

**WORKPLACE INCIVILITY AS EXPERIENCED BY HISPANIC FEMALE
TEACHERS IN A SOUTH TEXAS PUBLIC HIGH SCHOOL LED BY
A HISPANIC FEMALE HIGH SCHOOL PRINCIPAL**

A Record of Study

by

GUADALUPE MARTINEZ PEREZ

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Chair of Committee,	Jean Madsen
Committee Members,	Randel Brown
	Diana Linn
	Fred M. Nafukho
Head of Department,	Mario Torres

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ABSTRACT

Workplace incivility is a recent phenomenon and, although much of the research conducted in this area to date has been in organizations other than public schools, incivility in the educational field has been identified as a challenge for teachers due to the mounting pressure experienced by educators. Several studies have shown that women who reach top-level positions are unhelpful to their subordinate female workers, presumably due to their desire to remain unique in their organization and due to the fear of competition. This type of behavior is called the “queen bee effect.” The goal of this qualitative study was to explore the existence of the queen bee syndrome in the public high school setting as displayed by the Hispanic female principal. This study also identified experiences and resiliency approaches employed by the Hispanic female teacher targets to cope with this behavior in the workplace.

DEDICATION

This Record of Study is dedicated to my family and close friends for their consummate love and support in my quest to attain the EdD degree in educational administration.

I dedicate this work to my beloved husband, Juan Luis, for being the cornerstone of my educational endeavors, for his constant love and support and for taking on the role of Mr. Mom on many occasions as I spent countless hours of family time buried in mountains of research articles and working at the laptop. I will be forever indebted to him for the sacrifices that he has made to see me through the doctoral program.

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CHAPTER I

INTRODUCTION

In the past 15 years, research in the area of workplace mistreatment has developed rapidly, creating a wealth of knowledge, including a range of constructs of this phenomenon (Hershcovis & Barling, 2010). Various terms to describe workplace mistreatment have emerged from scholars: incivility (Andersson & Person, 1999), mobbing (Davenport, Schwartz, & Elliott, 1999; Leymann, 1990) and bullying (Namie & Namie, 2003). To some degree, workplace bullying overlaps with workplace incivility but tends to encompass more intense and typically repeated acts of disregard and rudeness. Negative spirals of increasing incivility among organizational members can result in bullying but isolated acts of incivility are not conceptually bullying, despite the apparent similarity in their form and content (Beale, 2001). In the case of bullying, the intent of harm is less ambiguous, an unequal balance of power (both formal and informal) is more obvious, and the target feels threatened, vulnerable, and unable to defend himself or herself against negative persistent actions (Rayner, Hoel, & Cooper, 2001).

The term *incivility* is used for purposes of this study. It is interesting that more research has been conducted on the topic of workplace incivility and its related behaviors in the workplace in Scandinavian countries than in the United States. Due to the language in which these studies are reported, English speakers must rely on translations or secondary accounts of the findings (Bjorkqvist, Osterman, & Hjelt-Back 1994).

Supervisors appear to make up the majority of perpetrators of workplace incivility (Cortina, Magley, Williams, & Langhout, 2001; Hoel & Cooper, 2000; O'Moore, 2000; Einarsen, Hoel, Zapf, & Cooper, 2003). However, according to Robinson and Bennett (1995), unlike other types of workplace anomalies, the motivation to harm in workplace incivility is characterized as ambiguous to both the perpetrator and the victim, making it more difficult to report. Furthermore, while either the individual or organizations can be identified as targets for this type of workplace deviance, incivility is purely a social issue between individuals (Pearson & Porath, 2004).

Problem Statement

Although much research has been done on workplace incivility in the past two decades, academics have paid relatively little attention to this phenomenon in their own institutions (Keashly & Neuman, 2010). While there have been numerous studies on the importance of positive relationships between principals and teachers leading to desired school improvement outcomes, there have been no studies on the mistreatment or abuse of teachers by the principal and the harmful effects of this type of leadership on the school environment (Blasé & Blasé, 2002).

Workplace incivility is a growing challenge for all types of organizations; researchers have investigated its prevalence in a broad range of organizational contexts, yet there has been only limited research in K–12 public schools. This lack of scholarly inquiry in this area is troubling, considering the overwhelming difficulties facing the teaching profession (Fox & Stallworth, 2010). Although research has documented that experiences of workplace incivility can predict declines in the well-being of both the

victim and the overall organization (Lim & Cortina, 2005), it has not identified whether these characteristics are applicable to the public school setting or, in particular, female-to-female workplace incivility.

Research Objective

The intent of this study was to examine Hispanic female teachers' experiences with workplace incivility as caused by their Hispanic female high school principal in one south Texas high school and to identify resiliency strategies used by the victims to cope with this phenomenon. Principals (Perpetrators) are confronted with insurmountable challenges and pressures; their work is characterized by long hours and inadequate compensation (Olson, 1999), as well the charge to manage the ills of society within their schools, such as drugs, violence, diversity, inclusion, and unresponsive bureaucracies, to address the need of schools (Rusch, 1999). New responsibilities dealing with school reform, including site-based management and collaborative planning to address the new accountability systems, must be addressed to achieve the educational mission of public schools (Murphy & Louis, 1994). While it is recognized that high school principals are under much stress and faced with unique challenges to meet their responsibilities, these stress factors may result in dramatic emotional experiences—feelings of anxiety, loss of control, disempowerment, insecurity, and frustration—that will manifest in actions of incivility toward their subordinates in the workplace (Beatty, 2000; Evans, 1996).

Teachers (Targets) continue to be under mounting pressure from a variety of sources to increase student academic performance. While receiving less financial support for instructional purposes, they are expected to meet federal and state mandates and

address the needs of demanding parents and the expectations of society in general (Steffgen & Ewen, 2007). Given the norms of academic discourse and collegiality of schools, aggression is usually indirect, in contrast to direct actions of mistreatment, in the public school setting (Nelson & Lambert, 2001).

The concept of resilience refers to a “series of adaptive strategies employed by individuals to aid them in managing traumatic stress and coping with disasters and disruptive events” (Allen & Toder, 2005, p. 101). When exploring differences in resiliency techniques employed by people who have been victims of workplace incivility, some cultures may develop this skill in different manners (Comas-Diaz et al., 2002). This study identifies which of these coping mechanisms have been employed by teachers to cope with high school workplace incivility.

Comas-Diaz et al. (2002) identified some of the most common resiliency strategies used to cope with workplace incivility: avoidance of viewing a crisis as a hopeless situation, acceptance that change is part of life, setting personal goals and moving toward their achievement, being assertive in daily actions with a positive outlook on oneself, and keeping things in perspective while taking care of oneself. The process of interviewing female Hispanic targets allowed the researcher to identify which of these resiliency coping strategies were used most often by these teachers. Open-ended research questions allowed the targets to add coping strategies that may not have been identified by Comas-Diaz et al. (2002).

Research Questions

The purpose of this qualitative case study was to (a) determine the existence of workplace incivility between female Hispanic high school principals and their Hispanic female teachers, and (b) identify resiliency techniques employed by female Hispanic teacher targets of workplace incivility to cope with the situation. This study specifically examined whether female teachers reported uncivil experiences in the public high school setting as caused by their female Hispanic high school principal. Two critical aspects of workplace incivility are (a) a seemingly harmless nature of uncivil actions, and (b) the way in which these ill-mannered acts violate the unspoken standards for conduct of respect in the public school setting (Pearson & Porath, 2009).

Significance of the Study

While there have been few studies investigating differences of incivility by gender, Cortina et al. (2001) published a study looking at gender and workplace mistreatment. These researchers concluded that female employees experienced a greater frequency of acts of incivility than did their male counterparts (Cortina et al., 2001). The concept of workplace incivility is so new that little factual information has been documented; the characteristics associated with this phenomenon and the effects on the targets and organizations have not been significantly studied (Cortina et al., 2001). Cortina (2008) stated ,that as a whole, research on the topic of incivility has not addressed this form of modern racism and sexism in the workplace. Furthermore, according to Andersson and Pearson (1999), findings regarding workplace incivility merit serious attention because of its harmful effects on organizations and individuals.

This study adds to the only documented study of workplace incivility in schools caused by principals, as conducted by Blasé and Blasé (2002). Furthermore, it explores the results of workplace incivility as caused by a high school Hispanic female principal and experienced by teachers of the same gender and ethnic group in the area of public education. The theoretical framework used for this study—the queen bee syndrome—is applicable only to females; there is no equivalent study schema for males. Therefore, this investigation examined the possible existence of this phenomenon at the public high school level among administrators and teachers of the same gender and ethnicity.

The high school level was selected for this study based on the fact that the educational field as a whole is mostly comprised of females. However, according to the U.S. Department of Education, National Center for Education Statistics (2011), women are unequally represented in the leadership position of high school principal, as male administrators are most commonly appointed to this position.

Females are often very competitive and jealous of each other (Hansen, 1982). Therefore, women continue to be an important obstacle in keeping other women from being successful in leadership positions (Swim, Aikin, Hall, & Hunter, 1995). In addition, women may be a more critical factor than men in the failure of female leadership. Female discrimination against females is less likely to be recognized than male discrimination against females (Baron, Burgess, & Kao, 1991).

Race and ethnicity are important variables to consider in this study due to the limited information concerning Mexican American principals and leadership attributes (Ortiz, 2000; Tallerico, 2000). Researchers have reported that little is known about the

characteristics and behaviors of Mexican American female leaders (Ortiz, 2000; Tallerico, 2000). This research yields information on the negative effects of the queen bee syndrome on Hispanic female teachers regarding the impact on the effectiveness of the student learning process and accountability ratings for the school.

The findings of this study can assist in the identification of both human and budgetary negative implications resulting from workplace incivility against teachers. It is anticipated that human resources departments and governance boards of public school districts will be encouraged to become informed on this topic and take appropriate actions through professional development that is made available to school administrators.

In terms of gender, the Workplace Bullying Institute (Namie, 2000) stated that women appear to be at greater risk of becoming a bullying target, as 57% of those who reported being targeted for abuse were women. Men are more likely to participate in aggressive bullying behavior (60%); however when the perpetrator is a woman, her target is more likely (71%) to be a woman as well (Schat, Frone, & Kelloway, 2006).

This study extends the research on workplace incivility by examining the presence of this phenomenon as experienced in the public high school setting between the homogeneous groups of a female perpetrator (principal) and female targets (teachers), with both groups being of the same ethnic background, identified herein as Hispanic. A bill was introduced in 2003 for the first time in the United States to initiate awareness of workplace mistreatment. To date, 21 states have introduced some version of the Workplace Bullying Institute-Healthy Workplace Bill; however, no state or

federal law has been enacted to outlaw mistreatment of employees in the workforce (Namie & Namie, 2003).

Overview of the Methodology

This record of study is classified as a case study, employing a qualitative mode of research. The participants included female faculty members at one south Texas high school. Interviews took place with participant teachers to identify the perpetrator. A verification interview with the school district's secretary to the Director of the Department of Human Resources was conducted to verify that the female Hispanic principal had been at her current assignment in the same capacity for at least the previous 3 years. The employment data on the two male principals were also verified.

The teacher targets were interviewed in a private one-to-one session to maintain confidentiality to identify experiences with workplace incivility caused by their female principal. The teacher targets had the option of choosing a face-to-face or telephone interview. Experiences with incivility at the current workplace were documented by the researcher using specific questions. Although the initial intent was to tape record the interview sessions, the conversations were not recorded because the teachers made this a condition of their participation in the study. Participating teachers reported in the interviews coping mechanisms or resiliency techniques that they employed.

Data Sources and Context

The interview process was used to examine the experiences with workplace incivility between the female Hispanic principal and their female Hispanic teachers. The researcher kept detailed notes with a focus on (a) inside perspectives of female teacher

workplace incivility, including anecdotes and examples provided by the targets; (b) data on faculty gender, turnover rate, and academic performance during the tenure of the female principal; and (c) triangulation approaches to examine the Texas Education Campus Data specific to the time of the principal's administration, as compared to the other two high schools in the same school district, both of which were led by male principals.

Data Collection

Interviews took place with school district central office administrative staff (a) to address the purpose and questions of the study and to obtain approval for this research project, and (b) to establish ethnicity and years of service of the female principal in the identified high school, as well as verification of the years of service of the other two high school principals in the school district. Interviews were administered to the high school female faculty members who completed and signed the consent form to be part of this study. These teachers were either currently employed at the identified high school or had left within the past 2 years.

The focus of the interviews was to obtain information regarding the teachers' experiences with workplace incivility and to identify coping mechanisms that they had personally employed to cope with the situation caused by their Hispanic female principal. The researcher took notes during the interviews with the teachers. The Texas Education Agency accountability reports AEIS (Academic Excellence Indicator System [AEIS] and Texas Academic Performance Reports [TAPR]) were used to identify and

verify school information, including student performance, years of experience, and turnover rates of female faculty at the identified high school.

Data Analysis and Interpretation

The invitation to participate in the study was made available to all 103 teachers at High School C (pseudonym) through recruitment flyers placed in the teachers' lounge. Six of the 44 female teachers agreed to participate. The selection of this school was based on the principal being Hispanic and female and meeting the minimum 3 years required as the instructional leader of the school. She had been assigned as principal for the past 5 years. Qualitative data analysis included data from the school district administrative staff to ensure that the female Hispanic principal had been at the school for a minimum of 3 years.

The data obtained via interviews with teachers confirmed the presence of workplace incivility, with identification of specific acts by their female Hispanic principal. Data gathered from female teachers also identified coping mechanisms or resiliency techniques that were used to deal with workplace incivility. The AEIS data were used to identify student performance rates and to verify faculty turnover rates and female composition of staff. Years of experience at the identified high school was compared to those rates for the district, the two sister high schools, and the state of Texas.

Coding was implemented to identify and track feedback from the female teacher participants. An analysis of behaviors by the principal and the coping mechanisms by the

teachers was conducted. These results are presented in table form for ease in the interpretation.

Overview of the Conceptual Framework

Employing a variety of methods, researchers have used a number of terms in conceptual, theoretical, and empirical literature to describe workplace mistreatment and abuse phenomenon, including incivility (Andersson & Pearson, 1999). Andersson and Pearson (1999) defined *workplace incivility* as “low intensity, deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect. Uncivil behaviors are characteristically rude and discourteous, displaying a lack of regard for others” (p. 457).

However, because the concept of interpersonal mistreatment in the workplace is so new, little research has been documented; therefore, organizational theories are few. Two theories were employed in this study. The queen bee syndrome was applied to the perpetrator (high school female Hispanic principal) and psychological resilience theory was to the targets (female Hispanic teachers). According to Staines, Jayaratne, and Tavis (1973), the queen bee syndrome describes a woman in a position of authority who views or treats subordinates more critically if they are female. An alternate and closely related definition describes a queen bee as one who has succeeded in her career but refuses to help other women to do the same (Ellemers & van den Heuvel, 2004).

According to Blau and De Varo (2007), research has hypothesized that the queen bee syndrome may be a product of certain cultural influences, especially those related to the modern workplace. Furthermore, researchers have hypothesized that the queen bee

syndrome may be developed by women who have achieved high workplace positions within their respective fields as a way to defend against gender bias in their culture. Belittling female subordinates allows the queen bee to show more masculine qualities, which are perceived as more culturally valuable and professional. By showing these supposedly important masculine qualities, queen bees seek to legitimize their important professional positions and attain job security by showing commitment to their professional roles (Sutton, Elder, & Douglas, 2006).

The psychological resilience theory was applied to the targets of workplace incivility to explain their strategies to cope with their experiences of workplace mistreatment. This framework explains an individual's tendency to cope with stress and adversity (Masten, 2009). According to Rutter (2008), these coping mechanisms may result in the individual bouncing back to a previous state of normal functioning or simply not showing negative effects associated with the negative experiences in the workplace setting. Resilience is most commonly understood as a process, not an individual trait, as is often mistakenly assumed. Research shows that resilience is the result of the ability to interact with one's environments and the processes that either promotes well-being or protects the person from the overwhelming influence of risk factors (Zautra, Hall, & Murray, 2010). Resilience is a dynamic process whereby people exhibit positive behavioral adaptation when they encounter significant adversity, trauma, tragedy, threats, or even significant sources of stress (Annunziata, Hogue, Faw, & Liddle, 2006). These coping strategies are individual or may be helped along by family, schools, and communities.

Resilience occurs when there are cumulative personal protective factors that assist in dealing with the negative impact of traumatic experiences. These individual protective factors are likely to play increasingly important roles as exposure to cumulative risk factors, such as negative experiences within the workplace, increase. Resilience has been shown to be more than just the capacity to cope well under adversity; it is better understood as the opportunity and capacity to navigate one's way to psychological, social, cultural, and physical resources that may sustain well-being and the opportunity and capacity to negotiate individually and collectively for resources to be provided and experienced in culturally meaningful ways (Ungar, 2008).

Limitations of the Study

Even though the topic of workplace aggression has made great research strides in the past 10 to 15 years in a variety of organizations, studies have been very limited in the area of public schools, specifically regarding the same gender and ethnic group. The limitations of this study include providing insight into workplace incivility only in one south Texas high school and on a female-to-female basis—targets with both the perpetrators and targets identified as Hispanic. Research into this topic should be expanded to include a broader examination of this phenomenon to include all organization stakeholders—students, faculty, and staff—in various types of school institutions, such as elementary and secondary public and private schools. Also gender and ethnicity issues should be explored for a broader perspective on this issue. Another limitation to this study was its investigation of only one type of workplace incivility: the principal (supervisor) to teacher (subordinate). An extension would be to examine this

topic in broader terms, such as workplace incivility by teacher to teacher (subordinate to subordinate).

Organization of the Record of Study

This record of study is composed of five chapters. Chapter I presents an overview of the study of workplace incivility and introduces the research objective and research questions, significance of the study, methodology, conceptual framework, and limitations of the study.

Chapter II is a literature review that includes a historical overview of research on workplace incivility, including the definition of workplace incivility, organizational theories used in this study, types and behaviors of workplace incivility, detrimental effects, and coping strategies of the targets of workplace incivility.

Chapter III describes the methods of this qualitative research project and the research process, including participant specifics and the procedures for data collection and data analysis.

Chapter IV presents the results of the study, with detailed analysis of the interviews and data from the three female Hispanic high school teachers and their Hispanic principal. A comprehensive summary of inside and outside data on incivility perspectives and triangulation of all data is presented.

Chapter V presents a discussion of how the targets of incivility cope with their situation, contributions to the field of education, limitations of the study, and suggestions for future research as it pertains to identification of and strategies for targets of workplace incivility.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this qualitative study was to identify the existence of workplace incivility in one public high school as experienced by female Hispanic teachers as a result of actions by their female Hispanic principal. Because little research has been conducted in the public school setting with regard to this phenomenon, this research project examines the existence of workplace incivility between the Hispanic high school woman principal and her female Hispanic teachers. This study also examines the resiliency techniques employed by the teacher targets and the impact of incivility on teacher turnover rate and student performance, as reported in the school's TAPR accountability report.

This chapter presents a review of literature that focuses on the definition and history of workplace incivility, theoretical frameworks, types of uncivil behaviors employed by perpetrators in the workplace, detrimental effects of workplace incivility, and the coping strategies employed by teacher targets of uncivil behaviors. Because workplace incivility research on adults in the school setting is scarce, educational leaders may use the information generated by this study to find ways to reduce the likelihood of uncivil behavior in schools, increase teacher commitment, and decrease teacher turnover at the high school level, thus positively affecting student performance.

While much research has been published on the positive effects of leadership on schools and their performance, the opposite is true concerning the effects of workplace incivility in schools. School reform efforts require principals and teachers to work in

collaboration to solve problems in their schools; therefore, principals are urged to build trust with their faculty members to serve as a foundation for professional dialogues that can lead to a powerful community of learners and successful schools.

Historical Information on Workplace Abuse

Most research on workplace abuse (also known as mistreatment, bullying, mobbing, harassment, aggression, or incivility) has taken place during the past 20 years in European countries such as France, Norway, Sweden, and Germany, as well as in Great Britain. Some of those countries have produced laws that led to organizational policies that addressed abusive conduct by managers and coworkers (Blasé & Blasé, 2006).

Although research in the area of workplace violence has increased in the past 20 years, the term *workplace bullying* was first documented in 1988 by Andrea Adams during a radio program in Great Britain; she later wrote a book titled *Bullying at Work* (Adams & Crawford, 1992) in which she defined the term as dealing with job stress. The pathological behavior known as workplace bullying differs from workplace incivility in that the latter occurs regularly and over an identified period of time (Einarsen et al., 2003). Einarsen and Skogstad (1999), Keashly and Harvey (2005), and Lutgen-Sandvik (2006) have identified characteristics of bullying, as opposed to workplace incivility, as follows: (a) ongoing: the pathological behavior is repeated; (b) duration: the behavior occurs over an identified period of time (usually 6 months or more); (c) escalation: the abuse increases in intensity over time; (d) power over the victim: since the target does not have sufficient status within the organization to confront the aggressor, the repetitive

abuse continues; and (e) the intent of the aggressor is clearly identified against the victim of the bully.

Workplace incivility is ambiguous and not as apparent as bullying. Incivility in the workplace may be defined as deviant workplace behavior of low intensity that can include such behavior as being rude, discourteous, or impolite, or violating workplace norms of behavior. People who engage in uncivil behavior may not necessarily have bad or harmful intent (Andersson & Pearson, 1999). Workplace incivility may be identified as a type of antisocial behavior. Examples of workplace incivility were presented by Andersson and Pearson (1999): (a) rudeness, (b) making unfounded accusations, (c) gossiping, (d) exclusion of team members, (e) interrupting people, (f) texting during a presentation, (g) jamming a printer or copier and letting someone else deal with it, (h) use of demeaning language, (i) creating unnecessary and irrelevant controversy, or (j) mocking a co-worker.

Scholars have proposed several causes for workplace incivility. One major cause is stress and anger due to an overload of work responsibilities, such as increased accountability measures, demands from the community, and organizational change that require more responsibility and fewer campus resource allocations (Reio & Reio 2011). Research by Namie and Namie (2003) showed that “dress down days” may foster workplace incivility. The climate in the workplace tends to foster behavior that is less formal when workers are dressed casually; managers and workers behave more formally and respectfully when dressed in a suit and tie rather than jeans and a T-shirt (Namie & Namie, 2003).

Workplace incivility is growing. Research by Pearson and Porath (2009) revealed that 25% of workers polled in 1998 reported being victims of workplace incivility; this number increased to 95% by 2005. Furthermore, research has shown that 86% of Americans had been victims of incivility (Pearson & Porath, 2009). Researchers have concluded that workplace stress has negative effects on organizational costs due to the health complications suffered by the targets, including poor mental and physical health, resulting in an increase in the use of sick days or time off from work (Farrell & Geist-Martin, 2005). Furthermore, the lack of a positive workplace climate is counterproductive to group cohesion, communication, and vested performance for the welfare of the organization (Namie & Namie, 2003).

Not only is this phenomenon actively reported in academia; it also occurs in other types of organizations, such as Fortune 500 companies, medical organizations, government agencies, and many other profit and nonprofit organizations (Pearson & Porath, 2009). Although little research has been conducted in K–12 schools, it has been found that workplace incivility overwhelmingly afflicts the teaching profession. Schools are receiving less financial support and accountability issues have risen. School staff members have been under mounting pressure to meet increased learning performance standards and federal and state mandates and to deal with critical parents and society in general (Reio & Reio, 2011). Reio and Reio (2011) reported that 85% of surveyed teachers had experienced incivility in the past year; with 71% experiencing supervisor incivility. That incivility was positively associated with teacher turnover rates.

The United States has been slow to conduct research in this area. Although investigation and legal findings have pointed to widespread concern in this area, there has been only one published study on the problem of abuse of teachers by the principal (Blasé & Blasé, 2002, 2006) and very little research on the incidence of incivility related to ethnic and racial groups in the American workplace (Fox & Stallworth, 2010). Although employees may experience both sexual and ethnic harassment on the job, there have not been any studies on how both of these factors may affect workplace abuse (Berdahl & Moore, 2006).

Sennett (1976) stated that creating the appearance of civility requires assuming an appearance in which colleagues in the workplace share commonality by speaking the same language and taking time to get to know each other's strengths and weaknesses. *Civility* was defined by Sennett (1976) as "the activity which protects people from each other and yet allows them to enjoy each other's company" (p. 264). Ferriss (2002) defined *civility* "as decorum, manners, deportment, and politeness as influenced by personal reactions to other individuals" (pp. 376-377). According to Twale and De Luca (2008), a *civil colleague at work* is defined as one who maintains poise and self-control and uses "impression management" (p. 9) to produce a civil working environment. Forni (2002) summarized the basics of civility, as cited by American subjects in his research project, as respect, restraint, and responsibility.

A strategy used by managers to maintain a positive public image for their organization and to avoid an outward semblance of workplace incivility is to use exterior appearances that show the maintenance of civility in the organization even though

conflict may be brewing beneath the false exterior appearance (Twale & De Luca, 2008). Ferriss (2002) noted that a lack of positive reactions and communication between individuals in the workplace, including their faculty and staff members, may lead to uncivil acts. When people feel insecure or stressed in their workplace positions, they are less likely to be considerate or to display gestures of kindness toward co-workers. Quite often, the burden of that insecurity is shifted to innocent workers, resulting in forms of hostility in which subordinates “pay” in order to find relief from negative feelings (Forni, 2002).

Workplace Incivility Defined

Berger (2000) defined *incivility* as “speech or action that is disrespectful or rude” (p. 446). Several researchers have defined incivility within their research. Rau-Foster (2004) described workplace incivility as “subtle, rude or disrespectful behavior that demonstrates lack of regard for others” (p. 702). Expanding on these definitions, C. Clark (2008) noted, “It is a disregard and insolence for others, causing an atmosphere of disrespect, conflict and stress” (p. E-38) and Braithwaite (2001) defined *aggressive behavior* as “an outward expression of an internal emotion or an action created by circumstances” (p. 22).

Andersson and Pearson (1999) defined *workplace incivility* as “low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect, uncivil behaviors are characteristically rude, discourteous, displaying a lack of respect for others” (p. 457). This definition is most frequently cited in readings revealed in the literature review for this study. Thus, incivility is a violation

of the norm in the sense that people come to work expecting to be treated with respect. When subordinates see a supervisor or someone of higher rank in the organization exhibit rudeness, it is a violation of how workers should be treated in the workplace (O'Reilly & Aquino, 2011). This form of workplace deviance is not illegal, which leads to failure by companies, public organizations, and their administrators to recognize or deal with this phenomenon (Pearson & Porath, 2005).

Andersson and Pearson (1999) stated that incivility differs from bullying and aggression on the level of intensity; whereas bullying and aggression are clear in their intent to harm the victim, incivility is less conspicuous and is unclear in the perpetrators' intent to harm the victim. They added that incivility is not necessarily objective; rather, it is an interpretation of how an action makes the target feel. The action is defined through the eyes of the beholder or by how the target interprets the action. Workplace incivility is subjective because it is based on how the receiver interprets the actions of the perpetrator. Thus, identifying workplace incivility is difficult.

Various labels have been assigned to uncivil behaviors in the workplace, such as condescending, sarcastic, inconsiderate, rude, or insulting (Andersson & Pearson, 1999). Regardless of time, place, or intent, the definition of the situation as civil or uncivil rests with the victim, not the perpetrator, of the uncivil action (Twale & De Luca, 2008).

Organizational environments in which nothing seems to be wrong will probably indicate that nothing will be done to correct any incivility, allowing uncivil behavior to gain acceptance (Montgomery, Kane, & Vance, 2004). Researcher de Wet (2010) stated that workplace incivility is associated with stressful and competitive situations, which

may be found in public schools. It has been found that ignoring teachers' thoughts, needs, feelings, and accomplishments through implementation of verbal abuse, lack of support, public ridicule, criticism, and unwarranted reprimands has led to identification of the principal as the main perpetrator of uncivil behaviors in the workplace or school setting (de Wet, 2010). Lack of empathy and unwarranted written reprimands have led teachers to leave their jobs, as they perceive their principals as employing tactics of favoritism and threatening them with dismissal (de Wet, 2010). Because tenured faculty members are difficult to dismiss, the perpetrator may resort to tactics such as isolation, slander, invisibility, and elimination from campus activities to encourage the victim to resign voluntarily (Davenport et al., 1999).

The current position or power base manifested in the organization or group determines a starting point that provides a perspective for defining civil or uncivil behavior (Twale & De Luca, 2008). Uncivil behaviors have led to elimination of the target through dismissal, resignation, medical issues resulting from increased stress, physical violence, and even suicide (Keim & McDermott, 2010). According to research cited by Forni (2002), incivility has been the precursor to approximately 1.8 acts of physical violence each year in the workplace in the United States.

Twale and De Luca (2008) concluded that some people use aggression to manipulate others to achieve their desired outcomes. Root causes of workplace incivility may include an instinctive reaction arising from human emotions such as frustration, a learned behavior in response to unequal social status.

Incivility can be attributed to two types of leaders in the academic setting: (a) the charismatic leader who acts differently once power has been attained via a managerial position; and (b) the insular, inclusive, fraternal leader who is faced with ideas or suggestions that are different from the status quo (Sennett, 1976).

Workplace aggression may include such behaviors as coercive power, machismo, power plays, defamation of character, competition, gossip, divulgence of confidence, public criticism, public patronizing, finding fault, and overloading subordinates with work. In order to make a distinction between *bully* and *bossy*, researchers have concluded that, if either provides results for the organization through the use of these aggressive behaviors, it will be regarded as effective and remain as acceptable. Therefore, perpetrators of uncivil behaviors may project to be charming in public situations to cover their true vindictive behaviors with subordinates in the workplace (Twale & De Luca, 2008).

Pearson and Porath (2005) suggested that, due to the complexity of fast-paced and highly technological forms of communication, such as e-mail, people are under the impression that they do not need to be “nice” to each another. The technological impersonal modes of contact do not require one to afford the common courtesies of interaction, and these differences in cultural norms often result in feelings of rudeness and miscommunication. Over time, society has become less civil as compared to prior generations; however, by the standards of Generation Xers and future generations, current behaviors will probably be judged less harshly than they are judged today (Ferriss, 2002).

History of Workplace Incivility

Initial studies on workplace bullying began in Sweden in the 1990s by Henrik Leymann (Agrévold, 2007). The term *workplace abuse* was initially used to describe the “pattern of brutalizing and dehumanizing a person at work” (Koonin & Green, 2004, p. 72). Blasé and Blasé (2006) stated that research is nonexistent regarding social research on the abusive behaviors of school principals with their teachers; however, when comparing abusive principals to abusive bosses, both exhibit similar behaviors and yield the same results in their respective areas of governance. Data suggest that school principals are either overtly or covertly authoritarian, abusive, and control orientated, in both cases making arbitrary decisions that affect their teachers and subordinates (Blasé & Blasé, 2006).

There are two types of workplace abuse: nonverbal and verbal. Examples of nonverbal behaviors include aggressive eye contact, giving the victim the silent treatment, and physical gestures such as invasion of personal space, finger pointing, or slamming and throwing objects (Blasé & Blasé, 2006). Examples of verbal workplace abuse behaviors include sexual harassment, angry outbursts, yelling or screaming, putdowns, unfounded criticism of work ability, unreasonable job demands, taking credit for the victim’s work, exclusion or isolation, initiating malicious rumors or gossip, withholding resources, obstructing opportunities, favoritism, not taking into account the victim’s feelings or thoughts, not returning telephone calls, and any behavior associated with a master-servant relationship (Blasé & Blasé, 2006).

Pearson and Porath (2005) conducted a study in the United States in which 800 employees were polled. Results indicated that 10% of the participants witnessed daily incivility in their workplace and 20% said that they were targets of workplace incivility at least once a week. Furthermore, studies on abusive bosses indicate that abusive conduct is commonplace in both profit and nonprofit organizations, such as public high schools. Bosses are more prone than co-workers to become the genesis of workplace incivility and have been identified as exhibiting abusive conduct toward their subordinates between 54% and 90% of the time (Einarsen & Skogstad, 1999; Namie, 2000; Namie & Namie, 2003). Cortina et al. (2001) conducted a study in which three fourths of the respondents reported incidents of incivility at work at least once in their past 5 years of employment.

International studies on workplace mistreatment or abuse have shown that teachers are the largest group of identified abused workers (Queensland Government Workplace Bullying Taskforce & Queensland Department of Industrial Relations, 2002). Research indicates that uncivil behaviors occur in schools and that teachers are frequently the targets of situational, social, and personal factors associated with workplace incivility aggression and physical violence (Neuman & Baron, 1998). Twale and De Luca (2008) found that rampant feelings of selfishness and rudeness in America have led to incivility as a societal problem that is reflected in schools and is the foundation of the problems associated with incivility to faculty members by perpetrators, leading to an attitude expressed as, “If it is my place, then we follow my rules.”

Male and female bosses are equally as likely to engage in abusive workplace conduct toward subordinates (Keashly, Trott, & MacLean, 1994). However the characteristics of uncivil behaviors toward their targets differ: Male bosses tend to be associated with more explosive and overt behaviors, while women are associated with more subtle, psychological, emotional acts. Incivility has not been associated with age; however, research indicates that marital status is a factor in acts of incivility, in that single bosses are more likely to display uncivil behaviors than their married counterparts (Pearson & Porath, 2005).

Ethnicity, Gender, and Workplace Incivility

Due to the passage of Title VII of the Civil Rights Act of 1964, apparent employment discrimination based on gender or race is now illegal in the United States. Nevertheless, gaps continue to be found in employment organizations in the United States (Cortina, 2008). Little progress has been noted in the 21st century regarding women and minorities when compared to White men. Although one third of the U.S. population was White and male in the mid-1990s, they constituted 80% to 95% of all tenured professors, law firm partners, fortune 500 chief executives, and political leaders at the national level (Benokraitis, 1997). Montgomery et al. (2004) showed that females were more likely to identify behaviors as inappropriate; furthermore, male and female faculty members had differing thresholds for acts of incivility.

Berdhal and Moore (2006) did not find any studies that have examined how both sexual and ethnic variables affect harassment at work. The oppression of women is noted to be more widespread, but oppression by gender is less visible than oppression of one

ethnic group by another. It is hypothesized that minority women face double the chance of being discriminated against, both as women and as minorities, due to becoming targets of workplace oppression. To support this hypothesis, research shows that Black and Latina women earn the lowest wages, have the least amount of authority in the workplace, are most concentrated in undesirable jobs, and are most victimized by workplace incivility (Browne, Hewitt, Tigges, & Green, 2001).

Often influenced by their country of origin, values of Hispanic Women are affected by the belief that men are superior and dominant; the acceptance of this idea is validated through the patriarchal social system (Mayo & Resnick, 1996). According to Wolf and Hansen (1972), Latin American women view positions of leadership and power as relegated to men due to their gender. This concept has influenced Hispanic women who reach positions of leadership. The concept of *machismo* emphasizes male patriarchal characteristics in Latin American countries, especially in Mexico (Englander, Yanez, & Barney, 2012). According to Englander et al. (2012), there are both positive and negative aspects of this patriarchal term. The positive characteristics portray *macho* males as courageous, dignified, proud, generous, and exhibiting self-restraint during stressful situations, in addition to being courteous and protective toward significant women in their lives (Peña, 1991). In contrast, negative aspects of males in this cultural context describe them as destructive, aggressive, arrogant, dominant, combative, domestically abusive, vulgar in language, and denigrating of women.

Marianismo is a gendered behavior expected of women in Mexico. It portrays the model of femininity; females either comply with the expectations or do not comply,

labeling them as either good or bad (Englander et al., 2012). The ideal feminine side in Mexican culture calls for women to exhibit characteristics described as being self-sacrificial, with attributes of submissiveness, abnegation, and passivity and an overall image noncongruent with leadership behaviors in women (Englander et al., 2012).

If women are to become administrators, they must take on business-like behaviors that are in conflict with the concept of *marianismo* and in line with the concept of *machismo* (Englander et al., 2012). These women are apt to identify with the characteristics of *machismo* to attain their professional goals (Gutmann, 1996). However, even though a woman takes on the *macho* characteristics to survive in the realm of leadership in an organization, she will never be accepted as such (Englander et al., 2012).

Hispanic women in the United States who have reached leadership roles face internal controversy as their cultural upbringing differs from that encountered in American society, resulting in entrapment between cultures (Mayo & Resnick, 1996). The idea of *marianismo* does not offer Mexican women a leadership role; therefore women must exhibit socially nonacceptable conduct to become leaders in their workplace or career (Mendez-Negrete, 1999). The Mexican expectation of *marianismo*, that women are more tolerant and accepting of rules, is in direct conflict with *machismo*, which calls for power and leadership qualities to be essential to the success of a woman administrator (Gutmann, 1996).

Theoretical Frameworks

Due to the recent awareness of workplace incivility, theories specific to this phenomenon are scarce. However, Andersson and Pearson (1999) proposed the spiral theory of incivility, which has become popular in attempts to discuss the nature of workplace incivility. This theory begins at the starting point of the uncivil behavior as acknowledged or perceived by the target and evolves until a reaction of either revenge or flight by the victim ensues in response to the act of incivility (Doshy & Wang, 2014). According to Doshy and Wang (2014), as the spiral continues, either the perpetrator or the target or both may exhibit reactions such as include, anger, loss of face, or insult, which may lead to intense behaviors such as violence or aggression. This detrimental cycle continues until forgiveness is sought and granted, justice is restored, or perhaps one of the parties leaves the position.

A secondary spiral is associated with the observers of workplace incivility. It has been found that the effects of incivility are long lasting, not only for the target but for the observers, coworkers, or witnesses of uncivil behaviors (Andersson & Pearson, 1999). A growing number of researchers are examining the effects of workplace incivility by third-party reactions to observable forms of these types of behaviors from influential supervisors in the workplace to low-powered targets, indicating that people care about justice because it is the moral or right thing to do, not only because it has implications for their future outcomes (Turillo, Folger, Lavelle, Umphress, & Gee, 2002). Doshy and Wang (2014) stated that observers of incivility continue the cycle of workplace abuse by engaging in uncivil acts against perpetrators, thus giving rise to an ongoing situation

triggered by a single incident that went wrong as both parties were unable or unwilling to resolve differences. Rupp and Bell (2010) and Turillo et al. (2002) found that observers of workplace incivility responded negatively to the perpetrators of overt actions of injustice directed toward targets.

Andersson and Pearson (1999) found that, when employees witnessed perpetrators behaving rudely toward a target at work, they considered it to be a violation of the fundamental expectation of how one should be treated in the workplace. According to O'Reilly and Aquino (2011), witnesses are likely to develop a perception that workplace incivility is wrong, which may lead observers to experience moral anger that can be explained as negative emotions, including discrete sentiments that lead observers to chastise perpetrators.

Darley and Pitman (2003) concluded that an individual's desire to punish the perpetrator in cases of workplace incivility is based on impulse and not an elaborate plan involving premeditation. Anger about the situation may account for tendencies of retribution by observers of incivility. Punishment of the perpetrator may be due to moral anger, which may also motivate observers to compensate victims. Since this anger is the product of perceived injustice, observers are driven to restore fairness (O'Reilly & Aquino, 2011). One way to get back at the perpetrator is to find a way to compensate the target. According to O'Reilly and Aquino (2011), this move will be motivated by negative emotional reactions toward the perpetrator. In addition to the observers wanting to improve the target's situation by offsetting further harm or punishment by the perpetrator, observers may be willing to allocate fewer undesirable tasks to the target

and be inclined to become protectors of the target by engaging in fewer acts of aggression toward the target than toward nontargets (Darley & Pitman, 2003).

This study applied two frameworks: (a) the queen bee syndrome to address the perpetrator, and (b) resiliency theory to address the targets' strategies for coping with incivility in the public high school.

The Queen Bee Syndrome

The queen bee syndrome was first defined by Staines, Jayaratne, and Tavis in 1973. This theory describes a woman in a position of authority as viewing and treating subordinates more critically if they are female; it describes a woman who has succeeded in her career but refuses to help other women do the same (Abramson, 1975). Queen bee behavior is considered typically female in nature; there is no male equivalent to the queen bee syndrome. "Bad behavior" by men in senior roles is often expected, accepted, or ignored, reinforcing the assumed rightful place of men as bosses, regardless of behaviors. Men who are not supportive of each other in career roles are not blamed by other men (Mavin, 2006).

A comparison of the queen bee syndrome may be made with the Cinderella Complex, making reference to the ugly sisters fighting among themselves to undermine the potentially successful sister. Both the Cinderella complex and the queen bee syndrome show that women can harm each other in order to become the best and the only one at the top of an organization (Mitchell, 2003).

A prominent requisite of leadership is assertiveness, and females who reach a senior managerial position in an organization perceive the need to exhibit male

assertiveness in order to meet expectations associated with their role (Warning & Buchanan, 2009). Because women in managerial positions no longer see themselves as typical females, they disassociate from feminine traits and view themselves as exceptional; they strongly believe that all other women still possess the typical female features: soft, cooperative, and so forth (Ellemers & van den Heuvel, 2004).

Twale and De Luca (2008) stated that incivility is filtered through culture, customs, folkways, mores, and other sociocultural traditions and expectations, with each culture and workplace having particular expectations that differ from place to place and even from department to department. Learning the slightest of differences is a form of incivility; secrecy permits control, and this control contributes to a culture of incivility.

Resilience Theory

Holling (1973), a theoretical ecologist, introduced the term *resilience* into research literature 40 years ago. Resilience theory has been explored by social workers, psychologists, sociologists, and educators to address the strengths that people and systems demonstrate that enable them to rise above adversity (Van Breda, 2001). The emergence of resilience theory is associated with an increase on the emphasis of individual strengths (Rak & Peterson, 1996). Resilience is the ability to adapt to stress and adversity; it can come in many shapes to meet the challenges of the workplace and financial stressors (Rutter, 2008). According to Rutter (2008), people demonstrate resilience when they rise above difficult experiences with ease. Personal attributes may be developed and should be considered as a process rather than a trait. Knepp (2012)

noted that faculty members may ignore uncivil behaviors, hoping that they will go away; unfortunately, this type of working environment usually gets worse.

Studies have indicated certain demographic characteristics of faculty members who foster an environment of incivility. Teachers at public institutions have reported a significantly higher rate of incivility (29.6%) than those who work in private institutions (8.3%; Knepp, 2012). Furthermore, researchers have found gender to be a factor in the frequency of incivility: Although males have been identified as being the more common perpetrators, female faculty members are more likely than their male counterparts to become targets of workplace hostile behavior (Knepp, 2012).

Types of Workplace Incivility

Most experts suggest a combination of individual, family, and organizational factors as contributors to the increase in workplace incivility (Associated Content, 2006). Recent studies and polls indicate that workplace incivility is not a new phenomenon; instead the problem is getting worse (Pearson & Porath, 2005).

According to Staines et al. (1973), women perceive women in positions of management as having roles of opposition instead of solidarity, as described in the queen bee syndrome; this gives rise to negative relations between women. Blasé and Blasé (2002) identified forms of school administrator mistreatment as verbal or nonverbal behaviors. These types of behaviors are intended to harm the target and violate the teachers' individual rights. The phenomenon exists within a relationship of unequal power. Some forms of workplace incivility are characterized behaviors that violate the norms of respect and generally involve behaviors of low intensity such as gossiping,

ostracizing, passing blame, taking credit inappropriately, ignoring and teasing; these behaviors can all grow into serious forms of violence in the workplace (Andersson & Pearson, 1999; Fox & Stallworth, 2010; Lim & Cortina, 2005).

Some researchers contend that there has been an increase in rudeness and incivility as a result of the fast-paced high-technology interactions in current modes of communication that feed into incivility based on the common belief that people do not have time to be “nice” to others. This attitude fosters miscommunication that may imply rudeness (Pearson & Porath, 2005). This type of rudeness and incivility can be traced back to the family and the effect of technology, such as television and the Internet. Society has become competent at working with machines and software, but this had led to a loss of interpersonal skills (Westaff, 2007). According to Crampton and Hodge (2007), rudeness and incivility have become prevalent social issues, stemming from improper use of technology with a loss of morals or skills required for the real world. This type of behavior has resulted in hateful and aggressive emails that are now used as a new and faster medium for perpetrators of workplace incivility to victimize targets.

Ferriss (2002) reported that age was a factor in civility as incivility has increased from previous generations. He concluded that civility increases as one ages but does not have a direct correlation with educational level or the work environment. Twale and De Luca (2008) found that people are largely civil due to sociocultural customs. He concluded that it is possible that, compared to standards set by prior generations, civility will probably be judged differently as a result of the evolution of generations. Generation Xers and future generations will probably judge what is considered uncivil

behavior by current workplace employees less harshly than they are currently judged (Twale & De Luca, 2008). However, rudeness may pay off in the realm of management, since rude people in the workplace are 3 times more likely to be in a managerial position than the targets (Crampton & Hodge, 2007).

The identification of a perpetrator in the public school setting includes one with psychological needs that are met through uncivil acts toward others. Individual characteristics of perpetrators of uncivil behaviors include controlling, power hungry, neurotic, insecure, pompous, egotistical, socially dysfunctional, narcissistic, jealous, or possessing egotistical feelings (Namie & Namie, 2003). Perpetrators of workplace incivility are aggressors; they gossip, divulge confidences, criticize, find fault, and overload targets with work (Hannabuss, 1998).

Detrimental Effects and Coping Strategies Employed by Targets

The problem with workplace abuse has been researched internationally and found to produce harmful effects for victims and organizations (Blasé & Blasé, 2006). Cortina et al. (2001) found that, in many workplaces, the primary perpetrators of workplace uncivil behaviors targeted women with rude and discourteous remarks that were identified as coming from men. Crampton and Hodge (2007) discovered that 70% of bosses were males and were 7 times more likely to be perpetrators of uncivil behaviors in the workplace; they were most often reported as instigators of incivility.

Target reactions to uncivil behaviors at work may range from passive reactions, such as ignoring the incident, to active responses such as laughing off the incident, crying, or retaliation against the perpetrator (Chui & Deitz, 2014). Blasé & Blasé (2006)

identified physical reactions of targets: sleep disorders, headaches, backaches, fatigue, exhaustion, illness, weight change, irritable bowel syndrome, heart problems, skin conditions, ulcers, substance abuse, and even suicide.

Studies have shown that incivility corrodes the organizational culture as targets of such behavior(s) respond in ways that are costly to the organization. Pearson and Porath (2005) found that workplace incivility diminished individual productivity, performance, motivation, creativity, and the desire to help others, negatively affecting the environment of the workplace or organization. Not only is the work environment poisoned by uncivil behaviors, resulting in stress and health problems for employees; targeted women often require interventions by a third party. Although such interventions rarely happen, they have a potential healing effect that can contribute to an atmosphere of respect in the workplace (Porath & Pearson, 2012).

Crampton and Hodge (2007) identified four ways that workplace incivility may affect employee productivity and thus cause the institution to lose millions of dollars annually: (a) the target spending large amounts of time worrying about an unpleasant incident and future occurrences, thus wasting time in avoidance techniques; (b) employees consciously becoming less committed to the workplace; (c) employees isolating themselves from extracurricular activities and spending less effort on job responsibilities; and (d) employees being less willing to help co-workers and experiencing a decrease in the desire to commit to the overall success of the institution.

Not only does workplace incivility affect the individual identified as the target. It also has detrimental effects on those who witness, hear about, or initiate this type of

behavior (Pearson & Porath, 2005). The majority of workplace incivility incident studies have involved bystanders or onlookers (de Wet, 2010). Although the studies did not address the impact of incivility in situations of this nature, it is important that the impact be researched. Research on cases of incivility has led to the conclusion that those who identify with the victim's or the perpetrator's race or gender are more likely to side with that person (Montgomery et al., 2004).

Workplace abuse is associated with a variety of detrimental physical and psychological effects for teachers and with the overall effectiveness of the organization (Blasé & Blasé, 2006). Teachers' health, as evidenced through symptoms of stress, sleeplessness, depression, anxiety, frustration, and irritability, are associated with their experiences of workplace incivility (Lim & Cortina, 2005). Physical symptoms such as headaches, fatigue, and stomach problems that require visits to physicians are associated with teachers' experience with workplace incivility (Reio & Reio, 2011).

According to Knepp (2012), teachers who cannot deal with incivility may lose confidence in their ability to teach and may become less effective in teaching and managing classrooms. Administrators who are concerned with the public image of their schools may be reluctant to address the problem, thereby fostering the prevailing attitude of acceptance and approval of this type of behavior on campus (Knepp, 2012).

A coping strategy used by both men and women targets is that of suppression; men are more likely to be embarrassed by the situation, whereas women are more likely to display emotions of fear (Lewis, 2007). Silence is also attributed to the feelings of powerlessness and to the lack of knowledge in the exploration of the grievance process

afforded to school district employees (Namie & Namie, 2003). These reactions and symptoms are associated with increased teacher burnout, absenteeism, voluntary turnover, and reduced productivity (Fox & Stallworth, 2010). In addition to the aforementioned physiological symptoms, incivility affects physiological abilities through lack of empowerment, competency, and motivation in the workplace (Lewis, 2007).

Chapter Summary

The results of studies of workplace incivility have clearly indicated that incivility is costly to organizations and their employees through decline in job satisfaction, loss of loyalty to the organization, and loss of the impact of leadership (Pearson & Porath, 2005). The perception of this type of action makes this behavior subtle; thus, the cycle of incivility is difficult to break (Keim & McDermott, 2010). Today's workers are expected to do more with less job security and support from employers. Studies conducted in the United States have shown that job satisfaction has declined. Findings indicate that technological changes have resulted in the rise in demands for employee productivity, and the change in employee expectations have contributed to a decline in job satisfaction (Crampton & Hodge, 2007).

Namie and Namie (2003) reported that, in some work environments, bystanders know what is going on but usually do nothing to help victims for fear of retaliation. This failure to act fosters a culture of incivility that supports the perpetrator through reinforcement and eventually becomes engrained in the work culture. Targeted women

tend to internalize the problem, isolate themselves, and not share privately or air publicly instances of bullying, mobbing, incivility, or harassment (Namie & Namie, 2003).

It is difficult to determine whether the victim's lack of response to acts of incivility results from fear, embarrassment, or frustration. Silence is associated with feelings of powerlessness and perhaps a lack of understanding about how to navigate the grievance process of the institution (Namie & Namie, 2003). Twale and De Luca (2008) noted that, because of a current state of general rudeness in American society, there is a false appearance of social order that disguises the underlying problem, not only in society in generally but in the school setting in particular.

The premise that people should not be mistreated is a universal human value that spans cultures and religions. Although interpretation of mistreatment varies, people generally want to help a human being who expresses hurt (Chui & Deitz, 2014). Although uncivil behavior is defined by the perception of the target, school administrators should acknowledge the need for a climate of civil and mutual respect and should foster and develop innovative and effective ways to focus on this ever-growing problem for the benefit of those who teach now and in the future (Knepp, 2012).

CHAPTER III

METHODOLOGY

This chapter describes this qualitative research project: the process used to develop the study, the participants, specific procedures used for data collection, the process used for data analysis, and examination of the findings from the participant interviews.

The purpose of this study was to examine Hispanic female teachers' experiences with workplace incivility caused by their Hispanic female school principal in one south Texas high school and to identify resiliency strategies used by the teachers (victims) to cope with this phenomenon. The rationale for this research was that workplace incivility has been observed to be commonplace in the school setting, yet no research is available to address the consequences of such behaviors.

It is recognized that the principal (perpetrator) is confronted with overwhelming challenges and pressures. The principal's work is often described as requiring long hours with inadequate compensation (Olson, 1999), as well as the challenge of managing the afflictions of society that are reflected in the school setting, such as drugs, violence, diversity, inclusion, and insensitive powers of administration (Rusch, 1999). The principal's frustration often manifests in actions of incivility toward subordinate teachers (Beatty, 2000; Evans, 1996).

The teachers participated in individual interviews. Qualitative data analysis was conducted to examine data on acts of incivility as experienced from the perspective of victims of the same ethnicity and gender as the perpetrator. The queen bee syndrome and

resiliency theory were applied to the participant experiences. All information obtained from the teacher participants was confidential and correlated to the main objective of the study.

Methodology

The research model employed in this study is classified as a case study utilizing qualitative methods to obtain information from the teacher targets regarding their experiences with workplace incivility and the strategies that they have used to cope with a negative work environment. The school district selected for this study is located on the border of Texas with Mexico, thereby providing a significant sample of female Hispanic educators. The fact that most of the school district is comprised of a Hispanic cultural background community was a contributing factor to the significance of this study.

The school district was established in 1882, serves an area of 13 square miles, and has three traditional high schools. The district has an average student enrollment of 24,000 students, with 4,500 employees. A total of 1,443 (40% of staff) are teachers, of whom 1,391 (96.4%) are reported to be of Hispanic ethnicity. According to the TAPR publication (TEA, 2016), 1,059 (73.4%) of the teachers are females. Due to this being an established school district (134 years), the turnover rate of 7.5 reported by the Texas Education Agency (TEA; 2016) is approximately half of the state rate (16.5). This indicates longevity for the faculty of this school district. The average years of teaching experience within the school district, as verified in public documents released by the TEA (2016), is 11.8 years. The district meets all state criteria and was accredited by the TEA.

The study began with recruitment of participants via a flyer placed in the teachers' lounge at the target public high school (Appendix A). The flyer contained information on the title of the project, participant eligibility, and contact information.

Interested teachers contacted the researcher via text or e-mail, as directed on the recruitment flyer. The researcher then contacted the interested teachers via e-mail and sent three required forms: the consent form (Appendix B), the telephone interview script (Appendix C), and the interview instrument (Appendix D) to be completed during their individual interviews with the researcher. The participants were then assigned a number from 1 to 6 for identification purposes. They were asked to include the assigned number in all communications with the researcher to ensure confidentiality and to ensure that their responses were coded correctly. The participants were asked to scan and send their signed consent and telephone interview forms to the researcher's e-mail address. The submission of the consent form was a prerequisite to the interview.

Once the teacher had communicated to the researcher the preferred date and time of the interview, the telephone interview script (Appendix C) was reviewed by the researcher with the participant. Upon contact, each participant was referred to by participant number. The participant was asked whether she consented to tape recording of the interview; only one participant gave permission for recording. The participants were allowed as much time as they wanted to answer and to expand on their responses to the interview questions. Interviews lasted from 40 to 60 minutes. Most participants expanded on their answers and offered additional information.

The interview instrument (Appendix D) was divided into four sections. During the interview, the four sections of the instrument addressed the following areas of investigation: personal information, professional information, participant's specific experiences with workplace incivility, and techniques used to cope with workplace incivility (herein resiliency techniques).

Staff and performance data for the target school (School C) were compared to data from the other two high schools (School M and School N), led by male principals with the same time of service as principal in their respective schools.

The target high school was selected as the site for the study because it is the only high school within the district that is led by a Hispanic female principal. This principal has been the instructional leader at this school since November 2011 (5 years). This information was provided and verified to the researcher by the Department of Human Resources at the participating school district. Demographics for School C include a total of 1,569 students served by 105 teachers, of whom 98 (93.2%) are Hispanic. A total of 47 are female (44%), with an average of 11.7 years of experience at the school, compared to 11.8 years in the district and 7.3 years in the state. These data indicate a low teacher turnover rate at this school.

The second section of the interview instrument addressed professional information describing the participants. Table 1 presents a summary of the total years of professional experience reported participants and their years assigned to High School C. A difference of 2.5 years is noted between the total number of teaching experience and the years teaching at High School C.

Table 1

Professional Experience of the Participants

Participant	Total years of teaching experience	Years teaching at High School C
1	4	1
2	8	8
3	9	5
4	9	2
5	9	9
6	20	19
Average	9.8	7.3

The next section of the interview elicited information on prior experiences of the participants with their respective male and female principals. The data were interpreted and placed in Table 2. The personal anecdotes from the participants indicated that a majority had had positive experiences with male principals and negative experiences with female principals.

The summary on the responses to the second section of the interview questions examined the experiences of the teacher participants with female and male principals, as summarize in Table 3. The reported data correlates to the findings reported by Pearson and Porath (2009), which made reference to 85% of the workforce experiencing acts of incivility within the workplace.

Table 2

Participants' Prior Experiences With School Principals: Male and Female

Participant	Experience with male principal	Experience with female principal
1	None	One prior: negative Current: positive
2	Two: positive	Current: positive
3	One: negative	First: negative Second: positive
4	Two: positive	First: positive Second: negative
5	Two: positive	Current: negative
6	Two: positive	Current: negative

Note. Total 9 male principals, 8 positive experiences, 1 negative experience; total 9 female principals, 4 positive experiences, 5 negative experiences.

Table 3

Frequency of Participants' Reported Experience of Acts of Incivility at High School C

Response	Participants	%
Yes	1, 3, 4, 5, 6	84
No	2	16

Of importance is the comparison of student performance rates on their end-of-course state assessments. The performance of the target school (High School C) was lower than that at either School M or School N. This information is based on TEA

reports, which provided a standardized, unbiased form of data comparison for the three high schools in the same school district.

According to the TAPR report 44 female Hispanic teachers at High School C could potentially provide data for the study. Although 15 of the 44 (34%) initially expressed an interest in participating in the study, most eventually declined to participate; only 6 teachers actually participated. Those who declined to participate expressed apprehension about being “found out,” which they considered might exacerbate their current negative experience through acts of retribution by the principal. Their nervousness was detected in their unwillingness to converse with the researcher. They all knew each other as co-workers and seemed to have decided together not to risk being identified. Participant 5 was hesitant to provide information in the interview; she did so only after receiving assurance that her interview would not be recorded.

The participants were given the choice to end the interview process at any time at which they were uncomfortable in reliving their negative experiences. This interview instrument was open-ended to allow participants to expand on their responses (Creswell, 2007; Seidman, 1991). The interview questions were reviewed by three fellow doctoral students to provide a quality check on clarity, ambiguity, flaws, or weaknesses in the design (Kvale, 2007).

The interview instrument contained 24 questions and was approved by the university’s Institutional Review Board for compliance with their requirements. The instrument was developed and administered by the researcher; the questions were based on research by Pearson and Porath (2004) and Cortina et al. (2001) regarding workplace

incivility; the inquiry items on resiliency techniques were developed based on investigation and published work by Crampton and Hodge (2007).

Participants' information provided via the interview instrument was analyzed using coding methods developed by Creswell (2007) and Charmaz (2006). The responses were placed in table form for ease in the presentation and interpretation of the data. The two theories applied in this study, the queen bee syndrome and the resiliency theory, identified three themes and 15 subthemes. The researcher applied guidelines by Creswell (2008) and Charmaz (2006) to identify the subthemes. Table 4 shows the relationship between the framework theories and the emergent themes and subthemes. The participants reported adverse effects due to the current negative campus climate. This adverse atmosphere engendered uncertainty, mistrust, and skepticism regarding campus leadership, leading to stress in the workplace.

Procedure

The procedure for this research began with permission from the Institutional Review Board and from the identified school district (Appendix E). Participants were recruited via an informational flyer placed in the teachers' lounge at the identified high school. Copies of the flyer were printed on green paper and had the title of the study: *Workplace Incivility as Experienced by Hispanic Female Teachers in a South Texas High School Led by a Hispanic, Female Principal* (Appendix A). The copies of the flyer were placed in the teachers' lounge with the collaboration of an assistant principal who understood the risk being identified by the principal and who agreed to be discreet. The lounge was selected as the site to place the flyers due to the freedom that teachers have

Table 4

Relationship of Framework Theories and Emergent Themes and Subthemes

Theory and theme	Subthemes
Queen bee	
1: Violation of workplace norms	1. Condescending behavior 2. Lack of communication skills 3. Violation of confidentiality 4. Disrespect toward subordinates
2: Abuse of power by principal	5. Rude, unprofessional comments 6. Intimidation tactics 7. Unreasonable demands 8. Propagation of negative campus environment 9. Exclusionary behavior
Resiliency	
3: Stress and coping with workplace incivility	10. Self-imposed isolation 11. Focus on teaching responsibilities 12. Absenteeism 13. Medical assistance 14. Rationalization 15. Support by Family and Friends

of going in and out throughout the day for meetings, lunch, or conference period activities. In this location, they could pick up the informational sheet to read at a later time without being seen or questioned.

All of the teacher participants responded to the recruitment flyer voluntarily and contacted the researcher via text or e-mail to express interest in sharing their experiences on the subject of workplace incivility. No monetary compensation or any other type of incentive was provided for participation. Most of the voluntary participants expressed their decision to participate because they wanted the outside world to know about their workplace experiences and they wanted to assist the researcher in obtaining a doctoral degree.

Once the teachers had contacted the researcher, they were assigned code numbers to ensure anonymity. Each participant chose a time and date for her personal interview. The teachers were assured strict anonymity, as this was their major concern and the only condition on which they would agree to participate in the project. Telephone interviews were the method of choice selected by the participants, as this approach allowed them not to identify themselves (Hill et al., 2005; Hill et al., 1997).

Hiller and DiLuzio (2004) reported most participants are grateful for the opportunity to share their story if provided assurances of anonymity. Furthermore, participants who do not wish to participate in a telephone interview would probably be less likely to participate in a face-to-face interview due to increased possibility of identification and exposure (Sturges & Hanrahan, 2004).

Participants

All participants responded to the informational flyer (Appendix A) placed in the teachers' lounge at High School C. Eligibility criteria were as follows: female, self-reported Hispanic ethnic background, current or former teacher at the designated school within the past 5 years. The first section of the interview instrument contained two sections: personal demographics and professional experiences reported by the participants.

Participant Demographic Information

The intent of this section of the interview was to identify the ethnicity of the participants. All self-identified as Hispanic and first-generation Mexican Americans. They were all daughters of Mexican parents born in Mexico who had immigrated to the United States. The only exception was Participant 5, who stated that her mother was Mexican and her father was Italian. The responses to this section of the interview were critical, as responses correlated to the research of Cortina et al. (2001) that found that minorities had a higher percentage rate of being subjected to uncivil workplace treatment than their White counterparts. Furthermore, the rationale for ensuring that participants met the criteria was an effort to correlate this investigation with the findings of the Workplace Bullying Institute, which reported that women are at a double risk for negative workplace conditions due to gender and ethnicity (Namie, 2000).

Professional Experience of the Participants

This section of the interview was designed to identify the years of service and the professional backgrounds of the participants (Table 1) to identify a possible pattern of

recurrence of acts of incivility by the school instructional leader or principal. Participants were asked about their prior experiences with male and female principals. They were asked to provide information on either positive or negative experiences with prior principals (Table 2). The range of tenure at this school was 1 to 19 years; total teaching experience ranged from 4 to 20 years. Experiences with female principals were as follows: positive experiences 44.4% and negative experiences 55.5%. The experiences with male principals were reversed: 88.8% positive experiences and 11.1% negative experiences. These data indicate that male principals were viewed as providing positive experiences for their teachers, in contrast to their female counterparts. The majority of female principals were viewed as providing negative experiences to their female faculty members. This conclusion helps to explain the lack of female mentors or role models for female teachers or for female assistant principals who aspire to become principals.

Strategies of Inquiry

Oral interviews via telephone at a date and time selected by the participant were conducted to invite participants to provide personal demographic information (Polkinghorne, 1994). Participants were asked to share their experiences and emotional conditions related to their teaching responsibilities at High School C. It was assumed that, if the interviewer fostered a sense of validation and support for shared memoirs and recollections, participants would be more willing to share their stories (Knox & Brukard, 2009). Experiences that have not been disclosed or shared with others may cause feelings of shame, fear, anxiety, or embarrassment and could keep participants from recounting their stories (Birch & Miller, 2000).

One of the major impediments in conducting this study was achieving participants' willingness to share their experiences about workplace incivility, as it was difficult for them to describe traumatic experiences (Knox & Brukard, 2009). The teachers were very apprehensive about sharing personal struggles about workplace incivility; they felt the possibility of being identified and facing negative repercussions from the principal. Originally, 15 teachers had agreed to participate, but 9 changed their minds and opted out. Although this study was deemed to be one of minimal risk to participants and the anticipated probability and magnitude of harm or discomfort would not be greater than that ordinarily encountered in reliving a traumatic experience, there was much reluctance on the part of the teachers to participate in this study.

Data Collection Procedures

The perspectives of the teacher victims were collected via an interview instrument administered on a one-to-one basis. The individualized sessions allowed the researcher to ask questions to participants via a telephone conversation. The interviews were held at the date and time previously agreed upon by the participants and the researcher. Information provided by one of the teachers was scripted and recorded by agreement with the participant. For the other five participants, who did not agree to recording, the researcher relied on notes or written responses provided by the participants on the actual interview instrument submitted to the researcher via e-mail. The submitted responses were verified in the ensuing telephone conversation with each participant.

Verification of the high school principal assignments for all three of the schools in the district, with regard to respective dates of assignment, was obtained in interview with personnel at the district's Department of Human Resources. Data collection also required the researcher to obtain the AEIS and TAPR reports for the three high schools for data analysis regarding staff and student performance. The data were disaggregated and interpreted for High School C for comparison with the data for the other two schools in the district.

Challenges were encountered in data collection in scheduling interviews for participants who eventually changed their minds and opted out of participation. Some participants initially agreed to have the researcher tape record their responses but declined to do so at the time of the interview. Even though their confidentiality was assured, the participants were afraid of being identified and apprehensive of negative repercussions from female principal at High School C.

Interview Instrument

The interview instrument was developed to present same interview questions to all participants, thus allowing the researcher to be consistent in the interviews (Fontana & Frey, 2005). The interview instrument (Appendix C) was developed by the researcher based on the review of literature. Internal validity was measured to determine the effectiveness of the design of the interview instrument. Consideration was given to development of questions because, according to research, "at the root of . . . interviewing is an interest in understanding the experience of other people and the meaning they make of that experience" (Siedman, 1991, p. 9).

The interview instrument was divided into four sections, with each section addressing a component of the study.

Section 1: Personal Information (3 questions). This section established the gender and ethnicity of the participant.

Section 2: Professional Information (5 questions). This section collected personal professional information about the participant.

Section 3: Experiences of the participants with workplace incivility caused by female school principal (8 questions). The introduction to these questions provided a definition of *workplace incivility* and posed open-ended questions to allow participants to share their personal experiences regarding workplace incivility.

Section 4: Strategies (resiliency techniques) used to deal with experiences of incivility (8 questions). The introduction to these questions provided a definition of *resiliency*. In this section participants were invited to describe, in response to open-ended questions, the coping mechanisms that they have employed to deal with workplace incivility.

Major Findings

Although the invitation to participate in the study was made available to all 103 teachers at High School C, only 6 of the 44 female teachers participated. The selection of this school was based on the principal being Hispanic and female. Of the six respondents who agreed to be part of the project, only one agreed to be tape recorded; the other five provided feedback via telephone. The participants were visibly shaken about the possibility of the principal learning that they had participated in this study. Participant 5

was especially stressed by the interview. The researcher continuously reinforced the confidentiality of the process and reassured her that the interview was not being tape recorded.

The results showed that five of the six participants had experienced workplace incivility by their supervisor, the Hispanic female principal (Table 3), correlating to results reported by Reio and Reio (2011).

Data obtained from the participants indicated perceptions of workplace incivility at High School C. Therefore, the queen bee syndrome was determined to be present at that high school. A summary of the responses to questions in the third section of interview regarding acts of incivility experienced by the teacher participants is presented in Table 5.

The fourth and final section of the teacher participant interview contained questions about the resiliency techniques employed by the victims to cope on a daily basis with experiences of workplace incivility at their school. The responses to the eight questions in this section of the interview instrument are summarized in Table 6.

Data Analysis

In addition to the interview instrument administered to each participant, the AEIS/TAPR reports for all three high schools were examined. The data for High School C was examined and compared to the data for the other two high schools in the district, both of which are led by male principals who have served for 5 years (the same time served by the female principal). Table 7 presents the descriptors of the female principal at High School C provided by the teacher participants.

Table 5

Summary of Acts of Incivility Reported by the Participants

Participant	Response
Item 3-A: Hostility	
1	My principal said, “It was a mistake hiring an inexperienced teacher” and she said she told this to other master teachers about me. My principal told other teachers of the “not so good idea” of hiring me since I was a first-year teacher. This was extremely inappropriate because as the school principal and her being part of the interview committee she had approved hiring me. For her to later mention this was a rude and unprofessional comment.
2	N/A
3	Our principal is very blunt. She really doesn’t think before saying what she’s thinking out loud. She will do it over the loudspeaker, in a meeting or even by e-mail. To be honest, it was very unsettling at first hearing her outbursts. I was not used to working in that kind of environment. Fast forward 3 years later and now when I hear or read something from her that is uncivil, I tend to chuckle and say privately, “There she goes again!” Her behavior doesn’t bother me personally, but I’m sure it would really bother me and affect me if I was on the other side.
4	She would go into classroom closets and desks after school to pilfer and see what she could find that would allow her to have personal information on us.
5	She wants everyone involved in all campus activities. That’s a problem because many of us have other things to do with our family or, in my case, my personal business. She expected me to stay for tutorials when the school district was not paying us for the extra time. The problem was that when we had faculty meetings or at other times when she had the opportunity, she would always say to my fellow faculty members: “Ms. R. doesn’t do tutorials” or “She declines to help our students.”
6	She is very disrespectful; she has yelled and raised her voice at me.
Item 3-B: Lack of Regard for Others	
1	On several occasions I would hear the principal humiliate teachers, such as the time where she abruptly walked into a social studies teacher’s classroom and told her in front of her entire class that a janitor could do a better teaching job than she would.
2	N/A

Table 5 (continued)

Participant	Response
3	I think it happens often and not necessarily by our principal only. I've heard of occasions where teachers feel bullied by their administrator. I cannot give specifics because it has not occurred to me, but I know of a few teachers that have left the school, whether it was willing or forcefully, and have even decided to retire early because of the environment they face here.
4	She belittled and yelled at the school secretary for not developing a table to her standards. She said, "You can't do anything right, I should get rid of you! The only reason I don't is because I've known you for a very long time and I feel sorry for you!"
5	She tends to pick on new teachers. Especially if you are not delivering good scores. Yes, towards others, not toward me. She yells and disrespects others on campus. Not only adults, but students as well.
6	Only verbal inappropriateness. I heard about things going on with other colleagues, not continuous . . . on a couple of occasions.

Item 3-C: Abuse of Power

1	I feel my former principal abused her position of authority because with multiple uncivil behaviors, negative and rude comments is an abuse of her position, especially when it continues to happen, particularly towards the nicer, low-keyed teachers.
2	N/A
3	I can think of some instances that could be considered as abusing her position. For example, there was a colleague that was having a hard time with classroom management and it was his first year of teaching. Instead of providing him with opportunities to improve, she wrote him off and did everything she could to get rid of him. [Principal] has many faults and has a lot of room for improvement in the social arena. I don't think this has anything to do with her being a Hispanic in a leadership position. Aside from her flaws, I do think she gets things done. She's good at what she does. She works with teachers as far as talking to parents of defiant students and helping these students by determining what is best for them. She can be very understanding as well.
4	I witnessed the custodial staff being yelled at for not having polished the floor to her standards.

Table 5 (continued)

Participant	Response
5	<p>Prior to her arrival, some teachers were dead weight. She intimidated them into leaving. If you do not attend any of the extracurricular activities, she gets upset and you become part of the team that is not with her. Yes, against Mr. M., one of her assistant principals. He is a very nice man known as “her bitch.” It is no secret he has been struggling with his weight. One year he had bypass surgery and, prior to his return from his sick leave, she made an announcement over the PA. She told everyone not to feed him candy, cookies, or junk food because he couldn’t lose weight. All the school knows that, no matter how low or scummy her requests are, he will always support her. I guess he feels indebted to her for having brought him in from the middle school and given him the promotion to campus assistant principal. She is unstable, always threatens with telling people, “You won’t be here.”</p>
6	<p>Her demands were unreasonable. She blamed me for not meeting unreasonable timelines (e.g., the short timeline for the technology grant.) She removed me as ELA Department Master Teacher after I had worked and served in that capacity for 7 years. She then sought retribution by making demeaning remarks at me, saying, “You have a lot of experience, but cannot get the job done”!</p>
<p>Item 3-D: Invasion of Privacy</p>	
1	<p>I have witnessed public insults in a condescending tone of voice that was not yelling but was said in a disappointing, demeaning tone of voice. My principal would accuse teachers, I was one of them, to have been irresponsible or inadequate. This was demeaning and unprofessional behavior.</p>
2	<p>N/A</p>
3	<p>I cannot give specifics because it has not happened to me personally. I have seen unprofessionalism displayed where everyone can see and hear. I have heard numerous times our principal getting after certain people on the loud speaker, and I have read abrasive e-mails meant for one person and yet was sent to everyone.</p>
4	<p>Inappropriate comments made include the remarks, “Told me that you said,” and that would trigger an outburst. The clerical staff is constantly being yelled at.</p>
5	<p>I have been in the office hidden from her view and I have heard her yelling at people. Everything is always a crisis in the office and you feel afraid because this is not the tone of voice that should be used in an office. He door is always open, unless she is getting after someone; then she closes it, but you can still hear her yelling.</p>
6	<p>She is disrespectful, yells and raises her voice.</p>

Table 5 (continued)

Participant	Response
Item 3-E: Organizational Leadership	
1	None
2	N/A
3	<p>The only thing I can think of is not allowing us to use school business absences when we want to take technology trainings. Mr. W. wanted a group of teachers to attend some technology trainings and he had already set up everything. [Principal] cancelled it at the last minute. He later sent an e-mail letting everyone know about possible trainings available and she rudely replied to that e-mail, correcting him and telling everyone that if we wanted to attend the trainings, we should use our own personal days.</p>
4	<p>The principal wanted me to become a “stool pigeon” for her, telling her how the faculty felt about her.</p>
5	<p>When addressing the young teachers right out of college and working on their master’s degrees, she makes rude remarks such as, “You don’t know what you’re doing, you have just finished your teaching degree.” She makes fun of their drive to continue working on their studies at the university.</p>
6	<p>She asked me to fill out the paperwork for a technology grant within a week’s time. When I advised her that this was not going to be possible, she began yelling and insulting me.</p>
Item 3-F: Exclusionary Behavior	
1	No
2	No
3	No
4	No
5	No
6	<p>No. We had “self-imposed” isolation to avoid conflicts with her.</p>

Table 5 (continued)

Participant	Response
Item 3-G: Organizational Environment	
1	Teachers would practically fret when the principal was around; this was really uncomfortable and absurd.
2	N/A
3	It depends. If you need something such an approval, then the answer is yes. Whenever I need something from her, I think about visiting her office twice. As I walk towards her office, my pulse rate rises and my hands get sweaty. Most of the time, I don't need anything from her, so no . . . I don't feel like I work in a hostile environment and I don't feel she's intimidating to greet or have a short conversation with her. Not a complete lack of confidence in school administration, but I do believe we could be doing a lot more with our kids if administration was stronger, not only here at the high school level but since the middle school.
4	There is an overall feeling of distrust among the faculty as they do not know who will "turn them in" for making comments against her [principal].
5	Lots of grievances have been filed against her. Basically, there are two teams at our school: the team that is with her and the team that is not . . . they are on her blacklist. She wants everyone involved. This has nothing to do with curricular activities or students. It's mostly football, basketball, softball, etc. games. Nothing happens to assist us with the current situation.
6	I did not see any support from the campus leadership; you know how to get around.

Information collected in the teacher interviews was triangulated with the AEIS and TAPR reports. These reports were dated 2011, the year in which the female principal assumed leadership of High School C, to 2015, the most recent accountability report for the female principal. These reports from the TEA were downloaded and printed for analysis used to analyze data on teacher experience, male/female faculty

Table 6

Summary of Resiliency Techniques Employed by the Participants

Participant	Response
Item 4-A: Personal Coping Techniques as Applied by the Participants:	
1	I use coping mechanisms such as staying focused and positive in my working environment. I tend to ignore negativity by all means. I stay focused, build positive relationships with my students and colleagues.
2	Try to look at the positive side; keep students' learning as a priority. There is a lot of pressure on complying with student EOC scores but that is in every campus.
3	Family activities and not taking work home. It helps when I go home, talk it over with my husband, forget about it or not think about it. Relax while enjoying time with my kids and keeping myself busy helps a lot, too. I feel very lucky about the location of my room. My room is in the science building, away from everyone else. Because of this, I usually don't hear all the negativity going around. We all keep to ourselves and are able to keep our sanity because of that.
4	I would hide in the bookroom to do my paperwork and spend as much time in the classrooms as I could. My focus was to stick to my job and try to forget the stress around me. I would try to keep myself focused on activities that needed to be done. I would focus on counting from 1 to 5 and keep focused on Friday afternoons. I kept thinking on my contract as a sentence and that time would pass. I would dread Sunday evenings but never lost sight of the students and the teachers that were there. We needed to support one another.
5	I would vent with my counseling class group at the university once a week for 2 years while I worked on my Master's degree in counseling. I called it my Cognitive Behavior Therapy session. It is unfortunate that sometimes we have administrators that forget what it is to be a teacher.
6	I would stay in my classroom and focus on my teaching and the needs of my students. I would avoid situations by focusing on my students. I let go of a lot of "extra" things that I would do on campus. I focused on my students and getting through the day.

Table 6 (continued)

Participant	Response
Item 4-B: Support From Family and Friends	
1	I sometimes seek support from workplace incidents through support from family and friends.
2	I haven't been affected/exposed to workplace incidents.
3	Talking to my husband about the little things always helps.
4	Support was through a select group of teachers and family. My fellow colleagues knew what was going on but I did not confide in any of them as I could not trust anyone.
5	I tried talking to my husband, but he laughs and says, "Really?" Like he doesn't believe this can happen.
6	I would vent with family and friends for the most part.
Item 4C: Sought Legal Avenues to Address Workplace Incivility	
1	No. I have not considered filing a grievance or complaint against my campus principal because I feel and witness that my principal is a fair, hard-working, passionate, strict, understanding principal towards the students, my colleagues and myself.
2	No. I haven't been affected/exposed to workplace incidents.
3	No because nothing serious has happened to me personally. I'm very content with my job, I stay out of people's way and they stay out of mine.
4	No, because the principal has connections with the superintendent's office and "blackballed" me with another female administrator to try to block my transfer request.
5	No, because I've seen the process. It doesn't work; nothing ever gets resolved. Filing a grievance can be emotionally draining to no avail. The district is very biased and will not provide us with any remedy.
6	I thought about it, but I decided to retire instead.

Table 6 (continued)

Participant	Response
<p>Item 4D: Consideration of a Transfer, Resignation, Retirement</p>	
1	No. I have not considered a transfer at this time.
2	No.
3	No. That is what happened 5 years ago . . . under a different female high school principal. I resigned with the excuse that I was going back to school. I fell in love with teaching again and therefore I'm back in the classroom.
4	I am not eligible for retirement; I opted to request a transfer from this campus.
5	I considered resignation. Last year, I refused to sign my contract by the deadline. All of the administrators came by to visit with me personally. They tried to bribe me to stay by offering me all of the AP classes, which I thought I deserved on my own merit as I had delivered good scores for our science department. They also offered me the department head/master teacher position. I felt this would have been unfair as my colleague who currently has that position had been my mentor. I did not feel this to be right. So I held out and signed at the end of the school year prior to my summer vacation.
6	After 2 years of the current leadership, I decided to retire as a teacher from this campus.
<p>Item 4E: Absences From Work More Often for Medical or Other Reasons</p>	
1	No, I have not called in sick more often than needed or had to seek out medical assistance.
2	No.
3	Yes. I have called in a few times just because I need a break, not necessarily from the administration directly, but the students, their behavior, and the fact that sometimes there is no follow through with consequences, which is indirectly a result of the administration.
4	No. I did not call in sick more often due to the fact that I knew my evaluation would be bad if I had. However, my elbows and arms started to peel and my hair loss became noticeable. The doctor's diagnosis was excessive stress and his suggestion was that I needed to leave that assignment.

Table 6 (continued)

Participant	Response
5	Yes. I sought support from my doctor. . . . I asked him for a prescription for Xanax. I had emergency surgery and, as awful as it sounds, I was glad that I didn't have to go to work!
6	No.
Item 4F: Diminished Productivity	
1	I have not experienced diminished productivity or disengagement from campus activities.
2	No.
3	No. This happened at the other campus where I resigned because it had become hard to wake up in the morning, having to go to work instead of enjoying going to work. The female principal at that school had a way of making everyone feel little, insignificant, and not enough.
4	Yes. I felt less engaged and did not offer any suggestions for school improvement. I merely kept to myself and did my job as best as I could.
5	Yes. I called in absent more times than I really should have. I provided myself with more self-care and mental care to cope with the stress. Many of my fellow teachers also called in sick.
6	Yes, only when it came to other campus duties. I never felt less committed to my students. In fact, they were my focus throughout my experience with this principal at [target high school].

composition ratios, and student achievement data, with a comparison by year to the two other high schools and overall school district data. The rationale for comparison of the AEIS/TAPR school data to those of the other two district high schools was that these two schools have had male principals for the same amount of time as the female

Table 7

Descriptors of the Principal by Participants

Participant	Response
1	She is <i>fair, hard-working, passionate, strict</i> and <i>understanding</i> toward the students, my colleagues, and myself.
2	None
3	I hear her on the speaker constantly. She is <i>intimidating</i> . Sometimes she shuts down ideas almost immediately or is too <i>blunt</i> or <i>rude</i> ; but I have learned to oversee those flaws because she has done so much for the students and teachers.
4	She is <i>vindictive, unsure of herself</i> , and consequently <i>feels threatened</i> .
5	She's <i>crazy</i> , but she backs up the teachers with student discipline. If there's a silver lining to this whole thing, it would be that you always know where you stand with her. She doesn't speak behind your back. She will tell you exactly what she thinks. She has <i>no filters</i> . This lady is <i>crazy</i> but fair. It takes a kind of crazy person to deal with a high school campus. She needs to address problems with drugs, parents, and community. She <i>bullies</i> and <i>intimidates</i> teachers but she backs them up.
6	She is very <i>disrespectful</i> .

principal has been at High School C. Findings of data from the three high schools were analyzed to identify patterns of staff and student performance. The interpretation of the data is presented in tabular format. The student performance rates for each of the high schools compared to the district average for the past 5 years are summarized in Table 8. Examination of these data indicate that High School C had the lowest average student performance rates of the three high schools in the district.

Table 8

School Average Performance Comparison Rates

Category	Campus C	Campus M	Campus N	District average
% students passing all tests	48%	56%	61%	61%
Reading/English Language Arts	54%	56%	66%	64%
Mathematics	67%	70%	70%	70%
Science/Biology	68%	66%	74%	63%
Social Studies/History	71%	81%	80%	64%
Attendance	94%	93%	93%	96%
Graduation rate	84%	78%	87%	85%
Dropout rate	3%	7%	2%	3%
Graduates attending college	69%	70%	68%	71%

Challenges

The first major challenge to the study was recruitment. The final count was 6 participants (13.6%) of the 44 female teachers at High School C. The volunteer pool of respondents was originally 15 teachers who expressed interest in participating; however, not all followed through. Nine teachers withdrew because they feared being identified and becoming victims of additional acts of incivility. The researcher constantly reassured the remaining participants during the interview process that their

confidentiality would not be breached and that their preference not to be recorded had been honored.

The second challenge was the lack of a focus group to share their experiences in person. Due to participant schedules and responsibilities, reluctance to meet face to face, and the desire for anonymity, it was not possible to form a focus group for this study.

The third challenge was the inability to visit High School C to witness acts of incivility on the campus first-hand. It was not possible to take notes on day-to-day activities on campus and to identify actions of workplace incivility as reported by the teachers. The participants were apprehensive about being identified and facing repercussions from the principal. A visit by the researcher to the campus might have been counterproductive by placing the teacher participants in danger of exposure.

The fourth challenge was a lack of member checks. This form of data validation was proposed by the researcher but denied by the Institutional Review Board. Due to the participants' refusal to have their interviews tape recorded, the researcher relied on notes to record responses by the participants.

CHAPTER IV

RESULTS OF THE STUDY

This chapter presents findings and analysis of the data collected via interviews with Hispanic female public high school teachers employed at a high school led by a Hispanic female principal. The themes for this study emerged by applying research by Charmaz (2006). With a focus on the recognition of specific words and phrases articulated by the participants, the researcher was led to identification of three themes and 15 subthemes. The identification resulted from interpretation of the data gathered via interviews with teacher participants (Charmaz, 2006; Creswell, 2007).

Analysis and Interpretation of Theories

The first theory applied to this study was the queen bee syndrome, which originated at the University of Michigan from work by researchers Graham Staines, Toby Jayaratne, and Carol Tavris as they studied promotion rates of women in the workplace. In 1974 they reported that women who achieved success in a male-dominated environment such as the principalship at a high school were likely to become obsessed with maintaining authority. Today, queen bees are determined to keep their hard-won positions as alpha females in the male-dominated culture of work. When women rise to a leadership position, they reflect on their struggles to achieve their success. However, instead of assisting females to follow in their path of accomplishment, they treat them as never being quite good enough and thus create an environment of workplace incivility.

According to Hurtado (2005), stereotypes of Hispanic women include views of them as mothers, care givers, nurturers, and willing to serve others. Because of the patriarchal Latino household, Hispanic women workers are stereotyped as needy and apprehensive of losing their employment if they do not follow their bosses' requests to excel at the job expectations. The Hispanic culture still recognizes the stereotypes of the *macho* male and the submissive female. Latina women are viewed as submissive, emotional, and weak, making them vulnerable to workplace incivility by female queen bee employers. These stereotypical attitudes of Hispanic women become a barrier to employment opportunities and detrimental to career advancement (Catalyst, 2005).

The queen bee theory applied to this study is validated by the concept of social identity. According to social identity theory, developed by Tajfel in 1979, one's sense of self is based on group membership (e.g., Hispanic and female). Tajfel and Turner (1979) stated that the groups to which people belong are an important source of pride and self-esteem, offering preferential treatment to those of the same ethnic group and gender.

The social identity theory developed by Tajfel (Tajfel & Turner, 1979) makes reference to affording preferential treatment to individuals in the same group. This idea supports the queen bee theory by stating that the female in the in group (the queen bee principal) discriminates against females from the out group (female teachers) to enhance her self-image as a successful leader. She perceives herself as a "pseudo male" in top school leadership positions. Since the females in high school administration do not self-identify as women but rather aspire to male characteristics and identify with male administrators. Because the queen bee has made it to the top and broken the glass ceiling

in the male-dominated world of leadership, she now identifies as different from her same-gendered ethnic group subordinates, often displaying workplace uncivil behaviors toward female Hispanic teachers. These ill-mannered actions by the female principal are part of an effort to find negative aspects of professionals of her gender (female), thus enhancing her self-image and leading her to display attributes of the female school leader and creation of an uncivil work environment.

Due to negative underhanded workplace actions perpetrated by the queen bee principal, demonstrating abuse of power through leadership actions such as being passive aggressive, emotional, mean, and arrogant with female teachers, several potential actions may be taken by the victims of incivility to survive this type of environment (Blasé & Blasé, 2006).

These actions are directly linked to the second theory applied to this study, the resiliency theory as developed by Holling (1973). The theory states resiliency indicates the ability to adapt to life's stressful experiences. This theory was employed to explain how victims of incivility at High School C coped with psychological stress and used survival mechanisms to deal with the queen bee—the female principal.

Workplace incivility can result in poor self-esteem, poor health, foul mood, and incompetence at work (Dohrenwend, 2000). These consequences make the phenomenon of workplace incivility too important to ignore. Stress may take the shape of adversity in the workplace or problems with relationships. All of the participant teachers in this study reported using family, friends, and fellow students at the local university as support groups to assist them to cope with the stress of the negative workplace environment.

The perception is that optimistic people demonstrate resiliency. Resilient people have developed coping techniques that allow them to cope with individual traumatic situations (Dohrenwend, 2000). A common misconception is that resilient workers do not experience negative emotions or thoughts; a common misconception is that workers who demonstrate resilience have optimistic attitudes and that these pleasant emotions balance negative sentiments with positive feelings (R. Clark, Anderson, Clark, & Williams, 1999). Resilience is not a rare ability; in reality, it is found in the average individual, who can learn and develop this skill. Resilience is a process rather than a specific quality; it is the process by which a stressed person, through application of unique personal abilities, overcomes an identified stressor (Pascoe & Smart-Richman, 2009), in this case the queen bee principal at High School C.

Scientific studies have found that minorities often suffer elevated levels of stress associated with a hostile working environment. As a consequence of the leadership exerted by the queen bee principal at the high school under study, teachers are exposed to mental and emotional fatigue at school. These stressful situations led to chronic stress and poor health among the female Hispanic teachers who were interviewed for this research project. The participants related that they coped with the stressful situations caused by their principal that led to medical issues and thus reported higher rates of absenteeism due to personal health issues. The queen bee syndrome characteristics displayed by the principal demonstrated hostility toward her own minority group and therefore resulted in negative psychological outcomes for her teacher victims (Crocker & Major, 1989; Meyer, 2007).

The minority stress theory describes recurrent scientific studies on elevated levels of stress experienced by members of minority groups. As a consequence of leadership by the queen bee principal, teachers are exposed to mental and emotional fatigue. This theory describes the situations that lead to chronic stress and poor health among the Hispanic teachers who were interviewed for this research project. The participants related coping with the stressful situation caused by their principal that led to medical issues and higher rates of absenteeism due to health matters.

Research into the minority stress theory shows that internalized stigma, such as hostility toward one's own minority group, as is the case with the queen bee syndrome, have consequences of negative psychological outcomes for victims (Crocker & Major, 1989; Meyer, 2007). Of importance the queen bee views all subordinates as her personal help for the organization; she sees herself as important and solely in charge of the organization, thus taking advantage of her leadership position. The queen bee school principal expects kindness, honesty, ethical behavior, and consideration from all subordinates while she models the opposite type of behaviors. Yet one of her primary goals is to maintain the appearance that her campus has a healthy, positive working environment, giving the impression that all is well due to her leadership. The queen bee principal is rarely recognized for unethical behaviors; she projects an image of being polite and honorable. Her true leadership style is not made public. Revelation and causation of the uncivil workplace environment may take weeks, months, or even years to be addressed by upper management in the school district. By that time, the

consequences of queen bee leadership may come too late for some teachers who have decided to move on by leaving the campus or the school district.

Identified Themes

The process for obtaining participant information focused on the participants' description of their experiences with workplace incivility as communicated to the researcher through the interview process. Analysis of this information led to the interpretation of themes and their meanings (Creswell, 2008; Hatch, 2002). Interpretive analysis as identified by Hatch (2002) was used to discern the perceptions of the participants and translate the data into the themes and subthemes. The two theories applied to this study were the queen bee syndrome and resiliency theory.

Application of the research methods suggested by Charmaz (2006), Creswell (2007), and Hatch (2002) led to identification of three themes and 15 subthemes. These three themes or central ideas that were central to the creation and endurance of workplace incivility were affirmed by the interviewees' comments and the researcher notes taken during the interviews: (a) violation of workplace norms of respect, (b) abuse of power by the principal, and (c) stress and coping mechanisms used by the teacher victims. Further analysis of the themes yielded 15 subthemes. A summary of the themes and subthemes is presented in Table 9.

Theme 1: Violation of Workplace Norms of Respect

According to Andersson and Pearson (1999), uncivil behavior "violates workplace norms of mutual respect" (p. 455). Participants recounted their experiences related to this theme in the interviews. Subthemes related to this theme were (a) the

Table 9

Summary of Themes and Subthemes From Participant Responses

Theory	Theme and subthemes	Participant					
		1	2	3	4	5	6
Queen Bee theory	Theme 1: Violation of Workplace Norms						
	Condescending Behavior	X					
	Lack of Communication Skills	X		X	X	X	X
	Violation of Confidentiality				X	X	
	Disrespect Toward Subordinates					X	
	Theme 2: Abuse of Power by the Principal						
	Rude and Unprofessional Comments	X		X		X	X
	Intimidation Tactics				X	X	X
	Unreasonable Demands						X
	Propagation of Negative Campus Environment	X			X		X
Exclusionary Behavior							
Resiliency theory	Theme 3: Stress and Coping With Workplace Incivility						
	Self-Imposed Isolation				X	X	X
	Focus on Teaching Responsibilities				X		X
	Absenteeism			X	X	X	
	Medical Assistance				X		X
	Rationalization			X	X	X	
	Support by Family and Friends	X	X	X	X	X	X

principal's condescending and unethical behavior unethical toward faculty, (b) her lack of communication skills, (c) her disrespect toward subordinates, and (d) her violation of confidentiality

The principal's disrespect toward staff and her efforts to coerce teachers to carry out her directives were reported by the participants. Their responses depicted the female Hispanic principal as having arrogant and psychopathic attitudes toward her teachers. Target teachers were usually those who were considered to be smart, well-liked, and successful, giving the queen bee administrator an objective for mission of destruction. When the workplace environment lacks social norms and rules as specified in the TEA Educator's Code of Conduct, a productive and positive campus environment is compromised. A queen bee can become uncivil by verbally attacking teachers when situations are not according to her preference, resulting in an uncivil work environment.

Some examples of the violation of workplace norms of respect noted by the participants were correlated to the study on this topic by Blasé & Blasé (2006). Research on the queen bee principal at this school identified her behaviors as the first theme of the results: the violation of workplace norms of respect. Negative behaviors experienced by the participants were identified as offensive personal conduct, shown by speaking to subordinates in a patronizing tone of voice (sometimes yelling), denying approval of individual teachers' requests (to attend professional development sessions), discounting the teacher's personal needs (lack of understanding for the teacher's inability to stay for tutorial sessions), disrespect toward subordinates (taking a teacher's property without her permission), and violation of confidentiality (sending e-mails to all teachers instead of

only to the intended party). According to Blasé & Blasé (2006), these mistreatment behaviors have been identified as misconduct leading to workplace incivility by the school administrator.

Subtheme 1: Condescending Behavior

The first subtheme that validates the violation of workplace norms by the queen bee school administrator is condescending behavior. Queen bee leaders often make unkind comments that are meant to be destructive and create harm for the recipient of the remarks. This type of leader believes that she is the only smart and capable employee and is superior to all other faculty and staff. For example, this principal embarrassed a female faculty member by saying that a janitor could do a better job of teaching. This type of condescending behavior toward female teachers was reported by Participant 1.

On several occasions I would hear the principal humiliate teachers; such as the time when she abruptly walked into a social studies teacher's classroom and told her in front of her entire class that a janitor could do a better job of teaching than she would.

Condescending behavior was also noted by Participant 6, who said that she heard the principal yelling at others when she went to the office.

Subtheme 2: Lack of Communication Skills

The lack of communication skills was a recurring theme identified in participants' responses to the interview instrument. Because communication skills were lacking in the principal, participants were either victims of or witnessed workplace incivility at the high school. Uncivil communication was characterized by the use of

abusive language. This type of unethical communication is meant to intimidate and threaten workers to flex muscle and to ensure that the faculty knows, “I’m the boss.” Andersson and Pearson (1999) defined uncivil communication as low-intensity behavior with ambiguous intent to harm the target. This type of communication differs from the bully in that it is intentional and meant to hurt and cause distress to subordinates. Five of the six participants stated that they had been victims of or witnesses to the principal yelling, a typical form of uncivil behavior by a queen bee leader. The teachers said that the principal did not respect teachers. Furthermore, her lack of ethical communication skills, shown by not addressing faculty members in a professional manner, by not honoring confidentiality, and being unprofessional and unethical in addressing her staff, was reflected in yelling and similar behavior.

Participant one gave examples of the principal’s lack of communication skills.

I have seen unprofessionalism displayed where everyone can see and hear. I have heard numerous times our principal getting after certain people on the loud speaker, and I have read abrasive e-mails meant for one person and yet was sent to everyone.

Participant 3 noted that the principal’s lack of communication skills was evidenced not only on a personal level but also via the speaker system and technology. The principal did not show any restraint as she made public hurtful comments during meetings and on the loudspeaker system. The participant noted,

Our principal is very blunt. She really doesn't think before saying what she's thinking out loud. She will do it over the loud speaker, in a meeting or even by e-mail. To be honest, it was very unsettling at first, hearing her outbursts."

Yelling was one of the unethical methods of communication reported by Participant 4. "She belittled and yelled at the school secretary for not developing a table to her standards. She said, 'You can't do anything right, I should get rid of you!' I witnessed the custodial staff being yelled at for not having polished the floor to her standards.

Participant 5 said, "Not only does the principal yell at the adults on campus, but the students have also become victims of workplace incivility. She yells and disrespects others on campus, not only adults but students as well."

Participant 6 was a victim of the lack of communication and yelling. She said about the principal, "She is very disrespectful; she has yelled and raised her voice at me."

Blasé and Blasé (2006) stated that a principal's mistreatment of teachers includes explosive behaviors such as outbursts and yelling at faculty and staff, as well as making direct and indirect comments regarding teachers and staff. This lack of professionalism in communication skills by the principal resulted in adverse outbursts and the display of explosive behaviors contributed to the uncivil working environment experienced by the teachers at this school.

Subtheme 3: Disrespect Toward Subordinates

Although this subtheme overlaps with other subthemes, an example of the principal's disrespect toward subordinates is evident in a response by Participant 5.

When addressing the young teachers that are right out of college and are working on their master's degrees she makes rude remarks such as, 'You don't know what you're doing, you have just finished your teaching degree.' She makes fun of their drive to continue working on their studies at the university.

According to the TEA Texas Educator's Code of Conduct, an educator must maintain the dignity of the educational profession by demonstrating respect and personal integrity and being a role model of honesty. The queen bee's behavior does not follow this guidelines. Young teachers take on positions with women principals thinking that a female administrator will be supportive and willing to become their mentor; however, this was not the case at the target school in this study. The queen bee leader creates a cap for fellow female's professional advancement. By limiting younger, more eager teachers from moving up the educational ladder, these alpha females seek to protect their hard-earned status in the mostly male leadership environment. The discrimination against the young female teachers who want to get ahead is a form of injustice by the school queen bee administrator that enforces existing stereotypes that women (with the exception of themselves) cannot succeed in traditional male administrative positions (Parks-Stamm, Heilman, & Hearn, 2008). According to research by Parks-Stamm et al. (2008) on the subject of women's rejection of women, "The results suggest that the interpersonal

derogation of successful women by other women functions as a self-protective strategy against threatening upward social comparisons” (p. 239).

Another example of the queen bee’s disrespect for subordinates was given in a response by Participant 1.

My principal said, “It was a mistake hiring an inexperienced teacher” and she said she told this to other master teachers about me. My principal told other teachers of the ‘not so good idea’ of hiring me since I was a first-year teacher.

This was extremely inappropriate because as the school principal and her being part of the interview committee, she had approved hiring me. For her to later mention this was a rude and unprofessional comment.

Belittling comments such as these regarding a teacher’s work ability is an example of mistreatment of teachers by the principal (Blasé & Blasé, 2006). Women who apply for positions at a school with a queen bee principal may be at a disadvantage if they exhibit traditional male characteristics, such as self-promotion, confidence, and responses to interview questions that are not aligned to stereotypical norms of the female gender (Parks-Stamm et al., 2008).

Subtheme 4: Violation of Confidentiality

Confidentiality is one of the most important characteristics of an educator. This is clearly stipulated in the TEA Educator’s Code of Ethics, which is set forth in Texas Administrative Code to provide rules for standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. An example of the queen bee’s lack of ethics was provided by Participant 4.

She stated that the principal would not show respect for her faculty's work areas and would go in without the teacher's consent to search for personal information. "She would go into classroom closets and desks after school to pilfer and see what she could find that would allow her to have personal information on us."

According to research by Blasé and Blasé (2006), spying or using others to do so fosters workplace incivility. Some behaviors exhibited and typical of abusive principals toward their teachers are negative behaviors, including public criticism of their work and forcing teachers out of their jobs. Participant 5 stated that she felt retribution for her inability to stay for tutorial sessions, even though they were not paid for these services.

Furthermore, the principal let everyone know that I was not able to stay. She expected me to stay for tutorials when the school district was not paying us for the extra time. The problem was that when we had faculty meetings or at other times when she had the opportunity, she would always say to my fellow faculty members, "Ms. R. doesn't do tutorials or she declines to help our students."

Participant 5 provided a second example of the violation of confidentiality. She stated that the principal abused her power when she violated the confidentiality issue of her assistant principal having had bypass surgery to assist with his overweight. When asked whether she had witnessed acts of incivility on campus, she stated the following.

Yes, against Mr. M., one of her assistant principals. He is a very nice man known as "her bitch." It is no secret he has been struggling with his weight. One year he had bypass surgery and, prior to his return from his sick leave, she made an announcement over the school's public access system (PA). She told everyone

not to feed him candy, cookies, or junk food because he couldn't lose weight. All the school knows that, no matter how low or scummy her requests are, he will always support her. I guess he feels indebted to her for having brought him in from the middle school and given him the promotion to campus assistant principal.

This queen bee principal specifically violated Standard 2. Section 1 of the Texas Educator's Code of Conduct which states that the educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by the TEA. Insensitivity by the queen bee principal is reflected in these examples. Poor etiquette, divulging medical information, derogatory remarks, lack of regard for teachers' needs and feelings, and lack of respect for the personal property of faculty are examples of uncivil behaviors (Blasé & Blasé, 2006) by the queen bee principal; they produce an uncivil working environment and a negative campus climate.

Theme 2: Abuse of Power by the Principal

Subthemes related to the abuse of power by the principal were (a) rude and unprofessional conduct, (b) intimidation tactics, (c) unreasonable demands, (d) propagation of a negative campus environment, and (e) exclusionary behavior.

Deviant, rude, or discourteous behavior is included in the definition of incivility presented by Andersson and Pearson (1999). Evidence to support the second theme, abuse of power by the queen bee principal, is substantiated by teachers' responses in the interviews. The queen bee theory is validated by the findings in this study. Staines et al.

(1973) reported that women in positions of authority treat their female subordinates critically. Furthermore, the queen bee principal refuses to assist other women to rise to positions of leadership in the field of education (Abramson, 1975). Participants' responses affirmed this type of behavior by their Hispanic female principal.

Research (Boehm, 1999; De Waal, 1982; Sapolsky, 2005) has shown that administrators' desire to maintain a position in the hierarchy of school district leadership may be so strong that they are willing to engage in questionable and unethical behaviors to protect their status. Leaders demonstrate apprehensive behaviors and want to protect their personal power. One implication is that principals may perceived faculty members as threats to their administrative position of power. The queen bee principal's abuse of power was evident on this campus in the feedback from the teacher victims. Abuse of power by this female Hispanic principal was noted as participants shared their experiences, whether the action was personal or witnessed when their colleagues were victimized by this insensitive school leader.

Subtheme 5: Rude and Unprofessional Comments

This subtheme corresponds to the theme on abuse of power by the queen bee principal. Queen bees see masculine qualities as valuable in the workplace. According to Ellemers and van den Heuvel (2004), commitment to masculine professional roles by the queen bee legitimizes her role as administrator and aims for job security in the ranks of the male-dominated school district administration. Examples of rude and unprofessional comments made by the queen bee principal were provided by the participants.

Participant 1 said,

My principal said, “It was a mistake hiring an inexperienced teacher” and she said she told this to other master teachers about me. My principal told other teachers of the “not so good idea” of hiring me since I was a first-year teacher. This was extremely inappropriate because as the school principal and her being part of the interview committee, she had approved hiring me. For her to later mention this was a rude and unprofessional comment.

The queen bee principal in this study abused her power by not acting in a timely manner to cancel campus events and asking teachers to take personal time for campus learning activities. This was related by Participant 3:

Mr. Wilkens wanted a group of teachers to attend some technology trainings and he had already set up everything. [The principal] cancelled it at the last minute. He later sent an e-mail informing all teachers about possible trainings available and [the principal] rudely replied to that e-mail, correcting him and telling everyone that, if we wanted to attend the trainings, we should use our own personal days.

Participant 3 also stated that she was uncomfortable in approaching the principal’s office due to the principal being abusive with her authoritative power.

“Whenever I need something from her, I think about visiting her office twice. As I walk towards her office, my pulse rate rises and my hands get sweaty. Most of the time, I don’t need anything from her.”

Participant 3 also spoke of teachers being victims of the abuse of power by the principal that caused some colleagues to leave the campus for other positions or

retirement. Participant 6 left the school for retirement but went on to teach at a parochial high school.

I've heard of occasions where teachers feel bullied by their administrator. I cannot give specifics because it has not occurred to me, but I know of a few teachers that have left the school, whether it was willing or forcefully, and have even decided to retire early because of the environment they face here.

The forcing of teachers out of their jobs through retirement, resignation, or reassignment has been identified as principal abusive behaviors linked to the queen bee principal (Blasé & Blasé, 2006).

Participant 5 spoke about how the principal abuses her power with new or weak teachers as she seeks "good scores" from all of the teachers. This teacher also mentioned that the principal wants everyone involved in extracurricular activities, with little regard for individual teachers' plans.

She tends to pick on new teachers, especially if you are not delivering good scores. Lots of grievances have been filed against her. Basically there are two teams at our school: the team that is with her and the team that is not . . . they are on her black list. She wants everyone involved. This has nothing to do with curricular activities or students. It's mostly football, basketball, softball, etc. games.

Research has shown that, if a principal delivers good school ratings, the tactics used to accomplish this goal are not addressed by the school district administration (Bohem, 1999; De Waal, 1982; Sapolsky, 2005). Therefore, the grievances and

complaints against the queen bee principal are overlooked by the superintendent and the board of trustees.

Subtheme 6: Intimidation Tactics

Intimidation tactics is a subtheme of the second theme, abuse of power by the principal. The subtheme is supported by examples of the principal's abuse of power, including constant threats to "get rid" of people by terminating their employment. The queen bee principal is insensitive and does not try to work with employees to improve their performance but rather is quick to terminate faculty. This is a source of stress for teachers, as their families depend on their employment. The mistreatment of teachers by the queen bee principal is supported by research by Blasé and Blasé (2006), which found that aggressive behaviors from the abusive principal to her teachers include forcing teachers out of their jobs. The following participants shared their experiences and substantiated findings by Blasé and Blasé (2006).

Participant 4 said during her interview that the principal said, "The only reason I don't get rid of you is because I've known you for a very long time and I feel sorry for you!" Participant 5 stated, "She is unstable, always threatens with telling people, 'You won't be here.'" Participant 6 shared the following observation: "I know of a few teachers that have left the school, whether it was willing or forcefully, and have even decided to retire early because of the environment they face here."

When employees are viewed as successful and the queen bee administrator feels threatened, she sets out to destroy and fire the competitive employees. The constant threat of termination is imminent with women faculty and staff. The discharge of

employees is counterproductive to the workplace as it causes high teacher turnover rates, employee dissatisfaction, and a toxic workplace, ultimately leaving employees without any choice but to leave the school. These actions by the queen bee leader ultimately cause an environment of intimidation and affect the quality of teacher experience and thereby instructional delivery to students. Parks-Stamm et al. (2008) concluded that women threaten women more often than men due to social comparisons as they see their counterparts of the same gender as threats to their administrative position.

Subtheme 7: Unreasonable Demands

A conscientious administrator ensures that employee workloads correlate to the teachers' capabilities and available resources; however, the queen bee sets employees for failure by making arbitrary demands and then holding failures against them. This behavior was identified by Blasé and Blasé (2006) as overloading and the target female teachers and making unreasonable demands on them to condone workplace incivility. This tactic is used by the queen bee principal to assert herself as the only one who is smart, capable, and hard working and the only one who can get anything done the right way.

Participant 6 was a victim of abuse of power when the principal made unreasonable demands of the veteran teacher (20 years experience at this school). This teacher was the recipient of insults and blame and was subsequently removed from her master teacher position.

Verbal inappropriateness. I heard about things going on with other colleagues, not continuous . . . on a couple of occasions. She asked me to fill out the

paperwork for a technology grant within a week's time. When I advised her that this was not going to be possible, she began yelling and insulting me. Her demands were unreasonable. She blamed me for not meeting unreasonable timelines. She removed me as ELA Department Master teacher after I had worked and served in that capacity for 7 years. She then sought retribution by making demeaning remarks at me saying, "You have a lot of experience, but cannot get the job done."

Subtheme 8: Propagation of a Negative Campus Environment

The creation of a healthy campus climate is important for faculty and staff. Settles, Cortina, Malley, and Stewart (2006) stated that faculty is significantly affected by a positive campus climate. A healthy workplace fosters teachers' healthy personal and professional development in the school setting. Faculty members who consider their school to have a healthy climate are more likely to feel supported, both personally and professionally. Silverschanz, Cortina, Konik, and Magley (2007) reported a direct relationship between a negative workplace and job and career attitudes. In addition, faculty and staff who have encountered negative effects in their campus environment have been found to have decreased health and negative emotional states.

Women place a high level of importance on workplace friendships and relationships; therefore, they have a stronger desire to belong and connect. However, due to insecurity, the queen bee's feels more powerful and in control when she exerts domination over the emotions of her teachers. The lack of harmony and sense of belonging felt by the teachers constitute a negative campus environment.

Participant 1 said,

Teachers would practically fret when the principal was around; this was really uncomfortable and absurd. I feel my principal abused her position of authority because with multiple uncivil behaviors, negative and rude comments are an abuse of her position, especially when it continues to happen, particularly towards the nicer, low-keyed teachers.

Participant 4 said,

There is an overall feeling of distrust among the faculty as they do not know who will “turn them in” for making comments against her [the principal]. The principal wanted me to become a “stool pigeon” for her, telling her how the faculty felt about her.”

Participant 5 stated, “Nothing happens to assist us with the current situation.”

Subtheme 9: Exclusionary Behavior

An employee’s well-being is at risk as feelings of being left out or ignored in the work place can have negative effects. In a recent survey, researchers found that workplace ostracism did greater harm to employees’ happiness than outright harassment. Men who report to female supervisors get significantly more career support than the insignificant female supervisor effect among women (Jacobs & Gerson, 2004). Jacobs and Gerson (2004) stated that female supervisors pay more attention to male employees than female employees as a way of conforming to the male-dominated organizational expectations to advance men’s career prospects. This is typical of queen bee behavior

and validates the characteristic of the queen bee syndrome. This type of female public school administrator prefers to work with men as she identifies with male characteristics.

But what does feeling “included” at work mean? And how can managers foster an environment where all school-based employees, regardless of age, race, gender, or personality type, feel valued? The participants in this study did not have perceptions of being victims of the “silent treatment” at the school or being excluded from issues on the campus.

These responses are contrary to research reported by Wall and Callister (1995); their study concluded that behaviors such as failing to pass on important information, exclusion from meetings, or avoidance of consultation on school matters are contributing factors to the perception of workplace incivility.

According to Blasé and Blasé (2002), mistreatment of teachers has been an avoided topic for some time, explaining the lack of research data dealing with this area of concern. Therefore, further research in this area is warranted, perhaps at the administrative decision-making levels of district and school. Both levels of research are critical as teachers may not realize that they are being abused by their female principal, especially if they are new teachers or have worked under only one principal. They may view this type of mistreatment as the norm for the teaching profession. Attempts to understanding the significance of this most difficult topic have been initiated by Blasé and Blasé (2002).

Resiliency Techniques Employed by the Participants

This portion of this study was designed to identify resiliency techniques used by the participants to survive acts of workplace incivility at their high school. Some of the approaches that respondents cited as implemented to deal with the acts of incivility correlate to research by Crampton and Hodge (2007). Since lack of clarity and intent are characteristic of workplace incivility, stress is a side effect associated with this phenomenon (Beattie & Griffin, 2014; Keashly & Harvey, 2005). This section reports the stress and coping mechanisms utilized by the participants in this study. Teacher responses to questions in this section are summarized in Table 6. Responses are identified under the final theme, stress and coping with workplace incivility.

Theme 3: Stress and Coping With Workplace Incivility

Subthemes related to Theme 3 are (a) self-imposed isolation, (b) focus on teaching responsibilities, (c) absenteeism, (d) medical assistance, (e) rationalization, and (f) support from family and friends.

A common theme identified throughout the resiliency responses by the teachers was stress and coping. According to Cox, Griffiths, and Gonzalez (2000), stress happens in the workplace and is quite often made worse by unconscientious supervisors who offer little or no support to their employees. Stress is the result of work demands mismatched to employees' abilities and their ability to cope (Cox et al., 2000). Holling (1973) stated that actions taken by the victims of adversity to enable them to cope with the situation are termed *resiliency*.

All of the participants in this study stated that they needed support systems to deal with their anguish. Carter (2007) stated that individuals experience an increase in stress if an event is found to be ambiguous, negative, unpredictable, or uncontrollable. Since incivility presents ambiguous and negative acts, stress was found to be associated with experiences of workplace incivility. In this study, unfavorable experiences in a negative environment turned into positive coping techniques as described by the participants. All of them reported keeping to themselves in their classrooms and focusing on their instruction and students' needs. This strategy created a caring, instructionally focused climate that was positive for students. Stress coping techniques employed by the teacher participants were suggested in the interviews.

Subtheme 10: Self-Imposed Isolation

Teachers reported that their current situation with workplace incivility created stress and affected their ability to work with each other. Participants stated that the current situation with workplace incivility caused them to become isolated and to have less interaction. Although it may not contribute to mental health, social isolation is a coping technique that was implemented by the teachers in this study.

According to Ha and Ha (2011), self-imposed social isolation is a result of the queen bee targets' desire to avoid unpleasant, hostile workplace situations. Participant 5 said,

I feel very lucky about the location of my room—my room is in the science building, away from everyone else. Because of this, I usually don't hear all the

negativity going around. We all keep to ourselves and are able to keep our sanity because of that.

Participant 4 stated,

I felt less engaged and did not offer any suggestions for school improvement. I merely kept to myself and did my job as best as I could. I would hide in the bookroom to do my paperwork and spend as much time in the classrooms as I could. My focus was to stick to my job and try to forget the stress around me. I would try to keep myself focused on activities that needed to be done.

Participant 6 said, “I let go of a lot of ‘extra’ things that I would do on campus.”

Subtheme 11: Focus on Teaching Responsibilities

Another subtheme to surface in the analysis of the data gathered from the teachers was that of focus on their responsibilities. One of the most positive outcomes associated as a coping technique is work engagement (Bakker & Schaufeli, 2008). According to Maslach, Schaufeli, and Leiter (2001), work engagement is a positive state of mind in which the target is absorbed by dedication to work responsibilities with complete, effortless, and intrinsic focused attention on the task. This was a healthy reaction to actions of the queen bee on her targets that benefitted the students as the teachers focused on student needs. Participant 4 stated, “I stay focused; build positive relationships with my students and colleagues.” Participant 6 shared, “I would stay in my classroom and focus on my teaching and the needs of my students. I would avoid situations by focusing on my students. I focused on my students and getting through the day.”

Subtheme 12: Absenteeism

Coping mechanisms by the teacher targets were expressed. Each participant shared her coping mechanisms to deal with experiences with workplace incivility. Some participants coped by being absent from work. Absenteeism is influenced by the queen bee's abuse of power in her leadership of the school. This type of coping mechanism was described by Chadwick-Jones, Nicholson, and Brown (1982) as a form of dealing with demands of a stressful work environment in reaction to employee dissatisfaction. This is evidenced through the following responses dealing with absenteeism:

Participant 3 said:

I have called in sick a few times just because I need a break, not necessarily from the administration directly, but the students, their behavior and the fact that sometimes there is no follow through with consequences which is indirectly a result of the administration.

Participant 4 shared, "I did not call in sick more often due to the fact that I knew my evaluation would be bad if I had." Participant 5 said, "I called in absent more times than I really should have. I provided myself with more self-care and mental care to cope with the stress. Many of my fellow teachers also called in sick."

Subtheme 13: Medical Assistance

Medical assistance was identified as a coping mechanism implemented by the teacher targets in reaction to workplace incivility. Studies have concluded that women suffer from physical and psychological symptoms from workplace stress with symptoms such as fatigue, irritability, headaches, and depression (Crampton & Hodge, 2007).

Employment burnout is associated with medical conditions and absenteeism due to sickness experienced by targets of incivility (Chadwick-Jones et al., 1982). Crampton and Hodge (2007) indicated that approximately one million employees miss work every day in the United States due to stress and health-related issues. Due to leadership by the queen bee, medical assistance was often sought by the teacher targets in this study as a result of negative workplace experiences. Medical needs were evident in some of the participant experiences.

Participant 5 shared her personal medical experience: “I sought support from my doctor. . . . I asked him for a prescription for Zanex [sic]. I had emergency surgery and, as awful as it sounds, I was glad that I didn’t have to go to work!” Participant 4 shared, “My elbows and arms started to peel and my hair loss became noticeable. The doctor’s diagnosis was excessive stress and his suggestion was that I needed to leave that assignment.”

Subtheme 14: Rationalization

Rationalization by the teacher targets of the workplace incivility was a coping technique reported by the teacher targets. As a form of coping with their negative experiences at the school caused by the queen bee administrator, teachers attempted to keep their mental focus on their survival in the negative workplace environment. This coping technique was effective for several participants, as evidenced by their responses in their interviews.

Participant 3 stated,

I was not used to working in that kind of environment. Fast forward 3 years later and now when I hear or read something from her that is uncivil, I tend to chuckle and say privately, “There she goes again!” Her behavior doesn’t bother me personally, but I’m sure it would really bother me and affect me if I was on the other side.

Participant 2 said, “Try to look at the positive side; keep students learning as a priority. There is a lot of pressure on complying with student EOC scores but that is in every campus.”

Participant 4 said, “I would focus on counting from 1 to 5 and keep focused on Friday afternoons. I kept thinking on my contract as a sentence and that time would pass.”

Subtheme 15: Support From Family and Friends

This subtheme is derived from the main theme of stress and coping with workplace incivility as caused by the queen bee. All of the participants beamed when they spoke of their families and friends. Uchino (2009) stated that too much stress can affect emotional and physical health; social support is an important tool to deal with these negative factors. A victim of workplace incivility will benefit from a network of family and friends to provide social support, which in turn reduces risk of cardiovascular disease, infectious diseases, and cancer (Uchino, 2009). The teachers in this study shared that relied on their families and close relationships to cope with their negative experiences in the workplace.

Maintaining strong relationships with family members, friends, or others is important to support victims of workplace incivility as they cope with their adverse experiences. Those who care about them will listen and strengthen their ability to manage stress in the workplace. Participants shared the following comments to address their reliance on family members to get through their difficult situation at work.

Participant 1 stated, “I sometimes seek support from workplace incidents through support from family and friends. I use coping mechanisms such as staying focused and positive in my working environment. I tend to ignore negativity by all means.”

Participant 3 also shared that her family was critical to her coping with the unfavorable situation.

Talking to my husband about the little things always helps. I resigned because it had become hard to wake up in the morning, having to go to work instead of enjoying going to work. The female principal at that school had a way of making everyone feel little, insignificant and not enough. Family activities and not taking work home. It helps when I go home, talk it over with my husband, forget about it or not think about it; Relaxing while enjoying time with my kids and keeping myself busy helps a lot, too.

Participant 4 said, “I would dread Sunday evenings but never lost sight of the students and the teachers that were there. We needed to support one another.”

Participant 2 shared, “Family activities and not taking work home. It helps when I go home, talk it over with my husband, forget about it or not think about it. Relax while enjoying time with my kids and keeping myself busy helps a lot too.”

Participant 4 stated, “Support was through a select group of teachers and family. My fellow colleagues knew what was going on- but I did not confide in any of them as I could not trust anyone.”

Participant 5 chuckled as she stated,

I tried talking to my husband, but he laughs and says, “Really?” Like he doesn’t believe this can happen. I would vent with my counseling class group at the university once a week for 2 years while I worked on my master’s degree in counseling. I called it my cognitive behavior therapy session. It is unfortunate that sometimes we have administrators that forget what it is to be a teacher.

Participant 6 shared, “I would vent with family and friends for the most part.”

According to Zamudio and Lichter (2008), Latina women do not like to complain about their employers or employment conditions for several reasons (a) It is important to deal with challenges and difficulties that come with employment, (b) Hispanic women do not want to be labeled as trouble makers, and (c) they are apprehensive about losing their jobs.

Participants in this study relied solely on resiliency techniques to cope with the uncivil workplace environment. None sought any type of legal recourse to address workplace incivility, such as filing a grievance or a formal complaint with the Office of Civil Rights. Their rationale was distrust of the school system and a feeling that to do so would not be in their best interest.

When asked whether they had considered a transfer, resignation, or retirement, four of the six participants stated that they had considered leaving; one had transferred

out and another had decided to retire due to the uncivil conditions caused by the Hispanic female leader. The retiree was the only participant who agreed to recording her interview. She is now employed by a private school. She stated, “I have nothing to lose” by providing information for the study. She was willing to express her experiences without fear of retaliation.

Participant 1 stated, “I resigned because it had become hard to wake up in the morning, having to go to work instead of enjoying going to work. The female principal at that school had a way of making everyone feel little, insignificant and not enough.”

Participant 5 reported,

I considered resignation. Last year, I refused to sign my contract by the deadline. All of the administrators came by to visit with me personally. They tried to bribe me to stay by offering me all of the AP classes, which I thought I deserved on my own merit as I had delivered good scores for our science department. They also offered me the department head and master teacher position. I felt this would have been unfair as my colleague who currently has that position had been my mentor. I did not feel this to be right. So I held out and signed at the end of the school year prior to my summer vacation.

Participant 6 said, “I decided to retire as a teacher from this campus.”

Studies have shown that incivility corrodes the organizational culture and the targets of such behaviors respond in ways that are costly to the organization. Pearson and Porath (2005) found that workplace incivility diminished productivity, performance, motivation, creativity, and the desire to help others, thus negatively affecting the

environment of the workplace or organization. Half of the participants in this study reported diminished productivity; they used a resiliency technique to focus on their teaching and individual student needs, as reported on Table 4.

Research by Davenport et al. (1999) correlated to the findings of this study. Their research showed that principals had difficulty in dismissing tenured faculty and might resort to excluding the teachers from school activities to encourage them to resign voluntarily. As reported in Table 5, the principal at High School C used workplace incivility to “get rid” of faculty members of whom she did not approve. Participant 3 stated, “I know of a few teachers that have left the school, whether it was willing or forcefully, and have even decided to retire because of the environment they face here.”

An analysis of the responses provided by the participants indicated that the teachers were victims of workplace incivility caused by their female Hispanic principal (Table 5). Teachers’ perceptions of their principal correlated with research by de Wett (2010), in which he reported that the major perpetrators of uncivil behaviors in the school setting were principals. Teachers at High School C provided descriptors of their principal as noted in Table 7; these adjectives reflect the participants’ perceptions of the principal as the cause of incivility at the school.

Evaluation on the Triangulation of Data

Research has shown that, if a leader provides positive results for the organization through aggressive behaviors, acts of incivility will be overlooked and may even be seen as effective for the school district. The upper-level administration will keep the uncivil

administrator and, although ethically incorrect, his or her leadership techniques will be accepted by the school district (Twale & De Luca, 2008).

Behaviors identified in this study as engendering an uncivil workplace included coercive power, gossip, divulgence of confidence, public criticism, public patronizing, or finding fault in teacher victims by overloading them with work (Twale & De Luca, 2008). Sennett (1976) reported that incivility can be attributed to two types of leaders in the academic setting: (a) the charismatic leader who acts differently once power is achieved via a managerial position, and (b) the fraternal leader who presents ideas that are different from the status quo. According to the teacher targets in this study, their principal was in the first category, in that she was “nice” until she attained power, then became authoritative and does not model her actions according to the Educators Code of Ethics.

The AEIS and the TAPR on the TEA website for all of the three high schools in the school district for the years 2011-2015 were reviewed. The two different reports were considered because the TEA changed accountability systems in 2012. The Texas Assessment of Knowledge and Skills (TAKS) is a standardized test previously used to assess students’ scholastic attainment, required under Texas education standards. TAKS was replaced in 2012 by a new assessment, State of Texas Assessments of Academic Readiness (STAAR).

The impact of the leadership of this female Hispanic principal was analyzed using the State of Texas Performance System for the past 5 years. The school data comparison indicated that High School C had lower rates than school district averages in

all areas except Social Studies. Although the school scored above the district average in this area, it scored 9 points lower than High School N, the next high school. In the area of dropout rates, the school was at district average and at mid-point between the other two high schools, both led by male principals.

An analysis of the staff data for High School C indicated a gender composition different from that of the district and the other two high schools, with a lower percentage of female staff members at High School C. This anomaly in the statistics from the state and the school district indicate that the majority of educators are females (Table 10). This school has a higher percentage of males on their staff than the other two high schools and the statewide average. Although according to Parks-Stamm et al. (2008), women see other women as a threat to their power base; since this is not the case with male subordinates, the queen bee principal fills vacancies with males, resulting in an increase in male faculty members and an all-male administrative team. The data for High School C indicated that it was the only high school in the district with all male assistant principals.

Chapter Summary

Six teachers were interviewed for this study. Five described specific acts of incivility, and one claimed not to have been a victim of incivility at this high school. As these findings reveal, this study may not be broad enough to capture the extent of incivility in a school district. Although propagation of uncivil behaviors may be overlooked by school district administration if the school performance results are positive, this was not the case for High School C. The aggressive behaviors aimed at the

Table 10

School and District Longitudinal Staff Data

Category	Group	School C ^a	School M	School N	District average
Ethnicity	Hispanic	93%	95%	89%	96%
	White	5%	4%	7%	5%
Gender ^b	Male	53%	46%	50%	27%
	Female	48%	54%	50%	73%
Average years of experience	School	14	13	14	13
	District	12	12	12	12
Gender ^c	Male	55%	44%	49%	
	Female	45%	55%	51%	

^aSchool C is the target high school for this study. ^bLongitudinal data. ^cCurrent data.

teachers at this high school were conclusive. Actions of workplace incivility as propagated by the principal and experienced by the teachers had not provided positive gains in student performance according to the TEA reporting system or in the campus climate as described in the common themes from the teacher interviews.

Analysis of data obtained from the participants led to the following conclusions. The campus environment has been one of uncivil behaviors generated by the Hispanic female principal. Teachers are the subjects of workplace incivility at High School C. The resiliency approaches that they have implemented to remain at the school correlate with those reported by Crampton and Hodge (2007).

Three common themes were generated through interviews with the teacher targets: (a) violation of workplace norms of respect, (b) abuse of power by the principal, and (c) stress and coping with workplace incivility. Both the queen bee theory presented by Staines et al. (1973) and Holling's (1973) resiliency theory were validated by the data provided by the teacher participants. The queen bee effect has replaced the overt discrimination against women with a subtle, discriminatory, and negative organizational environment that has negatively affect the public school workplace.

CHAPTER V
CONTRIBUTIONS, LIMITATIONS, SUGGESTIONS,
RECOMMENDATIONS, AND CONCLUSIONS

The results of this study reflect the growing trend of workplace incivility. The data described the phenomenon of workplace incivility caused by the Hispanic female principal at High School C in south Texas. The data from the teacher participants had strong correlations with investigations by noted researchers in this field.

Contributions to the Field of Education

The value of this study to the field of education is threefold. This research adds to the limited amount of information currently published on workplace incivility in the school setting. The findings can assist upper school district management to identify these types of counterproductive behaviors in their schools. School district management can develop awareness by school-based administrative personnel and faculty members to recognize workplace incivility as an unacceptable practice. The board of trustees could make a positive impact on reduction or elimination of workplace incivility. Members of the governance board may develop school policies to prevent these behaviors in the school setting. The knowledge of specific behaviors that constitute workplace incivility allows school superintendents to monitor unacceptable actions by school administrators and faculty to prevent or reduce these undesirable workplace circumstances. The anticipated positive effects include a positive school district working environment that allows for satisfied teaching staff and reduction of school district costs of replacing teachers and providing training to untenured staff. However, the most important outcome

is that public school students will reap the benefit of teachers who are effective, happy, and focused on their teaching due to their passion for their profession rather than being preoccupied with their well-being in a hostile working environment. A healthy campus climate will result in a student body with better attendance, improved academic performance, and outcomes that will have a positive impact on the quality of life in the community.

Limitations of the Study

Four limitations of this study are identified by the researcher.

This research took place in only one high school and one south Texas public school district. The geographical location was a limitation.

This study took place in a public high school, excluding elementary and middle schools and private or parochial schools. The inclusion of all grade-level schools might have yielded more comprehensive information on the prevalence of this phenomenon in the school setting.

The small sample size resulted from the teachers' perception that their information would somehow become public and cause stress and even retribution toward them, should the perpetrator know of their participation in the study.

The results of this research were not shared with school district administrative staff or board of directors. Such sharing might have resulted in changes to policies and procedures with regard to identification of acts of incivility in the school and the impact of these actions to address teacher concerns and ultimately reduce negative effect on the rates of success of student learning.

Suggestions for Further Research

First, it is recommended to expand this topic to include all levels of educational organizations, from university to elementary school. The information would then be provided to educational administrative and governance entities.

Second, it is recommended to conduct research to address workplace incivility from various perspectives, not only between principal and teachers (supervisor to subordinate) but also other areas that could affect personnel and students. Other topics that could enrich the foundational findings on workplace incivility in learning institutions as provided by this research could include investigation of incivility among teachers and the impact of witnessing incivility and uncivil acts by students to teachers and teachers to students.

Third, the study of workplace incivility in the school could be enriched by broadening the scope of gender considerations, such as actions by women against men. Further study could include both genders, as well as transgendered individuals, from various ethnic backgrounds. The consideration of ethnic groups, including encounters by White and Black administrators and faculty and various immigrant groups.

Fourth, it is recommended to investigate the role of technology in workplace incivility, such as use of electronic communication at the worksite. The topic of cyber incivility in the workplace as it pertains to teachers, students and staff in institutions of learning could be a valuable extension of this research project.

Fifth, it is recommended to examine the impact of awareness of workplace incivility by school district administrators and its impact on development of policies and

procedures and the effectiveness of these policies and procedures in educational institutions. Upper-level administrators should be made aware of the cost of teacher turnover on educational entity and student achievement.

Conclusion

This study presents data indicating the presence of workplace incivility in one south Texas high school as caused by the Hispanic female principal as she interacted with her female Hispanic teachers. The actions that were reported to take place in this high school validated both the queen bee theory developed by Staines et al. (1973) and the resiliency theory proposed by Holling (1973).

This research found that the Hispanic female principal at High School C met the characteristics of the queen bee theory. It was concluded that this principal attempted to assert her leadership role and reinforce the appearance that she is the best on campus and the only one at the top of her organization. As a female, this principal apparently felt it necessary to exhibit male characteristics in order to become part of the management team. She demonstrated this intent through her behaviors with her female staff and the selection of the only high school male leadership team in the school district. According to the perceptions of the teacher participants, she displayed characteristics that were congruent with perpetrators of workplace incivility, such as being controlling, power hungry, neurotic, insecure, and socially dysfunctional.

There was a major difference in the composition of the staff at this school, with a significantly higher percentage of male teachers (53%), compared to 27% in the district, as noted in Table 8. Furthermore, the percentage of female faculty members at this

school was 48%, compared to 73% in the district. These data indicate that this female principal had a preference for males on her faculty and staff.

The participating teachers reported various coping strategies to assist them with managing in the negative working environment. They reported that they depended on personal resources to cope with individual experiences at the high school. None had filed a grievance based on a lack of faith in the legal system. Their silence was also attributed to feelings of powerlessness and a hope that the situation resolve on its own. Unfortunately, their silence continues to foster a negative work environment.

Research has shown that gender is a factor in the frequency of uncivil behaviors, with female faculty members becoming preferable targets. Although this study focused on female teachers, the participants mentioned that male staff members were also targets of workplace incivility.

The high school reports generated by the TEA indicated negative performance in student achievement, compared to the other two high schools in the district. Based on those reports and the results of this study, the detrimental effects of workplace incivility at this school leader are clear. In addition to students' lower academic performance, this Hispanic female principal has caused a negative school climate for her teachers and staff.

Although workplace incivility in educational institutions has been identified as a serious concern, little has been done to address the negative consequences of this inappropriate behavior. Given the frequency of this form of workplace mistreatment, there is a clear need for research on this topic to serve as a foundation for positive impact

on school climate for the benefit of adults and students in the school. An improvement in student performance and their postsecondary success, as well as a more attractive and productive environment for teachers and staff, will have undeniable positive effects for the future of society.

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APPENDIX A

PARTICIPANT RECRUITMENT FLYER

Wanted

Hispanic, Female High School Teachers

For

A Research Project

Titled

**Workplace Incivility As Experienced by Hispanic Female
Teachers in South Texas High Schools Led by Hispanic,
Female Principals**

Your identity will be kept Confidential

So that you may be Honest

and

**Make your Experiences Count for the Benefit of this
Research Project as Conducted by a Texas A&M Doctoral
Student**

**If you meet the aforementioned teacher characteristics, are
interested in sharing your experiences and are able to invest
approximately 45 minutes of your time to respond to a
telephone survey you will be considered as a subject for this
research project.**

**If you are Interested, Contact the Researcher for this
Project by**

December 1, 2015

Contact Information:

Guadalupe M. Perez

Cell Number (956) 401-3830

E-mail Address: guadalupemperez@gmail.com

APPENDIX B

PARTICIPANT CONSENT FORM

Workplace Incivility as experienced by Hispanic female Teachers in a High School in South Texas led by a Hispanic, female High School Principal

CONSENT FORM

You are invited to take part in a study on:

Workplace Incivility as experienced by Hispanic female teachers in a High School in South Texas led by a Hispanic, female High School Principal.

You are a potential participant because you have been identified as meeting the characteristics for the subjects of this study. The research is being conducted by Guadalupe M. Perez, student at Texas A&M University at College Station as part of the requirements for the doctoral program. Read this form before agreeing to become a participant in this study.

Purpose

The purpose of the research is to find out information on Hispanic, female teachers' experiences with incivility as caused by their Hispanic, Female Principals in a public high school. I am interested in learning about the experiences and how teachers have coped with the situation. This research will reveal your experiences and also ask how you coped with the situation.

Procedures

If you agree to participate in this study, and sign this consent form, we ask that you agree to a telephone survey. The survey should require approximately 35 to 45 minutes of your time and will address two main topics- your experiences with workplace incivility and your coping mechanisms (Resiliency Techniques).

Risks and Benefits

You will be asked to answer questions that ask about your personal and professional information. Part I of the survey will include questions on workplace incivility and Part II will inquire on the strategies (Resiliency Techniques) you used to cope with the stress

of workplace incivility. Some of the questions may be personal and you may be asked to relive your emotionally difficult memories. Know that the interview will be recorded and will be shared with you for accuracy in the transcription; this information will not be shared with anyone else. You may refuse to be recorded and or to answer any questions during the telephone interview. The benefits of the study include information on the existence and forms of workplace incivility within the public school setting and will also offer insight into the coping techniques used by teacher victims of this phenomenon.

Confidentiality

The records of this study will be kept private. Anything you tell me will remain confidential. In all reports compiled for this study, I will not include any information that will make it possible to identify you. We are not asking for your name or address. You will be assigned a code along with your cell number. The surveys will be kept in a locked file, and only the researcher for this study will have access to the records.

Information about you will be kept confidential to the extent permitted or required by law. People who have access to your information include the Principal Investigator at TAMU and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly.

Voluntary Nature of the Study

Your decision to participate in this research will not affect your current or future relations with your employer or school district. Even if you sign the consent form, you are free to stop answering the survey at any time. You do not need to complete it if you feel uncomfortable answering any of the questions on the survey.

Contact

The researcher conducting this study is Guadalupe M. Perez, Doctoral student from Texas A&M University at College Station. You may contact the researcher by calling (956) 401-3830. If you have any questions or concerns regarding the researcher contact Dr. Jean Madsen, Doctoral Committee Chair at (979) 574-4922.

For questions about your rights as a research participant, to provide input regarding research, or if you have questions, complaints or concerns about the research project, you may call the Texas A&M University Human Research Protection Program Office by phone at 1-(979) 458-4067, toll free at 1-(855)-795-8636 or by email at irb@tamu.edu.

Audio Recording

Since audio recordings are optional, your consent to this portion of the research is required:

_____ I give my permission for audio recordings to be made of me during my participation in this research study.

_____ I do not give my permission for audio recordings to be made of me during my participation in this research study.

I have read the above information and understand that this survey is voluntary and I may stop at any time. I consent to participate in the study.

Signature of participant

Date

Signature of researcher

Date

Participant received a copy.

APPENDIX C

TELEPHONE SCRIPT AND PROCEDURE

Telephone Survey

Interview Script & Procedure

Title of Research Project:

Workplace Incivility as experienced by Female, Hispanic Teachers in a South Texas High School led by a Female, Hispanic High School Principal

Prior to conducting the telephone interview with the subject, the following will take place:

- 1. Subject has expressed an interest in participating in the study by responding to a flyer placed by the assistant principal in the teachers' lounge. If interested they will contact the researcher via contact information on the flyer and provide their telephone number for contact by the researcher. They will provide their e-mail address so that the researcher may send them the consent form prior to the administration of the survey.*
- 2. The researcher will then assign the subject a number for identification purposes and to protect their confidentiality.*
- 3. The researcher will schedule a time and mode (if the subject prefers a face to face interview, this will be arranged) through text for the interview to take place.*
- 4. Before beginning the survey, the researcher will review their agreement on the consent form as provided through e-mail.*
- 5. The telephone interview will begin with review of the following script and address the consent items.*
- 6. Upon the call, the identity of the subject will be confirmed via their assigned number prior to continuing with the interview.*

Hello, is this Participant #....?

If NO: Okay, I am sorry for the inconvenience, this call was for another person. Thank you.

(The nature of the study will not be disclosed.)

If YES, Continue with the Following Introduction:

I am speaking with you regarding the research study on:
Workplace Incivility as experienced by Hispanic Female Teachers in a public High School.

You were selected as a possible participant because you expressed interest in the study by responding to the recruitment flyer from _____ High School. Before I begin, I need review the information pertaining to the consent form you signed and returned to me via e-mail.

I want to thank you for agreeing to be a participant of this study, for your time and your willingness to be interviewed over the phone.

I am asking for verbal consent before continuing. This conversation is being recorded.

Who is conducting the study?

My name is Guadalupe M. Perez, doctoral student from Texas A&M University at College Station. We are working with your high school in South Texas. My goal is to find teachers, who would like to participate in a telephone survey.

Purpose:

The purpose of the research is to find out information on Hispanic, female teachers' experiences with incivility as caused by their Hispanic, Female Principals in a public high school. I am interested in learning about your experiences and how you, the teachers have coped with the situation. This research will reveal your experiences and also ask how you coped with the situation.

Procedures:

If you agree to participate in this study and agree to this oral consent which you have previously sent with your signature via e-mail, you are agreeing to participate in this telephone survey. This survey will require approximately 35 to 45 minutes of your time and will address two main topics- your experiences with workplace incivility and your coping mechanisms (Resiliency Techniques).

Are you in agreement?

Risks and Benefits:

I will be asking you questions regarding your personal and professional information. The survey will include questions on workplace incivility and will inquire on the strategies you used to cope with the stress of workplace incivility.

You may be asked to relive emotionally difficult memories. Know that this interview will be recorded- unless you decided otherwise. The benefits of the study include information on the existence and forms of workplace incivility within the public school setting and will also offer insight into the coping techniques used by teacher victims of this phenomenon.

Do you have any questions with regard to the risks and benefits of this study?

Voluntary nature of study:

Feel free to withdraw any time; we will stop the interview at any point upon your request.

Contacts:

Again, my name is Guadalupe M. Perez and I will be conducting this interview. If you have questions later, you may contact me at (956) 401-3830 or via e-mail at guadalupemperez@gmail.com. Or if you wish, you may contact my doctoral committee chair, Dr. Jean Madsen at Texas A&M University at (979) 574-4922.

Questions:

Do you have any questions for me at this time?

Do you understand the things that I have discussed with you about consenting to be in this study?

Do you still wish to be interviewed and participate in the study?

YES. Interviewer: (Answer the questions posed by the subject). At the conclusion of the Questions/Answers,

The Interviewer will say: Thank you for providing me with your personal experiences on Workplace Incivility. The information provided will add to the existent literature on teacher experiences with workplace incivility. Interviewee Code # _____

NO. Interviewer: Thank you for your time. If you have further questions you can call me at (956) 401-3830 or email me at guadalupemperez@gmail.com.

Signature of Researcher: _____ Date _____

APPENDIX D

INTERVIEW INSTRUMENT

Workplace Incivility As Experienced by Hispanic Female Teachers in a South Texas High School Led by a Hispanic, Female Principal

Background Information on the Participant

Participant ID# _____ Campus ID _____

Section I - Personal Information:

1. What do you consider to be your ethnicity?
2. Why do you believe to be of this ethnicity?
3. Can you elaborate on how your family came to be in the United States?

Section II - Professional Information:

1. How long have you been a teacher?
2. How long have you taught at this campus?
3. What is your current position at "C" High School?
3. How long have you had Ms. "C" as your principal?
4. Have you worked for other principals?
Male/ Female? Elaborate on your experiences with other principals.

Section III – Workplace Incivility

Workplace Incivility is defined as: low-intensity deviant behavior with ambiguous intent to harm the teacher. Incivility is distinct from violence; uncivil behaviors are characteristically <http://en.wikipedia.org/wiki/Rude> and <http://en.wikipedia.org/wiki/Courtesy> discourteous and display a lack of regard for others.

http://en.wikipedia.org/wiki/Workplace_incivility_-_cite_note-Andersson-1

1. With the above stated definition of workplace incivility, have you experienced or witnessed any type of uncivil behaviors that the principal has exhibited toward you or your fellow faculty members? Explain.
2. Do you or have you ever felt your principal has abused her position of authority? Explain.
3. Do you feel the campus climate has an overall environment of intimidation? How so?
4. Have you been the victim or witnessed emotional, verbal, been or know of inappropriate comments or emails by campus administration? Explain.
5. Have you experienced or witnessed public reprimands, insults, making rude, non-verbal gestures toward you or others and/or communications in a condescending, unprofessional tone of voice such as yelling? Describe your experience.
6. In your experience working at "C" High School under Ms. "C," principal have you experienced or been witness to her making unreasonable demands, intentionally refusing to leave you or others out of campus information or campus activities? Explain.
7. Have you ever felt that Ms. "C," Principal has set you up for failure by making unreasonable demands? Provide an example(s).

8. Have you or a fellow faculty member ever been the object of the “silent treatment” ignored by the principal and/or refusal to listen to you or others on work related issues? Elaborate.

Do you have anything else to add or clarify to the aforementioned questions dealing with your experiences as a Hispanic female teacher working under the leadership of a Hispanic Female Principal?

Your time and effort in answering these questions is most certainly appreciated. Your information will be kept confidential but will most certainly assist me in this research project.

Section IV – Resiliency

Resiliency is how an individual copes with stress and adversity. Coping mechanisms result in the individual bouncing back to a state of normal functioning or not showing negative effects. This is the result of individuals being able to interact with their teaching environment and utilize processes that promote well-being to protect themselves against the negative influence of an uncivil workplace.

1. Reflecting on your experiences on campus, how have you coped with the current situation?
2. Have you considered a transfer to another campus? Resignation? Retirement?
3. Have you considered filing a grievance or complaint against the campus principal? Why or why not?
4. Have you experienced diminished productivity? disengagement from campus activities? Have you felt less committed to the campus?
5. Have you sought support for your workplace incidents through support from family and friends?
6. As a result of campus environment, have you called in sick more often than needed? Have you had to seek out medical or psychological assistance?

7. Have you experienced a lack of confidence in the campus/school district leadership as a result of your current campus situation?
8. What personal mechanisms have you implemented to assist you with coping with the current campus environment?

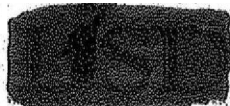
Do you have anything else to add or clarify to the aforementioned questions dealing with your resiliency or coping mechanisms as a hispanic female teacher working under the leadership of a hispanic female principal in an environment of workplace incivility?

Your time and effort in answering these questions is most certainly appreciated. Your information will be kept confidential but will most certainly assist me in this research project.

THANK YOU!

APPENDIX E

SCHOOL DISTRICT STUDY APPROVAL FORM



Administrative Regulation for Review and Approval of All Research Requests

Objective:

The objective of this policy is to establish and adhere to policies and procedures regarding the review and approval of all research requests in the [REDACTED] Independent School District.

General Guidelines:

1. Each principal and department head shall ensure that all employees and student investigators who wish to gather data for research must receive approval from the District Research Review Committee.
2. Research is generally to be a critical investigation or experimentation based upon a hypothesis and includes data collection from or about LISD students or staff. Research may include strategies such as the use of a survey, a questionnaire and/or the examination of student data. The District must be aware of and abide by the legal restrictions regarding student confidentiality, law such as FERPA and employee confidentiality laws such as 20 U.S.C. SS 1232g; 34 CFR Part 99.
3. The District Research Review Committee will be comprised of Executive Director for Human Resources, Chief Financial Officer, and the Superintendent's Designee. The Executive Director for Human Resources shall act as the chair of the committee and will coordinate the review process. The Superintendent shall provide final written approval.

Responsibilities:

1. All individuals, whether District employees or non-District personnel, who wish to conduct research in the District shall complete the following forms: 1) Research Study Request, 2) Research Agreement, and 3) Research Endorsement for Non-District Personnel.
2. The Executive Director for Human Resources will coordinate the review process through the review committee. Requests will be received by the first of every month.

3. The Executive Director for Human Resources shall forward to the Superintendent all research requests which have been reviewed and approved by the committee.
4. The Executive Director for Human resources shall note the approval/disapproval by the committee on the Research Agreement Form, sign the form, and send a copy of the form to the requestor.
5. When requesting participation by campuses or departments, each person who receives approval to conduct the research shall present a copy of the Research Agreement to the principal/department head.
6. Participation must be voluntary by employees and must not interfere with the instructional day.
7. Collection of data must be provided to participant(s) and District Research Committee Chair.
8. The research shall not unduly interfere with the investigator's daily operational schedule.
9. For student-related research or study the investigator shall sign the LISD form conforming to FERPA standards. Failure to comply with law may result in further disciplinary action, including termination of employment.
10. Employee/Investigator warrants the following: Adherence to applicable federal, state and local laws related to access to property, employees, parents, students, and civil rights while conducting the research on LISD property.
11. The Superintendent may approve or disapprove the recommendation.
12. The requester shall submit forms and all support materials to the following office:

Executive Director for Human Resources

[Redacted Signature]

Approved: _____ Date _____

Attachments: Research Study Request Form
 Research Agreement Form
 Research Endorsement for Non-District Personnel

References: Board Policy EF (Legal); FL (Legal); GBA (Legal)



RESEARCH AGREEMENT

GUIDELINES

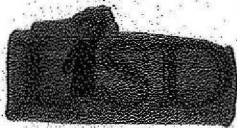
1. Research involving campus level personnel, especially that which involves principals, teachers and students, may not be conducted during the first 20 school days or the last 20 school days of the school year or during testing days.
2. Research involving students and personnel of the District must respect the dignity, well-being, and confidentiality of the individual(s), including the rights guaranteed legally and constitutionally and by District policies EF(Legal), FL(Legal) and GBA(Legal).
3. The research shall not unduly interfere with the classroom instructional process or the regular operations of the school or District.
4. Personal, social, and psychological research of any nature must not be in conflict with the rights of individuals or groups.
5. If data will be collected on or from individual students, written permission from the parent/guardian of every student shall be required prior to the implementation of the project.
6. Approved research shall be conducted in accordance with Policies, Rules, and Regulations and Administrative Regulations of the District. The researcher shall cooperate with the staff member(s) designated by the District to coordinate the research. It is the researcher's responsibility to become familiar with the District's operating policies.
7. Approval of a request to conduct research is not an endorsement and does not compel any personnel of the District to participate in research studies.
8. An approved research study may be terminated at any time by the Superintendent.
9. The District shall not incur any costs associated with the proposed research project.

If my request to conduct research as presented in my Research Study Request is granted, I agree to abide by the Guidelines for Research in [redacted] as stated. I understand that I am requesting assistance in a research project and I am not requesting information pursuant to the Texas Open Records Act.

Please indicate affiliation by placing a check below:	
<input type="checkbox"/> District Employee	<input type="checkbox"/> Non-District Personnel
_____	_____
Signature	Date

District Research Review Committee Recommendation:		
<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved	Date of Review: _____
_____		_____
Research Review Committee Chair Signature		Date
_____		_____
Supervisor's Recommendation (if District Employee)		Date

If approved, the requestor shall submit a copy of this agreement and the Research Study Request to the principal or department head when requesting participation.



Request No. _____

RESEARCH STUDY REQUEST

Name: _____ Date: _____

Address: _____ Fax: _____

E-mail Address: _____ Telephone: _____

Indicate the number of schools involved:

Elementary Schools _____ Middle Schools _____ High Schools _____

Study Title:

Proposal Abstract:

Describe the District population, the data to be collected, the timeline, including the number of professionals, students, and schools.

At the conclusion of your research, who will you report your findings?

Do any of the procedures or equipment to be used constitute an emotional or physical hazard to subjects? If yes, explain.

Ultimate purpose of research study (publication in journal, thesis, dissertation, etc.):