameworks relevant to workplace bullying and organizational behavior.

Social Exchange Theory

Social Exchange Theory (Blau, 1964) posits that relationships in the workplace are based on reciprocal exchanges. In D's case, the imbalance of power between her and Stella disrupted this reciprocity. Stella's demands for uncompensated overtime and expanded job responsibilities created a situation where D felt exploited, leading to psychological distress and decreased job satisfaction.

Power and Control Theory

Power and Control Theory (Emerson, 1962) explains how individuals use power to dominate others. Stella's position as D's line manager gave her significant control over D's work environment. Stella's use of verbal abuse and coercion into personal tasks exemplifies how she exercised power to maintain dominance and control over D, contributing to a hostile work environment.

Cultural Dimensions Theory

Hofstede's Cultural Dimensions Theory (Hofstede, 1980) can also provide insight into the cultural dynamics of this case. The high power distance in Chinese culture may have influenced D's reluctance to challenge Stella's authority, exacerbating the bullying behaviors. Understanding these cultural dimensions can help organizations develop more effective strategies to support international employees.

Practical Implications

The findings of this study have several practical implications for university management and policy-making.

Development of Comprehensive Anti-Bullying Policies

Universities should develop comprehensive anti-bullying policies that clearly define bullying behaviors and outline procedures for reporting and addressing complaints. These policies

should be communicated effectively to all employees and students, ensuring that everyone is aware of their rights and responsibilities.

Additionally, universities and labor unions should implement clear measures for dealing with perpetrators of bullying. These measures could include:

Formal Warnings: Issuing formal warnings to the perpetrator, as an initial step to address the behavior.

Mandatory Training: Requiring the perpetrator to undergo training on workplace conduct, communication skills, and cultural sensitivity.

Performance Reviews: Incorporating the perpetrator's behavior into their performance reviews, with potential consequences for continued misconduct.

Mediation and Counseling: Providing opportunities for mediation and counseling to address underlying issues and improve workplace relationships.

Disciplinary Actions: Implementing more severe disciplinary actions, such as suspension or termination, if the bullying behavior persists or is particularly egregious.

6.1.2. Training and Awareness Programs

Implementing training and awareness programs for staff and students can help create a more inclusive and respectful work environment. These programs should focus on recognizing bullying behaviors, understanding their impact, and fostering a culture of support and intervention.

6.1.3. Support Systems for International Students

Universities should establish robust support systems specifically tailored to the needs of international students. These systems could include counseling services, peer support groups, and dedicated staff to assist with navigating workplace dynamics and addressing bullying complaints.

6.1.4. Regular Monitoring and Evaluation

Regular monitoring and evaluation of workplace culture and practices can help identify and address systemic issues that contribute to bullying. Universities should conduct periodic surveys and feedback sessions to assess the effectiveness of their anti-bullying policies and make necessary adjustments.

7. Conclusion

This case study provides a comprehensive examination of workplace bullying within a higher education setting, focusing on the experiences of an international student employed part-time by the university. The detailed analysis of the bullying behaviors, their impact on the victim, and the theoretical and practical implications offers valuable insights into the dynamics of workplace bullying and the specific vulnerabilities faced by international students.

The study identified a range of bullying behaviors perpetrated by Stella, including excessive workload, verbal abuse, and coercion into personal tasks. These behaviors were persistent and multifaceted, creating a hostile work environment for D. The bullying had profound psychological, academic, and physical impacts on D. She experienced severe psychological distress, a decline in academic performance, physical health issues, and social isolation. The shared Chinese heritage between Stella and D added a layer of complexity to the bullying behaviors. Cultural factors such as high power distance influenced D's reluctance to challenge Stella's authority, exacerbating the bullying situation. Furthermore, the university's response to the bullying complaint was inadequate, highlighting a gap between policy and practice. The formal warning issued to Stella did not address the systemic issues that allowed the bullying to persist.

While this case study provides valuable insights, it is important to acknowledge its limitations. The focus on a single case limits the generalizability of the findings, as D's experiences may not represent all international students or employees in similar settings. Additionally, while rich in detail, the reliance on qualitative data may be subject to biases such as selective memory or subjective interpretation. Future research could benefit from incorporating quantitative methods to provide a more comprehensive understanding. Moreover, the cultural dynamics specific to the Chinese heritage of both the perpetrator and the victim may not be applicable to other cultural contexts, necessitating further research to explore how cultural factors influence workplace bullying in diverse settings.

The findings of this study suggest several avenues for future research. Comparative studies across different cultural contexts could explore how cultural factors influence workplace bullying, helping to develop more effective, culturally sensitive interventions. Longitudinal studies could provide insights into the long-term impacts of workplace bullying on victims' psychological well-being, career progression, and overall life satisfaction, as well as examine the effectiveness of various interventions over time. Incorporating quantitative methods, such as surveys and statistical analysis, could complement qualitative findings and provide a more comprehensive understanding of the prevalence and impact of workplace bullying in higher education settings. Additionally, future research could evaluate the effectiveness of different intervention strategies, such as mediation, counseling, and training programs, in mitigating the effects of workplace bullying and preventing its occurrence. Investigating the implementation and effectiveness of anti-bullying policies in various organizational settings could provide insights into best practices and areas for improvement while also exploring the role of labour unions and other advocacy groups in addressing workplace bullying.

Workplace bullying is a pervasive issue that can have severe consequences for victims, particularly vulnerable groups such as international students. This case study underscores the importance of comprehensive anti-bullying policies, effective organizational responses, and support systems tailored to the needs of international students. By addressing these issues, universities can create a safer and more supportive work environment for all employees and students. Future research should continue to explore the complex dynamics of workplace bullying and develop evidence-based strategies to prevent and address this harmful behavior.

References

- [1] Ang, S., Van Dyne, L., & Koh, C. (2006). Personality correlates of the four-factor model of cultural intelligence. *Group & Organization Management*, 31(1), 100-123. <https://doi.org/10.1177/1059601105275267>
- [2] Australian Government Fair Work Ombudsman. (2023). Fair Work Act 2009. Retrieved from <https://www.fairwork.gov.au/>
- [3] Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology*, 46(1), 5-34. <https://doi.org/10.1111/j.1464-0597.1997.tb01087.x>
- [4] Blau, P. M. (1964). *Exchange and power in social life*. John Wiley & Sons.
- [5] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- [6] Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- [7] Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. L. (2020). *Bullying and harassment in the workplace: Developments in theory, research, and practice* (3rd ed.). CRC Press.
- [8] Emerson, R. M. (1962). Power-dependence relations. *American Sociological Review*, 27(1), 31-41. <https://doi.org/10.2307/2089716>

- [9] Gomes, C., Berry, M., Alzougool, B., & Chang, S. (2014). Home away from home: International students and their identity-based social networks in Australia. *Journal of International Students*, 4(1), 2-15. <https://doi.org/10.32674/jis.v4i1.493>
- [10] Hofstede, G. (1980). *Culture's consequences: International differences in work-related values*. Sage Publications.
- [11] Hofstede Insights. (2023). Country comparison. Retrieved from <https://www.hofstede-insights.com/country-comparison/>
- [12] Hoel, H., & Giga, S. I. (2006). Destructive interpersonal conflict in the workplace: The effectiveness of management interventions. In E. K. Kelloway, J. Barling, & J. J. Hurrell (Eds.), *Handbook of workplace violence* (pp. 475-490). Sage Publications.
- [13] Hollis, L. P. (2015). Bully university? The cost of workplace bullying and employee disengagement in American higher education. *SAGE Open*, 5(2), 1-11. <https://doi.org/10.1177/2158244015589997>
- [14] Hutchinson, M., Vickers, M. H., Jackson, D., & Wilkes, L. (2006). Workplace bullying in nursing: Towards a more critical organisational perspective. *Nursing Inquiry*, 13(2), 118-126. <https://doi.org/10.1111/j.1440-1800.2006.00314.x>
- [15] Keashly, L. (2019). Workplace bullying and gender: It's complicated. In P. D'Cruz, E. Noronha, L. Keashly, & S. Tye-Williams (Eds.), *Special topics and particular occupations, professions and sectors* (pp. 1-36). Springer.
- [16] Keashly, L., & Neuman, J. H. (2010). Faculty experiences with bullying in higher education: Causes, consequences, and management. *Administrative Theory & Praxis*, 32(1), 48-70. <https://doi.org/10.2753/ATP1084-1806320103>
- [17] Lewis, D. (2006). The role of social support in the experience of stress at work: A study of bullying at work. *Work & Stress*, 20(3), 224-238. <https://doi.org/10.1080/02678370601050639>
- [18] Lewis, D., Megicks, P., & Jones, P. (2016). Bullying and harassment and work-related stressors: Evidence from British small and medium enterprises. *International Small Business Journal*, 34(4), 468-484. <https://doi.org/10.1177/0266242615570407>
- [19] Leymann, H. (1996). The content and development of mobbing at work. *European Journal of Work and Organizational Psychology*, 5(2), 165-184. <https://doi.org/10.1080/13594329608414853>
- [20] Lutgen-Sandvik, P. (2006). Take this job and...: Quitting and other forms of resistance to workplace bullying. *Communication Monographs*, 73(4), 406-433. <https://doi.org/10.1080/03637750601024156>
- [21] Nielsen, M. B., & Einarsen, S. (2012). Outcomes of exposure to workplace bullying: A meta-analytic review. *Work & Stress*, 26(4), 309-332. <https://doi.org/10.1080/02678373.2012.734709>
- [22] NTEU. (2017). NTEU workplace bullying survey 2017. National Tertiary Education Union. Retrieved from <https://www.nteu.org.au/>
- [23] Poyrazli, S., & Lopez, M. D. (2007). An exploratory study of perceived discrimination and homesickness: A comparison of international students and American students. *The Journal of Psychology*, 141(3), 263-280. <https://doi.org/10.3200/JRLP.141.3.263-280>
- [24] Safe Work Australia. (2019). Bullying and harassment in Australian workplaces: Results from the Australian Workplace Barometer Project 2014/15. Retrieved from <https://www.safeworkaustralia.gov.au/>
- [25] Salin, D. (2003). Ways of explaining workplace bullying: A review of enabling, motivating and precipitating structures and processes in the work environment. *Human Relations*, 56(10), 1213-1232. <https://doi.org/10.1177/00187267035610003>
- [26] Salin, D. (2008). The prevention of workplace bullying as a question of human resource management: Measures adopted and underlying organizational factors. *Scandinavian Journal of Management*, 24(3), 221-231. <https://doi.org/10.1016/j.scaman.2008.04.004>

- [27] Smith, R. A., & Khawaja, N. G. (2011). A review of the acculturation experiences of international students. *International Journal of Intercultural Relations*, 35(6), 699-713. <https://doi.org/10.1016/j.ijintrel.2011.08.004>
- [28] Tuckey, M. R., Dollard, M. F., & Hosking, P. J. (2009). Workplace bullying: The role of psychosocial work environment factors. *International Journal of Stress Management*, 16(3), 215-232. <https://doi.org/10.1037/a0016841>
- [29] UCU. (2015). UCU bullying and harassment survey report. University and College Union. Retrieved from <https://www.ucu.org.uk/>
- [30] Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.