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A STUDY INVESTIGATING THE OPINIONS AND EXPERIENCES OF SELECTED
TEACHERS REGARDING TEACHER BULLYING

by
Christian A. Barnes

A Thesis

Submitted in partial fulfillment for the requirements of the
Master of Arts Degree in Higher Education Administration
of
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at
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June 21, 2007

Approved by _____
Dr. Burton R. Sisco

Date Approved June 21, 2007

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ABSTRACT

Christian A. Barnes

A STUDY INVESTIGATING THE OPINIONS AND EXPERIENCES OF SELECTED TEACHERS REGARDING TEACHER BULLYING

2006/07

Dr. Burton R. Sisco

Master of Arts in Higher Education Administration

The purpose of this study was to better understand the opinions and experiences of selected teachers regarding teacher bullying at Triton High School. The researcher surveyed teachers with instructional responsibilities. A total of 70 out of 100 teachers participated in the survey. Participants were administered a Likert-scale survey that measured teacher experience with bullying, interpersonal dynamics of bullying teachers, the causes of bullying, and personal experience of bullying. Surveys were statistically analyzed to determine frequencies, percentages, means, and standard deviations on the opinion factors.

The study provides insight on the opinions and experiences of teachers regarding teacher bullying. Teachers at Triton High School agreed that teacher bullying does exist. However, 94% of teachers indicated that they were unaware if the school has a written procedure for handling bullying teachers and 52% of teachers felt administrators were resistant to being told about bullying teachers.

ACKNOWLEDGMENTS

I wish to express my gratitude to the Lord for His Grace and Mercy. He alone has given me peace in the midst of my trials and tribulations. All things are possible through Christ who strengthens me daily. This has been a rough road to completion and by faith I have finally made it! Thank you Jesus! This is the year of completion!

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CHAPTER ONE

INTRODUCTION

Public school educators around the United States are concerned about educating children in the least restrictive environment as possible. This is the common goal, yet several barriers make meeting such a goal difficult to achieve. One of the most significant is bullying. Bullying among students has always been an issue in many schools around the country. Parents and guardians entrust their children to schools with the expectation that learning is promoted in a safe environment for both teachers and students. Over the last few years there has been increasing interest in the problem of bullying in schools. The term has largely been associated with typical peer-on-peer bullying. Of more recent concern has been bullying associated with teachers.

Statement of the Problem

Twemlow et al. (2001) defined a bullying teacher as one who uses his/her power to "punish, manipulate or disparage a student beyond what would be a reasonable disciplinary procedure" (p. 809). Bullying is not a new phenomenon to the educational experience students' encounter while in school. Although bullying has been around for some time, research focusing on bullying by teachers is virtually non-existent. In order to successfully evaluate teachers that bully students, several factors must be considered, such as teacher experience with bullying, the interpersonal dynamics of bullying teachers, the causes and the affects of teachers who bully students as well as teacher experience of bullying.

McEvoy (2005) described teachers as employing a number of methods to deflect anticipated or actual complaints about their offensive conduct. One common method is trying to convince targeted youth that they are paranoid or crazy, that they have misperceived or misrepresented a behavior in question, or that it is something illusory. Teachers commonly use tactics such as shifting the attention off of inappropriate conduct to student responsibility.

Purpose of the Study

The purpose of this study was to investigate the opinions and experiences of selected teachers regarding teacher bullying at Triton High School. The study looked at the interpersonal dynamics of bullying teachers, teachers' opinion on what causes other teachers to bully students, and the personal experiences of bullying.

Significance of the Study

The study examined the responses of teachers who have either witnessed colleagues bullying students or who have bullied students themselves. The study also investigated the background of teachers and whether this had an impact on bullying. The findings of the study may give some insight on how to rectify the problem of teacher bullying in the United States. The insights provided may make room for the development of handbooks identifying and addressing the problem. It may also pave the way for professional development for new and veteran teachers in the public and private schools.

Assumptions and Limitations

The scope of the survey was limited to anyone with instructional responsibilities at Triton High School in Runnemede, NJ, a convenience sample of 100 faculty members. The teachers involved in the study taught grades 9th through 12th grade in Runnemede,

NJ. It is assumed that all faculty members completed the survey honestly. Findings for this study were limited to the survey on bullying teachers and teacher bullying, in the spring of 2007. Teacher honesty in completing the survey, as well as teacher experience and perspectives on the subject of bullying may present potential bias in the findings.

Progress was made in gathering data, although gaps exist in the knowledge base about key aspects of bullying. The amounts of data that exist on this old, yet new concept are limited and may require further research. Researcher perspectives may present potential bias in the findings.

Operational Definitions

1. Accidental Bully: “Are social fools...awkward and child-like...unaware of their effect on other people” (Gruenert, 2006, p. 61).
2. Administrators: All administrators at Triton Regional High School during the 2006-2007 academic year.
3. Bullying: Is when someone who takes advantage of another individual that he or she perceives as more venerable (Northern County Psychiatric Associates, 2006).
4. Chronic Bullying: “Try to dominate people...In schools that promote competition, chronic bullies are...seen as leaders” (Gruenert, 2006, p.1).
5. Confidence: Trust or faith in a person (American Heritage Dictionary Online, 2007).
6. Emotional Bullying: When someone deliberately excludes a child from a group activity, such as a class party (Connect with Kids website, 2006, ¶.1).
7. Faculty: All staff at Triton Regional High School with instructional responsibilities (teachers of regular education, special education, and related arts) during the 2006-2007 academic year.

8. Fear: A built-in survival mechanism that causes people to react to danger that involves the mind and body. Also serves a protective purpose - signaling danger and preparing people to deal with the threat.
9. Intimidate: "To make fearful" (Merriam-Webster's Online Dictionary, 2006).
10. Observation: A process by which the methods of a teacher are watched and carefully documented.
11. Opportunistic Bullies: "Are the climbers'...capable of being charming and supportive...they know what is actually rewarded in the school" (Gruenert, 2006, p.1).
12. Physical Bullying: Consists of kicking, hitting, biting, pinching, hair pulling or threatening such physical abuse.
13. Pressure Bullying: When the stress of the moment causes behavior to deteriorate.
14. Psychological Bullying: "Messing with someone's mind" (Connect With Kids, 2006, ¶. 2).
15. Racial Bullying: Making racial slurs, spray painting graffiti, mocking the victim's cultural traditions or making offensive gestures (Connect With Kids, 2006, ¶.1).
16. Self-esteem: Self respect.
17. Students: Ninth through twelfth grade at Triton Regional High School during the 2006-2007 academic year.
18. Survey: The instrument titled "A Survey on Bullying Teachers and Teacher Bullying."
19. Verbal Bullying: "Name-calling, spreading rumors and persistent teasing" (Connect With Kids, 2006, ¶.3).

Research Questions

The study addressed the following research questions:

1. What are the experiences of selected teachers with bullying?
2. How do selected teachers describe the interpersonal dynamics of bullying-teachers as compared to non-bullying teachers?
3. What are the opinions of selected teachers regarding teacher bullying?
4. What are the opinions of selected teachers regarding the causes of teacher bullying?
5. What are the personal experiences of selected teachers with bullying?

Overview of the Thesis

Chapter two provides a review of literature pertinent to the study. This section includes a synopsis of various articles and scholarly journals pertaining to teachers who bully students. It also addresses the hidden traumas of teachers who bully students, as well as first hand testimonials of parents whose children have been bullied by teachers.

Chapter three describes the study methodology and procedures. Described are the contents of the study, the population and sample selection and demographics, the data collection instrument, the data collection process, and how the data were analyzed.

Chapter four presents the findings of the study. Narrative and statistical analysis are used to summarize the data in this section.

Chapter five brings closure to the study. This chapter summarizes and discusses the major findings of the study, and offers conclusions and recommendations for further practice and study.

CHAPTER TWO

REVIEW OF THE LITERATURE

Definition of Bullying

Tattum and Tattum (1992) defined bullying as “the willful, conscious desire to hurt another and put him/her under stress. Thus bullying was conceived as a desire. Anybody who wants to hurt somebody and knows it, is then by definition, a bully” (p. 423). Bullying is a form of abuse, and bullies often go to great lengths to keep their targets quiet, using threats of disciplinary action.

The amount of literature regarding teacher bullying is very limited. However, two studies explored teacher bullying in recent years. A study completed by Twemlow, Sacco, and Williams (1996), explored teacher perspectives of other teachers that bully students and the causes and characteristics that were attributed to such bullying teachers. McEvoy (2005), completed a similar study regarding teacher bullying examining the non-sexual abuses of power over students by teachers. The focus of McEvoy’s research was from the perspective of students unlike Twemlow et al., whose perspectives were solely that of the teachers. Although references will be made to McEvoy, the primary literature of this study came from the research of Twemlow et al.

Twemlow et al. (1996) surveyed 116 teachers from seven urban elementary schools in the United States. Each of the teachers anonymously completed a questionnaire reflecting their feelings and perceptions about personal experiences of bullying, and how they perceived colleagues over the years. The survey was comprised of five sections dealing with teacher bullying and root causes.

Of the 116 schools that were surveyed, only 57 provided completed surveys, but all 116 had sufficient numbers of responses to be useful in the analysis. A high proportion (91.5%) participated in the study. The schools were a convenience sample, volunteered by their principal, and participation within each school was entirely optional.

The teachers ranged in age from 22 to 64 years ($M=39.1$, $SD=9.9$), and in experience from first year teacher to those with 37 years of experience ($M=13.3$, $SD=9.8$). The majority (62%) had taught in fewer than three schools. However, the number of schools taught in ranged up to 18 ($M=3.4$, $SD=2.7$). On average, the teachers had approximately 21 students in their classes, with a standard deviation of 5.7. Of the teachers surveyed, 12% were male, 77% were currently married, 4% were divorced, and the remainder were single.

The majority of teachers (80.7%) said that they were satisfied or highly satisfied with their jobs, 8.7% said they were dissatisfied or highly dissatisfied, and the remaining were undecided about their level of job satisfaction.

The results of the Twemlow et al. study suggested that the teacher's personal experience of bullying was significantly correlated with their past experience of bullying and their tendency to bully students themselves. One of the questions asked in the survey was, "Were you ever bullied when you were at school yourself?" According to Twemlow et al. (2001), this correlated significantly with the question, "In your classroom, how many students try to bully you as the teacher?"

Teachers who tended to experience significant bullying in their classrooms experienced bullying when performing other duties, but there was no statistically

significant indication that teachers who had these experiences would make any use of a special intervention to assist them in dealing with bullying students.

Teachers who scored high on the number of times they have bullied a student also showed significant correlations with being bullied at school when they were students, being bullied in classrooms by their own students, and being bullied while performing other duties.

The Twemlow et al. study also revealed that teachers who observe more bullying in the schools where they taught tended to also report having been bullied more significantly as students themselves and tended to have worked with more bullying teachers in the past three years. The results of the Twemlow et al. study showed that teachers were less likely to believe that teachers knew what to do when they witnessed bullying and did not think administrators were open to being told about bullying teachers. In addition, teachers did not feel that principals did enough to stop teachers who bully students.

The Twemlow et al. results showed that teachers who observed more bullying were more likely to think that bullying teachers were burned out, untrained and envious of smart students, and were less likely to consider teachers who reported seeing other teachers bully students as poor team players.

According to the data, teachers who feel that bullying behavior in teachers' results from a lack of administrative support tend to see a host of causes for bullying. They see teacher bullies as untrained and having classes that are too large. They also are more likely to admit to bullying themselves.

Twemlow et al. concluded that teachers do recognize the problem of bullying. The majority of teachers (70%) felt such bullying was isolated and frequent in only about 18% of teachers. Forty-five percent (45%) of teachers admitted to having bullied a student. Some teachers reported that bullying is a hazard of teaching, and that all people bully at times, and are victims, and by-standers at times.

In the Twemlow et al. study, several factors were raised that contributed to why teachers bully students. The researchers indicated that some teachers use tough language, four-letter words, intimidation, tough demeanor and tough posturing as a way to exert power and authority.

Dynamics of Bullying

Bullying teachers often misuse personal authority and power through various ways. Paul and Smith (2000), use the technique of letter writing by student teachers to train them to recognize good teachers and teachers that bully. The results of their findings yielded six areas of teaching where teachers misused power. The first area was discipline and student relationships. The second consisted of the teacher evaluation of how a student was performing in his or her class. The third, during cooperative learning days, the teacher would place the most vulnerable group of students in a single group. The fourth involved bullying teachers did not follow classroom and school procedures. Fifth, the instructional practices of a bullying teacher consisted of sarcasm. Finally, the sixth involved negative body language of bullying teachers when responding to students.

McEvoy (2005) stated that teachers share some similarities to peer-to-peer bullying, both of which is an abuse of power that tends to be chronic and often is

expressed in a public manner. Humiliation of the intended victims generates attention while degrading a student in front of others.

Devine (1996) states teachers who bully are described as either chronic or accidental bullies. Chronic bullying simply is when someone tries to dominate others. Teachers who are chronic bullies are said to manipulate students by reminding them that they are in charge along with potential threats for any student who opposes their authority. Accidental bullies are “social fools who are awkward and child-like unaware of their effect on other people” (p.61). These types of teachers are said to be very immature and tend to thrive off of the attention of others in the classroom at the expense of student humiliation.

Types of Bullies

According to Shergill-Connolly (2005), teacher bullies fall into one of the four descriptive categories of teacher bullies: physical, verbal, emotional, or racial bullying. Teachers can exhibit one or more the four categories. A physical bully is perhaps the most obvious form of intimidation. Teachers who are physical with children will in most cases try to manipulate the mind of the student by stating it was an accident or even trying to make it up to the student by giving extra credit or free gifts. A verbal bully often accompanies physical bullying and includes name-calling, or persistent teasing. Emotional bullying is similar to physical and verbal bullying. When teachers are emotionally bullying a student they may deliberately exclude a student from a certain activities, such as a class party or even school trips.

Classroom bullying by a teacher is sometimes categorized as emotional intimidation. Gruenert (2006) cited Irwin Hyman, a professor of school psychology at

Temple University, as stating “emotional bullying by teachers can cause as many as 1-2% of all students to experience symptoms of post-traumatic stress disorder” (¶16).

Unlike emotional bullying, an even more damaging form of bullying is psychological bullying. Psychological bullying is sometimes a part of the classroom environment. In some instances it is the teacher who is the bully. Experts would view this as a modern day extension of the physical abuse, which was once disguised as good school discipline. Today, however, the most common form of bullying, along with verbal bullying, is psychological. Christie & Philpott (2006), stated that some children do not learn proficiently because of reasons residing in themselves, and sometimes because of the classroom atmosphere, which induces fear and stifles initiative.

Tactics Bullying Teachers Use

Bullying teachers use a variety of tactics on students. Namie & Namie (2003), state teachers use put-downs, insults, and belittling comments and name-calling. Teachers often bully students about their incompetence when submitting assignments. Assignments may often be incomplete or even poorly written. Teachers who bully make aggressive eye contact, glaring at students and demand eye contact when they are speaking, but deliberately avoid eye contact when the student is speaking. Bullying teachers accuse students of wrongdoing. An example of this would include teachers who over hear several students talking while they placing a written assignment on the board and only address the victim while over looking the other involved. Unreasonable demands are used as a bullying tactic. A teacher who gives students a long list of vocabulary words mid-week and tests the students on the following day is an example of

bullying. Namie & Namie (2003), mention teachers can send signals of disrespect through body language. An example would be:

When a student has been asked to meet with the teacher after school, the teacher may be sitting at the desk with his/her feet up, showing the student the bottom of the shoes and talking to the student through feet, while personally grooming as the student begins to speak. During this time the teacher is completely ignoring the student. (p.3)

Bullying teachers excessively or harshly criticize students' work or abilities.

According to Nansel et al. (2001), The National Center for Education Statistics reports that 77% of middle and high school students have been bullied and The National Education Association reports that approximately 160,000 nationally children skip school each day because of intimidation. In many classrooms across the country, bullying teachers engage students in an intense cross-examination to belittle and confuse. Teachers of this nature crowd the students' personal space by moving closer to threaten or to make the student anxious.

Namie and Namie (2003), describe a bullying teacher as a person who "yells, screams, and sometimes using profanity. Bully teachers often remind students that they are in charge, intimidate through the use of gestures like pointing fingers, slamming things, or even throwing objects" (p.3). These types of teachers often make nasty, rude remarks to students while putting on a calm face for others in the classroom.

According to Namie and Namie (2003), the purpose of bullying is to hide inadequacy. A teacher who bullies students may have some deeply rooted issues that

have never been dealt with, that have simply been covered up or they may not even be aware a problem exists.

Causes of Teacher Bullying

McEvoy (2005), stated longevity of service is one the most common factors in teachers that bully students. In McEvoy's study, out of the 219 respondents surveyed who identified one or more teachers in their schools as bullies, 6% were new teachers with less than five years of experience. The vast majority of teachers (89%) had been teaching five or more years.

Twemlow et al. (2001) stated the teachers who bully students reported that they themselves had been bullied when they were students in school. Certain teachers attributed a consistent set of causes to bullying teachers: lack of administrative support, being hurt, classes that are too large, being burned out, and envious of smarter students. Nietzsche (1956), stated "envy of smarter students seems surprising but has been widely recognized in literature on education as part of a social condition called resentment, derived from the term reflecting a general envy and anger, especially of others who seem smarter than oneself" (p. 121). Nordstrom, Friedenber, and Gold (1968), stated that teacher bullying is a significant problem in U.S. classrooms.

Buxton and Brichard (1973), surveyed 815 high school students of whom 81% perceived teachers as violating student rights in a variety of areas, including disregard of student opinions, denial of restroom use, principals' vetoing reasonable ideas presented by student government, and dress code.

Terry (1998), investigated the abuse or bullying of teachers by students only to find out some interesting figures relating to the abuse of students by teachers. One of the

questions asked teachers was whether their actions might have been viewed as bullying by students. Some 57.7% reported that it might be the case more for female teachers than male teachers. Teachers who had experience bullying by students tended to bully students. When asked whether they had seen bullying by other teachers, some 70% of the teachers reported seeing such bullying.

Student Comments about Teachers Who Bully Students

McEvoy (2005) completed a study in which 219 students were interviewed about the teachers they have had during their education experience. The respondents were asked whether they thought teachers who bullied students could do so without getting into trouble; 77% said yes and 21% said no. When respondents were asked if there was ever anything done to officially reprimand teachers known to behave in abusive ways toward students, 20% said yes, and 80% said no. Students did note in the study that if action was taken against a teacher it was almost never dismissal. Rather, the offending teacher was “talked to” by someone in school administration. McEvoy (2005), documented the response of students when asked if they ever complained to school officials about a teacher who bullied them or a peer. The students were also asked what happened, if anything, once a complaint was registered. Students felt like no matter the amount of complaints submitted, nothing was ever done. One student noted in the study if something was done by an administrator, it would be to come and observe the teacher which in most cases the teacher would change his/her behavior to be really nice or caring. Interestingly, one student stated that seniority would always protect teachers in a situation with a student. Basically, it was the teacher’s word against the student’s word. One of the major areas that teachers were not reprimanded was because the Board of Education

protected the teachers involved in such acts because there was a teacher shortage and they needed the teacher. Students mentioned that the only time a teacher was reprimanded for bullying was when such actions were physical. In most cases teachers who bullied were never physically abusive. Most teachers who bullied were always verbal. One student pointed out that teachers could be justified by administrators for bullying students since many were seen as troublemakers. Basically, students were told to live with it and work the issues out with the teacher. When students reported teacher bullying to the principal, they were told that it would be looked into but nothing happened. Therefore, students did not register a complaint against a teacher because nothing was ever done.

McEvoy (2005), concluded that students gave emotional and vivid accounts of what happened to them by various teachers. The common denominator in the accounts of the students seemed to be “the absence of justice in the face of what was perceived to be deliberate cruelty by persons in positions of authority” (p. 8).

Addressing the Problem

Research has suggested there are several ways to address the problem of teachers who bully students. According to Meyers (2003), parents should look for changes in the student's behavior, such as a decline in grades and a lack of enthusiasm for school.

Olweus (1991), stated students should also write down a "detailed, chronological list of the events that occurred. The more detailed and precise, the more seriously complaints will be taken. When approaching the school with a complaint, be calm, rational, factual and patient" (p. 421). If emotions elevated, it will take longer to come to a resolution.

Conoley (2003), says “teachers are often with 22-35 kids and it would be inhumane to think they’d never slip and say something inappropriate” (p.3). Parents

should be prepared to speak to a higher authority if the meeting with a teacher doesn't resolve anything. Going to a school superintendent or lodging a formal complaint with the school board is well within parental rights.

According to Olweus (1991):

From the first meeting with a teacher, establish a paper trail. Handing the teacher a written account of concerns and keeping notes on meetings and phone calls sends a clear signal that a parent is watching what's happening and you are serious about coming to a resolution. (p. 113)

Schulte (2003), emphasizes the importance of giving examples of what has been occurring, and using nonjudgmental language when writing to the teacher. This puts the focus on the facts and makes it harder to dispute the details.

Summary of the Literature Review

There is a vast amount of literature about peer-to-peer bullying. This type of bullying has existed since the development of educational institutions worldwide. However, an area of bullying that is hardly ever discussed is a teacher who bullies students. In classrooms around the country, students encounter a different kind of bully that is not their peers. The bully is someone who is supposed to create a safe environment that is safe and conducive for learning for all students. Yet the environment can be manipulated and controlled through intimidation and abuse of power and position.

Addressing teachers who bully students helps to decrease the amount of incidences. Teachers who bully students do so for various reasons. According to Twemlow et al. (1996), teachers bully students because of the lack of administrative

support, being untrained in discipline technique, dominating students out of fear of being hurt, classes that are too large, and being burned out, and envy of smarter students.

Studies have shown that teachers who bully students create a negative environment for the classroom. As a result, students can suffer significant emotional if not psychological trauma.

Teachers who bully students is a new area that has not been discussed until recently. Thus a gap remains between the amount of literature available and people who speak out about teachers who bully students. More research is needed to see the full impact teacher bullying has on educational institutions.

CHAPTER THREE

METHODOLOGY

Context of the Study

The study was conducted at the Triton High School in Runnemede, NJ. The school is part of Black Horse Pike Regional School District, and is one of three high schools in the district. The New Jersey Department of Education (2000) listed the District Factor Group (DFG) for the Black Horse Pike Regional High Schools as “DE,” based on the 2000 Decennial Census data. The DFG is an approximate measure of a community’s socioeconomic status (SES) and is ranked from “A” to “J;” districts having the latter classification have the highest SES.

Triton High School was opened in 1957 and is comprised of grades 9th through 12th (Black Horse Pike Regional School District, 2006). The school consists of approximately 1400 students and 100 faculty members. The school is under the supervision of one principal, four vice principals, and four guidance counselors. There is one grade level lead teacher over each grade level. Some of the classrooms consist of one teacher, while others may have a regular education teacher and a special education teacher, or one teacher and a teacher’s aid.

Population and Sample Selection

The target population for this study consisted of all faculty members with instructional responsibilities in grades 9th through 12th during the 2006-2007 academic school year in New Jersey. The available population were teachers of grades 9th through

12th at Triton High School in Runnemede, NJ, Camden County. The convenience sample consisted of all staff members with instructional responsibilities, namely regular education, special education, and related arts and special subject teachers. A total of 100 teachers with instructional responsibilities were surveyed.

Instrumentation

The instrument used in the study was adapted from a survey used in a previous study. Twemlow et al. (1996), developed a survey entitled *A Survey On Bullying Teachers and Teacher Bully* for teachers. The 85 –item survey consisted of five sections: background information, experience with bullying, interpersonal dynamics of bullying teachers, causes, and personal experience of bullying.

The survey used in this study (Appendix C) consisted of five parts: background information, experience with bullying, interpersonal dynamics of bullying teachers, causes, and personal experience of bullying. The first section includes 12 items focused on background information, including the years of experience and satisfaction with teaching. The second section with six items attempted to establish the prevalence of bullying among teachers, including how much bullying teachers had observed, how many teachers they had worked with who bullied, and whether the school had written procedures for handling problem teachers.

Two sections of the survey attempted to establish whether teachers had a consistent view of how bullying teachers behaved and differed from non-bullying teachers. The third section, with 27 items, sought to identify the teachers' image of bullying teachers. Teachers were asked from their experience to rate how often a bullying teacher, as compared with a non-bullying teacher, might respond in a range of

situations. Ratings were given twice on four-point Likert scales ranging from never to always. Teachers first rated how often a bullying teacher might respond, followed by how often a non-bullying teacher might respond. The two ratings were subtracted from each other, producing difference scores. The consistency of these scores across subjects provided an indication of the agreement between teachers of the difference between bullying and non-bullying teachers. A total of 16 items explored various behavioral descriptors of bullying teachers on a scale ranging from strongly disagree to strongly agree with statements such as “Bullying teachers use more suspensions.”

The fourth section of the survey consisting of 11 items, covered possible causes for a bullying teacher, ranging from psychiatric illness to being burned out, near retirement, insufficient training and so on. To explore the link between personal experiences of having been bullied and bullying students, the survey asked teachers to rate on a scale from strongly disagree to strongly agree, their “Personal Experience of Bullying.” This section included seven items that recorded the teachers’ experience of bullying as students, what their current experiences were of being bullied by students inside and outside the classroom, and whether they had been bullied as a student themselves.

Following approval from the Institution Review Board of Rowan University (Appendix A), a pilot test of the survey was conducted to help establish face and construct validity of the instrument as well as reliability. Five teachers from Bonsall Family School were selected to take part in the pilot test to test the readability and validity. The survey took approximately 15 minutes to complete and no problems with format, content, or readability were reported. To test for reliability, a Guttman Split-Half

test was administered with an r -value of .966 for section C (Interpersonal Dynamics of Bullying Teachers), an r -value of .952 for section C (Interpersonal Dynamics of Non-Bullying Teachers), and an r -value of .725 for section D (Causes) indicating these sections of the instrument to be reliable.

Data Collection

Permission was granted from the principal of the school to survey the faculty (Appendix B). The teachers selected to receive the survey were all faculty having instructional responsibilities, in both regular and special education. The survey (Appendix C) was administered in the spring of 2007. An informal cover letter was attached to each survey; at the bottom of the letter was a consent form for survey participation (Appendix B). The researcher collected completed surveys on a designated date from a box posted in the main office identified as "Bullying Surveys." Signed consent forms were to be detached and returned to a separate location. The surveys remained anonymous. The surveys were placed in the selected teachers' mailboxes on March 26, 2007 with a return date of April 2, 2007. The approximate time frame for survey completion was one week. In order to yield a high return rate, an incentive of two \$25 gift cards and 10 lottery tickets were given to the first 12 participant names drawn on April 23, 2007. The names of the participants were drawn by one of the secretarial staff at Triton Regional High School.

Data Analysis

There were several independent variables, including gender, subjects taught, and years of teaching experience. Information for these variables was collected in the first portion of the survey. The dependent variables were the teachers experience with

bullying, the interpersonal dynamics of bullying teachers, and a teacher's personal experience with bullying. Variations in teacher responses on the survey were explored based on each of the independent variables using Statistical Package for the Social Sciences (SPSS) computer software. Data were analyzed using descriptive statistics (frequency distribution, percentages, means and standard deviations) to answer the research questions.

CHAPTER FOUR

FINDINGS

Profile of the Sample

The participants of this study were 70 teachers at Triton Regional High School. The researcher conveniently selected individuals with instructional responsibilities. A total of 100 faculty members were asked to complete a survey. Of the 100 teachers, 70 completed the survey for a response rate of 70%.

Table 4.1 depicts the age at last birthday of the faculty members surveyed. The average age of the Triton faculty was 41 years old.

Table 4.1

<u>Age at Last Birthday</u>		
<i>n=70, SD=11.251, M=41.37</i>		
<u>Age Range</u>	<u>Frequency</u>	<u>%</u>
22-29	14	20.1
30-39	18	25.7
40-49	17	24.4
50-59	19	27.0
>60	2	2.8
Total	70	100

Table 4.2 depicts the gender distribution of the subjects who completed the survey; forty-two (60%) were male and 28 were female (40%).

Table 4.2

<i>Gender</i>		
<i>n=70, SD=.493, M=1.40</i>		
<u>Gender</u>	<u>Frequency</u>	<u>%</u>
Male	42	60
Female	28	40
Total	70	100

Table 4.3 reflects the additional school responsibilities of teachers. Thirty-two teachers (45.7%) reported having coaching responsibilities. Thirteen teachers (18.6%) served as academic club advisors, and 12 (17.1%) served as social club advisors. Approximately 13% of teachers did not respond to the questions while 6% indicated not having any additional school responsibilities.

Table 4.3

<i>Additional School Responsibilities</i>		
<i>n=70, SD=1.31, M=.69</i>		
<u>Response</u>	<u>Frequency</u>	<u>%</u>
Coaching Sports (Football, Tennis etc.)	32	45.7
Academic Club Advisor (Math, Science, etc.)	13	18.6
Social Club Advisor (Gay Straight Alliance, Future Business Leaders of America etc.)	12	17.1
None	4	5.7
No Response	9	12.9
Total	70	100

Table 4.4 depicts the years of teaching experience of the subjects completing the survey. The average number of years of teaching experience was 14.65 (*SD* 9.661). About 4% percent of the teachers have more than 31 years of teaching experience.

Table 4.4

<i>Years of Teaching Experience</i>		
<i>n=70, SD=9.661, M=14.65</i>		
<u>Yrs. Teaching</u>	<u>Frequency</u>	<u>%</u>
1-5	15	21.4
6-10	15	21.5
11-20	19	27.0
21-30	18	25.8
>31	3	4.3
Total	70	100

Table 4.5 displays the number of schools the teachers have taught in. The data reflect that 57% of Triton's faculty have only taught in one school, while approximately 43% have taught in more than one school. Only 10% of the faculty have taught in three or more schools.

Table 4.5

<i>Number of Schools Taught In</i>		
<i>n=70, SD=.754, M=1.56</i>		
<u>Number</u>	<u>Frequency</u>	<u>%</u>
1	40	57.1
2	23	32.9
3	5	7.1
4	2	2.9
Total	70	100

Table 4.6 displays the average number of students in a classroom. The average classroom has approximately 10 to 20 students for 54% of the 70 teachers completing the survey. Another 45.7% have more than 20 students in their classrooms.

Table 4.6

Average Number of Students in a Classroom
n=70, SD=.502, M=1.46

<u>Average No.</u>	<u>Frequency</u>	<u>%</u>
10-20 Students	38	54.3
> 20 Students	32	45.7
Total	70	100

Table 4.7 reflects how teachers would rate their satisfaction with teaching. The results depicted a total of 87% were either highly satisfied or satisfied with teaching.

Only 10% percent were undecided, while approximately 3% were dissatisfied.

Table 4.7

Satisfaction with Teaching
n=70, SD=.589, M=3.97

<u>Overall Satisfaction</u>	<u>Frequency</u>	<u>%</u>
Dissatisfied	2	2.9
Undecided	7	10
Satisfied	52	74.3
Highly Satisfied	9	12.9
Total	70	100

Research Questions

Research Question 1: What are the experiences of selected teachers with bullying?

Tables 4.8-4.12 provide information regarding research question 1. Tables 4.8-4.12 depict the participants' knowledge of other teachers bullying students, how many teachers they have known to bully students in the past year as well as in the past three years, the total number of teachers they have known in their career who have been bullies (both male & female), how many students at Triton High School would they estimate have been the target of bullying teachers during the past year (both male & female), and whether they have knowledge of a written procedure for handling "problem teachers."

Table 4.8 shows that 67.1% of the teachers knew of other teachers who bully students in isolated cases only, while 33% reported knowledge of teachers who bully students frequently. The mean value of teacher knowledge of other teachers bullying student is 1.33 (*SD* .473).

Table 4.8

Knowledge of Other Teachers Bullying Students
n=70, SD=.473, M=1.33

<u>Awareness</u>	<u>Frequency</u>	<u>%</u>
Isolated Cases Only	47	67.1
Frequently (by only a few teachers)	23	32.9
Total	70	100

Table 4.9 reflects a mean value of .69 (*SD* .808) concerning the subjects' knowledge of other teachers who have bullied students in the past year. Forty-six percent (45.7) of Triton teachers could not recall any teachers bullying students in the past year.

Forty-seven percent (47%) of Triton teachers could identify one teacher who has bullied students. Only 7% could identify more than two teachers who have bullied students in the past year.

Table 4.9

Number of Teachers Known to Bully Students in the Past School Year
n=70, SD=.808, M=.69

Number	Frequency	%
0	32	67.1
1	33	32.9
3	5	7.1
Total	70	100

Table 4.10 posed the question: “How many teachers who bully students have you worked with in the past three years?” A total of 44 teachers (63%) indicated they worked had not worked with any bullying teachers in the past three years. Nine teachers indicated that they had worked with one (13%) bullying teacher. Seventeen percent indicated they had worked with two bullying teachers. The mean value was .71 (*SD* 1.079).

Table 4.10

Number of Teachers Known to Bully Students in the Past Three Years
n=70, SD=1.079, M=1.079

Number	Frequency	%
None	44	62.9
One	9	12.9
Two	12	17.1
3-5	3	4.3
More Than 5	2	2.9
Total	70	100

Table 4.11 shows several questions posed in the survey: “What is the total number of teachers you have known in your career who have been bullies (male)?, What is the total number of teachers you have known in your career who have been bullies (female)?, How many students at Triton would you estimate have been the target of bullying teachers during the past year (male)?, and How many students at Triton would you estimate have been the target of bullying teachers during the past year (female)?” The questions were arranged on a Likert scale of 0, 1 to 5, more than 10, and no response.

The total number of male teachers known to bully students had a mean value of 1.94 (*SD* 1.605) with 68.6% of teachers indicating they could not identify any male teacher that have bullied students in their career as a teacher. Ten percent identified 1 to 5 male teachers as being bullies and only 1.4% identified more than 10 male teachers as being bullies. Twenty percent of the 70 participating teachers did not respond to the question.

The total number of female teachers known to bully students had a mean value of 1.66 (*SD* 1.463) with 81.4% of Triton teachers who could not identify any female teachers that have bullied students in their career as a teacher. Approximately 3% (2.9%) identified one to five female teachers as being bullies and 15.7% did not respond to the question.

Table 4.11 provides data showing that 47.1% of the subjects indicated that 0 males have been the target of bullying teachers during the past year and approximately 39% (38.6%) did not respond to the question. Only 14.3% stated 1 to 5 male students have been the targets of teacher bullying. A total number of females that have been the targets of bullying teachers had a mean value of 2.53 (*SD* 1.886) with approximately 56%

(55.7%) of the subjects indicating that no females have been the targets of teacher bullying and 7.1% indicated that only 1 to 5 have been targets of teachers bullying. One percent (1.4%) indicated that 6 to 10 female students have been the target of teacher bullying and 36% (35.7%) did not respond to the question.

Table 4.11

	<i>Total Number of Teachers Known to Bully Students /Estimate Numbers of Students Bullied (Male/Female)</i>									
	Level of Agreement									
	0		1-5		6-10		>10		No Response	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Total number of male teachers known in career to bully students <i>n=70, SD=1.605, M=1.94</i>	48	68.6	7	10	0	0	1	1.4	14	20
Total number of female teachers known in career to bully students <i>n=70, SD=1.463, M=1.66</i>	57	81.4	2	2.9	0	0	0	0	11	15.7
Estimate number of male students targeted by bullying teachers in the past year <i>n=70, SD=1.877, M=2.69</i>	33	47.1	10	14.3	0	0	0	0	27	38.6
Estimate number of female students targeted by bullying teachers in the past year <i>n=70, SD=1.866, M=2.53</i>	39	55.7	5	7.1	1	1.4	0	0	25	35.7

Table 4.12 reflects the teacher’s awareness of any written procedures for handling problem teachers. A total of 66 teachers (94.3%) reported not having any knowledge of the school having a written policy with only four (5.7%) indicating knowledge of the school having a written policy. Table 4.12 also depicts data showing if there is a written policy, is it enforced. A total of three teachers (4.3%) stated “no” the written policy is not enforced and two teachers (2.9%) were unaware if the policy is enforced. Sixty-five percent (65%) did not respond to the question. Table 4.12 shows a frequency of two

(2.9%) teachers not knowing if the written policy is helpful. A total of 92.9% of the Triton teachers did not respond to the question and 4.3% stated the written policy is not helpful. A frequency of six teachers (8.6%) stated if there was not a written policy, they would like to have one written. A total of 61 teachers (87.1%) did not respond to the question and three (4.3%) stated they would not like to have a written policy for handling problem teachers.

Table 4.12

Teacher Awareness for Handling Problem Teachers

	Level of Agreement							
	Yes		No		Don't Know		No Response	
	Freq	%	Freq	%	Freq	%	Freq	%
Does the school have a written procedure for handling problem teachers <i>n</i> =70, <i>SD</i> =.468, <i>M</i> =2.89	4	5.7	0	0	66	94.3	0	0
If yes, is the written procedure enforced <i>n</i> =70, <i>SD</i> =.435, <i>M</i> =3.89	0	0	3	4.3	2	2.9	65	92.9
If yes, is it helpful <i>n</i> =70, <i>SD</i> =.435, <i>M</i> =3.89	0	0	3	4.3	2	2.9	65	92.9
If no, would you like to have a written procedure <i>n</i> =70, <i>SD</i> =.915, <i>M</i> =3.66	6	8.6	3	4.3	0	0	61	87.1

Research Question 2: How do selected teachers describe the interpersonal dynamics of bullying-teachers as compared to non-bullying teachers?

Research question 2 was analyzed using the SPSS (Statistical Package of Social Sciences) computer program to describe the frequency, percentage, mean, and standard deviation of each question. Tables 4.13 and 4.14 provide the data for 27 items measuring the interpersonal dynamics of bullying teachers in comparison to non-bullying

teachers by using a Likert scale arranged from never, sometimes, often, always, and no response.

The data for bullying teachers are reflected in Table 4.13 and the data for non-bullying teachers are displayed in Table 4.14. In both tables, the responses are indicated as never, sometimes, often, always, and no response. The subjects' response estimates are reported in rank order.

Table 4.13 depicted that bullying teachers "suspends the same student over and over without success" had a mean value of 3.40 (*SD* 1.366) with 38.6% of the subjects reporting this always occurs. A bullying teacher "complains a lot about working conditions" had a mean value of 3.36 (*SD* .979) with 28.6% of the subjects stating that this always occurs. A bullying teacher "denies that he or she has problems with students being bullied" had a mean value of 3.40 (*SD* 1.041) with 25.7% of the subjects indicating that this always occurs. A mean value of 3.39 (*SD* 1.026) with approximately 23% of the subjects indicated that a bullying teacher always "resents any demands from the principal or school." A bullying teacher "has problems keeping discipline with behaviorally disturbed students" had a mean value of 3.51 (*SD* 1.366) with 18.6% reporting this always occurs.

A bullying teacher "humiliates students as a way of stopping disruption" had a mean value of 3.31 (*SD* .971) with 68.6% indicating that this never occurs. A bullying teacher "allow students to bully him or her" had a mean value of 2.26 (*SD* 1.567) with 47.1% stating this never occurs. Table 4.13 reported that a bullying teacher "is absent from school more frequently than other teachers" as having a mean value of 2.59 (*SD* 1.574) with approximately 33% indicating this never occurs. A bullying teacher "uses

needless physical force to discipline students" had a mean value of 2.56 (*SD* 1.548) with 28.6% stating this never occurs. A bullying teacher "makes fun of special education students" had a mean value of 2.71 (*SD* 1.446) with 25.7% reporting this never occurs.

Table 4.14 depicts that a non-bullying teacher "uses rejection as a form of discipline" as having a mean value of 2.26 (*SD* 1.539) with 7.1% of the subjects reporting this always occurs. A non-bullying teacher "resents any demands from the principal or school administration" had a mean value of 2.43 (*SD* 1.314) with 7.1% of the subjects stating this always occurs. A non-bullying teacher "complains a lot about working conditions" had a mean value of 2.46 (*SD* 1.315) with 7.1% of the subjects reporting this always occurs. A mean value of 2.51 (*SD* 1.189) with approximately 7.1% of the subjects indicated that a non-bullying teacher always "is defensive about his or her teaching style and methods." A non-bullying teacher "watches as students bully other students" had a mean value of 2.11 (*SD* 1.234) with 2.9% reported this always occurs.

Among the many responses, a non-bullying teacher "uses needless physical force to discipline students" had a mean value of 2.39 (*SD* 1.735) with 70% indicating never. A non-bullying teacher "actively sets up students to be bullied by other students" had a mean value of 1.93 (*SD* 1.582) with 68.6% indicating this never happens. Similarly, a non-bullying teacher "seems to take pleasure in hurting students' feelings" had a mean value of 1.93 (*SD* 1.582) with 68.6% agreeing that this never occurs. Table 4.14 revealed that a non-bullying teacher "makes fun of special education students" as having a mean value of 1.73 (*SD* 1.329) with 67.1% agreeing this never occurs. A non-bullying teacher "is quick to put bright students who are "showing off" in their place" had a mean value of 1.94 (*SD* 1.403) with 54.3% reporting this never occurs.

Table 4.13

Ranking of Interpersonal Dynamics of Bullying Teachers

	Response Estimate									
	Never		Sometimes		Often		Always		No Response	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Suspends the same student over and over without success <i>n</i> =70, <i>SD</i> =1.366, <i>M</i> =3.40	3	4.3	20	28.6	20	28.6	27	38.6	27	38.6
Complains a lot about working conditions <i>n</i> =70, <i>SD</i> =.979, <i>M</i> =3.36	0	0	15	21.4	25	35.7	20	28.6	10	14.3
Denies that he or she has problems with students being bullied <i>n</i> =70, <i>SD</i> =1.041, <i>M</i> =3.40	0	0	16	22.9	23	32.9	18	25.7	13	18.6
Resents any demands from the principal or school administration <i>n</i> =70, <i>SD</i> =1.026, <i>M</i> =3.39	0	0	15	21.4	26	37.1	16	22.9	13	18.6
Has problems keeping discipline with behaviorally disturbed students <i>n</i> =70, <i>SD</i> =1.225, <i>M</i> =3.51	3	4.3	13	18.6	20	28.6	13	18.6	21	30
Is defensive about his or her teaching style and methods <i>n</i> =70, <i>SD</i> =1.001, <i>M</i> =3.19	2	2.9	14	20	33	47.1	11	15.7	10	14.3
Seems often to be spiteful to students <i>n</i> =70, <i>SD</i> =1.053, <i>M</i> =3.14	3	4.3	15	21.4	31	44.3	11	15.7	10	14.3
Uses rejection as a form of discipline <i>n</i> =70, <i>SD</i> =1.159, <i>M</i> =3.07	2	2.9	25	35.7	22	31.4	8	11.4	13	18.6
Makes fun of special education students <i>n</i> =70, <i>SD</i> =1.446, <i>M</i> =2.71	18	25.7	18	25.7	13	18.6	8	11.4	13	18.6
Seems to take pleasure in hurting students' feelings <i>n</i> =70, <i>SD</i> =1.068, <i>M</i> =3.30	0	0	17	23.4	30	42.9	8	11.4	15	1.4

(table continued)

Table 4.13 (continued)

Ranking of Interpersonal Dynamics of Bullying Teachers

	Response Estimate									
	Never		Sometimes		Often		Always		No Response	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Puts down to get order in classroom <i>n</i> =70, <i>SD</i> =.932, <i>M</i> =3.17	0	0	15	21.4	38	54.3	7	10	10	14.3
Constantly punishes the same child <i>n</i> =70, <i>SD</i> =.971, <i>M</i> =3.11	0	0	19	27.1	34	48.6	7	10	10	14.3
Has a negative attitude toward racial and cultural minorities <i>n</i> =70, <i>SD</i> =1.006, <i>M</i> =3.13	4	5.7	9	12.9	41	58.6	6	8.6	10	14.3
Watches as students bully other students <i>n</i> =70, <i>SD</i> =1.035, <i>M</i> =3.03	3	4.3	17	24.3	35	50	5	7.1	10	14.3
Is quick to put bright students who are showing off in their place <i>n</i> =70, <i>SD</i> =1.136, <i>M</i> =3.01	4	5.7	20	28.6	29	41.4	5	7.1	12	17.1
Seems to have a lot of children on a "black list" <i>n</i> =70, <i>SD</i> =1.197, <i>M</i> =3.40	4	5.7	9	12.9	32	45.7	5	7.1	20	28.6
Seems to dislike a lot of children <i>n</i> =70, <i>SD</i> =.991, <i>M</i> =3.34	0	0	11	15.7	39	55.7	5	7.1	15	21.4
Allows disruptions in classroom without intervention <i>n</i> =70, <i>SD</i> =1.300, <i>M</i> =2.86	12	17.1	15	21.4	27	38.6	3	4.3	13	18.6
Humiliates students as a way of stopping disruption <i>n</i> =70, <i>SD</i> =.971, <i>M</i> =3.31	48	68.6	7	10	0	0	2	2.9	13	8.6
Is absent from school more frequently than other teachers <i>n</i> =70, <i>SD</i> =1.574, <i>M</i> =2.59	23	32.9	19	27.1	10	14.3	0	0	18	25.7

(table continued)

Table 4.13 (continued)

Ranking of Interpersonal Dynamics of Bullying Teachers

	Response Estimate									
	Never		Sometimes		Often		Always		No Response	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Actively sets up students to be bullied by other students <i>n</i> =70, <i>SD</i> =1.391, <i>M</i> =2.67	14	20	25	35.7	16	22.9	0	0	15	21.4
Uses needless physical force to discipline students <i>n</i> =70, <i>SD</i> =1.548, <i>M</i> =2.56	20	28.6	27	38.6	5	7.1	0	0	18	25.7
Is easily disorganized when there are school emergencies <i>n</i> =70, <i>SD</i> =1.627, <i>M</i> =3.19	12	17.1	21	30	8	11.4	0	0	29	41.4
Allow students to bully him or her <i>n</i> =70, <i>SD</i> =1.567, <i>M</i> =2.26	33	47.1	16	22.9	6	8.6	0	0	15	21.4
Fails to set limits with students <i>n</i> =70, <i>SD</i> =1.260, <i>M</i> =2.91	7	10	22	31.4	26	37.1	0	0	15	21.4
Sits back when there is trouble and lets others handle the problems <i>n</i> =70, <i>SD</i> =1.174, <i>M</i> =2.69	10	14.3	22	31.4	28	40	0	0	10	14.3
Changes schools frequently <i>n</i> =70, <i>SD</i> =1.512, <i>M</i> =2.87	9	12.9	35	50	4	5.7	0	0	22	31.4
Uses rejection as a form of discipline <i>n</i> =70, <i>SD</i> =1.539, <i>M</i> =2.26	2	2.9	25	35.7	0	0	5	7.1	13	18.6
Resents any demands from the principal or school administration <i>n</i> =70, <i>SD</i> =1.314, <i>M</i> =2.43	13	18.6	41	58.6	0	0	5	7.1	11	15.7
Complains a lot about working conditions <i>n</i> =70, <i>SD</i> =1.315, <i>M</i> =2.46	13	18.6	39	55.7	2	2.9	5	7.1	11	15.7
Is defensive about his or her teaching style and methods <i>n</i> =70, <i>SD</i> =1.189, <i>M</i> =2.51	11	15.7	33	47.1	13	18.6	5	7.1	8	11.4

Table 4.14

Ranking of Interpersonal Dynamics of Non-Bullying Teachers

	Response Estimate									
	Never		Sometimes		Often		Always		No Response	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Watches as students bully other students <i>n</i> =70, <i>SD</i> =1.234, <i>M</i> =2.11	23	32.9	34	48.6	3	4.3	2	2.9	8	11.4
Allows disruptions in classroom without intervention <i>n</i> =70, <i>SD</i> =1.758, <i>M</i> =2.44	19	27.1	36	51.4	2	2.9	2	2.9	11	15.7
Puts students down to get order in classroom <i>n</i> =70, <i>SD</i> =1.305, <i>M</i> =1.91	36	51.4	22	31.4	2	2.9	2	2.9	8	11.4
Denies that he or she has problems with students being bullied <i>n</i> =70, <i>SD</i> =1.466, <i>M</i> =2.37	22	31.4	30	42.9	2	2.9	2	2.9	14	20
Seems to dislike a lot of children <i>n</i> =70, <i>SD</i> =1.393, <i>M</i> =2.17	27	38.6	28	40	2	2.9	2	2.9	11	15.7
Constantly punishes the same child <i>n</i> =70, <i>SD</i> =1.284, <i>M</i> =2.06	29	41.4	26	37.1	5	7.1	2	2.9	8	11.4
Has problems keeping discipline with behaviorally disturbed students <i>n</i> =70, <i>SD</i> =1.401, <i>M</i> =2.74	11	15.7	30	42.9	11	15.7	2	2.9	16	22.9
Suspends the same student over and over without success <i>n</i> =70, <i>SD</i> =1.638, <i>M</i> =2.80	19	27.1	22	31.4	5	7.1	2	2.9	22	31.4
Is absent from school more frequently than other teachers <i>n</i> =70, <i>SD</i> =1.628, <i>M</i> =2.24	35	50	17	24.3	0	0	2	2.9	16	22.9
Actively sets up students to be bullied by other students <i>n</i> =70, <i>SD</i> =1.582, <i>M</i> =1.93	48	68.6	7	10	0	0	2	2.9	15	21.4

(table continued)

Table 4.14 (continued)

Ranking of Interpersonal Dynamics of Non-Bullying Teachers

	Response Estimate									
	Never		Sometimes		Often		Always		No Response	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Humiliates students as a way of stopping disruption <i>n</i> =70, <i>SD</i> =1.388, <i>M</i> =1.99	35	50	23	32.9	0	0	2	2.9	10	14.3
Uses needless physical force to discipline students <i>n</i> =70, <i>SD</i> =1.706, <i>M</i> =2.04	49	70	3	4.3	0	0	2	2.9	16	22.9
Is easily disorganized when there are school emergencies <i>n</i> =70, <i>SD</i> =1.735, <i>M</i> =2.94	19	27.1	22	31.4	0	0	2	2.9	27	38.6
Allow students to bully him or her <i>n</i> =70, <i>SD</i> =1.407, <i>M</i> =2.39	19	27.1	33	47.1	3	4.3	2	2.9	13	18.6
Fails to set limits with students <i>n</i> =70, <i>SD</i> =1.347, <i>M</i> =2.43	13	18.6	42	60	0	0	2	2.9	13	18.6
Seems to take pleasure in hurting students' feelings <i>n</i> =70, <i>SD</i> =1.582, <i>M</i> =1.93	48	68.6	7	10	0	0	2	2.9	13	18.6
Is quick to put bright students who are "showing off" in their place <i>n</i> =70, <i>SD</i> =1.403, <i>M</i> =1.94	38	54.3	20	28.6	0	0	2	2.9	10	14.3
Seems to have a lot of children on a "black list" <i>n</i> =70, <i>SD</i> =1.688, <i>M</i> =2.39	34	48.6	13	18.6	3	4.3	2	2.9	18	25.7
Seems often to be spiteful to students <i>n</i> =70, <i>SD</i> =1.291, <i>M</i> =1.89	36	51.4	24	34.3	0	0	2	2.9	8	11.4
Makes fun of special education students <i>n</i> =70, <i>SD</i> =1.329, <i>M</i> =1.73	47	67.1	13	18.6	0	0	2	2.9	8	11.4
Sits back when there is trouble and lets others handle the problems <i>n</i> =70, <i>SD</i> =1.257, <i>M</i> =2.11	25	35.7	30	42.9	5	7.1	2	2.9	8	11.4

(table continued)

Table 4.14 (continued)

Ranking of Interpersonal Dynamics of Non-Bullying Teachers

	Response Estimate									
	Never		Sometimes		Often		Always		No Response	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Has a negative attitude toward racial and cultural minorities <i>n</i> =70, <i>SD</i> =1.245, <i>M</i> =2.01	27	38.6	33	47.1	0	0	2	2.9	8	11.4
Changes schools frequently <i>n</i> =70, <i>SD</i> =1.551, <i>M</i> =2.64	16	22.9	33	47.1	0	0	2	2.9	19	27.1

Research Question 3: What are the opinions of selected teachers regarding teacher bullying?

Table 4.15 provides the data for the 15 statements measuring the opinions of teachers regarding bullying. Data on the opinions were collected through the survey using 15 Likert-type items on a 5-point scale. The scale ranged from strongly disagree, disagree, undecided, agree, and strongly agree.

Table 4.15 data revealed a mean of 4.15 (*SD* .977) with a total of 88.5% subjects agreeing and strongly agreeing that "teachers play a significant role in reducing violence and disruption in school." Further, a mean of 4.09 (*SD* .775) totaling 80% agreeing and strongly agreeing that "bullying teachers need counseling and re-education." Subsequently, a mean of 3.13 (*SD* 1.166) with a total of 27.1% agreeing and strongly agreeing that "principals don't do enough to stop bullying teachers." "Bullying teachers' use more suspensions" had a mean of 3.04 (*SD* .806) with 24.3% agreeing. Similarly, "bullying teachers have quiet classrooms" had a mean of 2.81 (*SD* .856) with 24.3% agreeing.

"Teachers who report bullying teachers are not team plays" had a mean of 1.94 (*SD* .700) with a total of 87.2% strongly disagreeing and disagreeing. A mean of 2.11

(*SD* .692) with a total of 84.3% of the teachers strongly agreeing and disagreeing "if teachers don't dominate students, students will think they are soft." The data showed a mean of 2.23 (*SD* 1.010) with a total of 80% indicating they strongly disagree and disagree "teachers know what to do when they see a bullying teacher in action." Conversely, a mean of 2.43 (*SD* .941) with a total of 70% strongly disagreeing and disagreeing "there is nothing another teacher can do to stop a bullying teacher." A mean of 2.43 (*SD* .1.044) with a total of 65.7% strongly disagreeing and disagreeing indicated "you can't be too strict if you want students to learn."

Table 4.15

Teacher Opinions Regarding Teacher Bullying

	Level of Agreement									
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Teachers play a significant role in reducing violence and disruption in school <i>n</i> =70, <i>SD</i> =.977, <i>M</i> =4.13	3	4.3	3	4.3	2	2.9	36	51.4	26	37.1
Bullying teachers need counseling and re-education <i>n</i> =70, <i>SD</i> =.775, <i>M</i> =4.09	0	0	2	2.9	12	17.1	34	48.6	22	31.4
Principals don't do enough to stop bullying teachers <i>n</i> =70, <i>SD</i> =1.166, <i>M</i> =3.13	3	4.3	19	27.1	29	41.5	19	27.1	0	0
Bullying teachers have quiet classrooms <i>n</i> =70, <i>SD</i> =.856, <i>M</i> =2.81	3	4.3	24	34.3	26	37.1	17	24.3	0	0
Bullying teachers use more suspensions <i>n</i> =70, <i>SD</i> =.806, <i>M</i> =3.04	3	4.3	10	14.3	40	57.1	15	21.4	2	2.9
Students should put up with whatever disciplinary method the teacher chooses <i>n</i> =70, <i>SD</i> =1.060, <i>M</i> =2.49	10	14.3	34	48.6	10	14.3	14	20	2	2.9

(table continued)

Table 4.15 (continued)

Teacher Opinions Regarding Teacher Bullying

	Level of Agreement									
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Administrators are open to being told about bullying teachers <i>n</i> =70, <i>SD</i> =.928, <i>M</i> =2.67	3	4.3	34	48.6	18	25.7	13	18.6	2	2.9
You can't be too strict if you want students to learn <i>n</i> =70, <i>SD</i> =1.044, <i>M</i> =2.43	10	14.3	36	51.4	11	15.7	10	14.3	3	4.3
Teachers know what to do when they see a bullying teacher in action <i>n</i> =70, <i>SD</i> =1.010, <i>M</i> =2.23	12	17.1	44	62.9	3	4.3	8	11.4	3	4.3
Corporal punishment should be reintroduce into schools for certain students <i>n</i> =70, <i>SD</i> =1.472, <i>M</i> =2.53	18	25.7	25	35.7	19	27.1	6	8.6	2	2.9
There is nothing another teacher can do to stop a bullying teacher <i>n</i> =70, <i>SD</i> =.941, <i>M</i> =2.43	4	5.7	45	64.3	13	18.6	3	4.3	5	7.1
Bullying teachers should be fired immediately <i>n</i> =70, <i>SD</i> =1.628, <i>M</i> =2.24	5	7.1	38	54.3	20	28.6	5	7.1	2	2.9
If teachers don't dominate students, students will think they are soft <i>n</i> =70, <i>SD</i> =.692, <i>M</i> =2.11	8	11.4	51	72.9	6	8.6	5	7.1	0	0
Students of bullying teachers are higher achievers <i>n</i> =70, <i>SD</i> =.731, <i>M</i> =2.24	9	12.9	38	54.3	20	28.6	3	4.3	0	0
Bullying teachers us fewer substitute teachers <i>n</i> =70, <i>SD</i> =.705, <i>M</i> =2.63	6	8.6	17	24.3	44	62.9	3	4.3	0	0
Teachers who report bullying teachers are not team players <i>n</i> =70, <i>SD</i> =.700, <i>M</i> =1.94	16	22.9	45	64.3	6	8.6	3	4.3	0	0

Research Question 4: What are the opinions of selected teachers regarding the causes of teacher bullying?

Table 4.16 contains the results of the selected teacher's opinions regarding the causes of teacher bullying. "They are not trained sufficiently in appropriate disciplinary methods or psychology" had a mean of 3.43 (*SD* 1.149) with a total of 55.7% agreeing and strongly disagreeing with the statement. "They are "burned out" on teaching" had a mean value of 3.59 (*SD* 1.000) with a total of 50% agreeing and strongly agreeing. "Their classes are too large" had a mean value of 3.37 (*SD* 1.092) with a total of 41.5% agreeing and strongly agreeing. "They are not suited to teaching" had a mean value of 3.24 (*SD* .892) with a total of 34.3% agreeing and strongly agreeing.

Further, "they are envious of students who are smarter than they are" had a mean value of 2.33 (*SD* 2.33) with a total of 70% strongly disagreeing and disagreeing. "Salaries and benefits are unsatisfactory" had a mean value of 2.61 (*SD* .804) with a total of 54.3% strongly disagreeing and disagreeing. "They are frightened of being hurt, so respond by dominating their students" had a mean value of 2.47 (*SD* .847) with a total of 52.8% strongly disagreeing and disagreeing. "They are nearing retirement" had a mean value of 2.79 (*SD* 1.141) with a total of 42.8% strongly disagreeing and disagreeing. "They have a psychiatric illness, including alcoholism" had a mean value of 2.61 (*SD* .937) with a total of 41.4% strongly disagreeing and disagreeing.

Table 4.16

Teacher Opinions Regarding Causes of Teacher Bullying

	Level of Agreement									
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
They are not trained sufficiently in appropriate disciplinary methods or psychology <i>n</i> =70, <i>SD</i> =1.149, <i>M</i> =3.43	2	2.9	18	25.7	11	15.7	26	37.1	13	18.6
They are "burned out" on teaching <i>n</i> =70, <i>SD</i> =1.000, <i>M</i> =3.59	2	2.9	10	14.3	13	18.6	35	50	0	0
Their classes are too large <i>n</i> =70, <i>SD</i> =1.092, <i>M</i> =3.37	2	2.9	13	18.6	26	37.2	24	34.4	5	7.1
They are not suited to teaching <i>n</i> =70, <i>SD</i> =.892, <i>M</i> =3.24	0	0	16	22.9	26	37.1	23	32.9	5	7.1
They are nearing retirement <i>n</i> =70, <i>SD</i> =1.141, <i>M</i> =2.79	11	15.7	19	27.1	16	22.9	22	31.4	2	2.9
They have poor relationships with administrators and/or the school board <i>n</i> =70, <i>SD</i> =.924, <i>M</i> =3.04	2	2.9	17	24.3	32	45.7	14	20	5	7.1
They have too many disturbed students <i>n</i> =70, <i>SD</i> =.659, <i>M</i> =2.97	0	0	16	22.9	40	57.1	14	20	0	0
They have a psychiatric illness, including alcoholism <i>n</i> =70, <i>SD</i> =.937, <i>M</i> =2.61	10	14.3	19	27.1	29	41.4	12	17.1	0	0
They are envious of students who are smarter than they are <i>n</i> =70, <i>SD</i> =.974, <i>M</i> =2.33	10	14.3	39	55.7	12	17.1	6	8.6	3	4.3
They are frightened of being hurt, so respond by dominating their students <i>n</i> =70, <i>SD</i> =.847, <i>M</i> =2.47	8	11.4	29	41.4	25	35.7	3	11.4	0	0
Their salaries and benefits are unsatisfactory <i>n</i> =70, <i>SD</i> .804, <i>M</i> =2.61	0	0	38	54.3	24	34.3	5	7.1	3	4.3

Research Question 5: What are the personal experiences of selected teachers with bullying?

Tables 4.17-4.21 reflect the personal experiences of selected teachers with bullying. Table 4.17 is based on a 5-point scale ranging from never, sometimes, often, always, and no response. "When you were still in school yourself, were you ever bullied" had a mean value of 1.89 (*SD* .925) with 35.7% indicating never, 48.6% sometimes, 11.4% often, and 4.3% no response.

Table 4.17

<i>Personal Experiences with Bullying</i>		
<i>n=70, SD=.925, M=1.89</i>		
<u>Bullied As a Child</u>	<u>Frequency</u>	<u>%</u>
Never	25	35.7
Sometimes	34	48.6
Often	8	11.4
Always	0	0
No Response	3	4.3
Total	70	100

Tables 4.18-4.19 depict the responses of the subjects regarding bullying inside the classroom as well as outside of the classroom. The responses were placed in four categories: "no student tried to bully me, one student, a few students, many students try to bully me." The first of the two questions asked the participants "how many students try to bully you as the teacher." Secondly, "in your duties outside your classroom, how many students try to bully you?" The first question had a mean value of 2.26 (*SD* .879) with 25.7% indicating no students try to bully me, 25.7% replied one student, 45.7%

responded a few students, and 2.9% reflected many students try to bully me. The second question had a mean value of 1.86 (*SD* 1.040) with 58.6% indicating no students try to bully me, 38.6% stating a few students, and 2.9% replying many students try to bully me.

Table 4.18

Bullying Inside the Classroom
n=70, SD=.879, M=2.26

<u>Inside the Classroom</u>	<u>Frequency</u>	<u>%</u>
No students try to bully me	18	25.7
One student	18	25.7
A few students	32	45.7
Many students try to bully me	2	2.9
Total	70	100

Table 4.19

Bullying Outside of the Classroom
n=70, SD=1.040, M=1.86

<u>Outside the Classroom</u>	<u>Frequency</u>	<u>%</u>
No students try to bully me	41	58.6
One student	0	0
A few students	27	38.6
Many students try to bully me	2	2.9
Total	70	100

Table 4.20 depicts the responses subjects made to the question "would you make use of special intervention to assist you with a student who was bullying you." The data

produced had a mean value of 1.14 (*SD*.625) with 65.7% of the respondents indicating yes they would make use of a special intervention. Twenty-seven percent (27.1%) responded no, and 7.1% did not respond.

Table 4.20

<i>Special Intervention to Assist Teachers</i>		
<i>n=70, SD=.625, M=1.14</i>		
<u>Responses</u>	<u>Frequency</u>	<u>%</u>
Yes	46	65.7
No	19	27.1
No Response	5	7.1
Total	70	100

Table 4.21 depicts the subjects' responses to "can you think of any times when you have been bullied as a student yourself." The data produced a mean value of 2.01 (*SD* 1.123) with 44.3% of the respondents indicating no, 21.4% once only, 28.6% a few times, and 5.7% giving no response.

Table 4.21

<i>Bullied as a Student</i>		
<i>n=70, SD=1.123, M=2.01</i>		
<u>Responses</u>	<u>Frequency</u>	<u>%</u>
No	31	44.3
Only once	15	21.4
A few times	20	28.6
No response	4	5.7
Total	70	100

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

This study investigated the opinions and experiences of selected teachers at Triton Regional High School, Runnemede, NJ, in April 2007 with teacher bullying. The subjects in this study were regular education teachers (including related arts or special subject teachers) and special education teachers of grades 9th, 10th, 11th, and 12th.

To ensure the rights and privacy of each subject, an Institutional Review Board (IRB) application was submitted on February 5, 2007 (Appendix A). The application included a survey instrument (Appendix C), the principal permission letter, subject information and consent form (Appendix B). The application was approved on March 24, 2007. Subjects were administered the survey with a cover letter attached.

The surveys were placed in the mailboxes of all teaching faculty members on March 26, 2007. Afterwards, the teachers were contacted via email. The subjects were given until April 2, 2007 to complete and return the surveys.

A five-part survey consisting of a cover letter and a detachable consent form was distributed to 100 teachers. Section A of the survey collected demographic data including age, gender, marital status, extracurricular activities, years teaching, number of schools taught in, average number of students, and job satisfaction. Section B collected data on the subjects experience with bullying. Section C was comprised of 43 Likert-type items regarding the interpersonal dynamics of bullying teachers. In section D, the data collected focused on the causes of bullying by teachers. Section E collected data on

the subject's personal experience with bullying. Seventy completed surveys were anonymously returned, yielding a return rate of 70%.

The Statistical Package for the Social Science (SPSS) computer software was used to explore the variations in teachers' opinions and experiences. Descriptive statistics were used to analyze the data from the completed surveys. SPSS descriptive statistics provided frequencies, percentages, means, and standard deviations, for the opinions and experiences of selected teachers regarding teacher bullying. The data were analyzed and presented in table form along with narrative explanations within the study.

Discussion of the Findings

Research Question 1: What are the experiences of selected teachers with bullying?

The data suggests that 100% of the teachers participating in the study were aware that teacher bullying exists. Sixty-seven percent (67%) indicated that teacher bullying occurs in isolated cases only and 33% indicated that bullying occurs frequently, but by only a few teachers.

The findings support the research by Twemlow et al. (1996) who stated that of the teachers in seven urban elementary schools in the United States, 70% had seen bullying by other teachers. This is further supported by the 54% of the teachers surveyed at Triton High School who have known teachers to bully students during the past school year.

When the respondents were asked if the school had a written procedure for handling problem teachers, 94% did not know if a policy existed. The remaining 6% indicated knowledge of a policy. However, of the 6% answering yes, only 2% stated it was enforced.

It is noteworthy that 87% of the respondents did not respond when asked if they would like to have a written procedure. A possible inference could be that teachers who bully students are not dealt with by the administration. Therefore, the need for a written procedure would be pointless if the bullying teacher is not reprimanded. Namie and Namie (2003), assert that there should be a zero tolerance for adult bullies in any school.

Research Question 2: How do selected teachers describe the interpersonal dynamics of bullying-teachers as compared to non-bullying teachers?

The findings showed that 50% of the subjects completing the survey revealed bullying teachers often watch as students bully other students as compared to 48.6% of non-bullying teachers who sometimes watch as students are bullied. According to the findings, 38.6% of the participants indicated bullying teachers often allow disruptions in class without interventions as compared to the 51.4% who reported that disruptions sometimes happen in class without interruption.

The findings support Twemlow et al. (1996) survey. Twemlow et al. survey showed that nearly 60% of bullying teachers often watch as students bully other students and approximately 40% of non-bullying teachers who sometimes watch as students are bullied.

Devine (1996) stated that teachers use the code of the streets such as tough language, four letter words, intimidation, tough demeanor and tough posturing as a way to exert power and authority over students. The findings revealed that 54% of teachers indicated that a bullying teacher often puts students down to get order in the classroom whereas 51.4% indicated that non-bullying teachers never use put down as a way of obtaining order. The finding supports the research of McEvoy (2005) who stated that

teacher put-downs are a form of humiliation that generates attention while degrading a student in front of others.

Moreover, a total of 81.5% of the subjects indicated that bullying teachers sometimes, often, or always deny they have a problem with students being bullied. McEvoy (2005) suggests that teachers who bully justify the abuse because their intended targets provoke the reaction. He further claims that teachers often describe their behavior as “motivation” or as an appropriate part of instruction. Approximately 42.9% of non-bullying teachers sometimes deny having a bullying problem, while 31.4% never deny having a problem.

Nearly 56% (55.7) of the selected teachers felt bullying teachers often disliked children. The findings showed that 40% of the teachers believed that sometimes non-bullying teachers disliked a lot of children while 38.6% never seem to dislike children. Only 2.9% of the survey participants felt a non-bullying teacher either always or often dislike a lot of children as compared to the 7.1% of teachers responding to bullying teachers. McEvoy (2005) states a student who is bullied may remind the teacher of someone he/she dislikes.

Constant punishment of a student can be considered a form of bullying. The findings in this study showed a total of 85.7% of the subjects reported bullying teachers sometimes, often or always punish the same child. Dr. Olga Jarrett was quoted in an online source Connectwithkids.com (2006) as saying “in some cases, teachers just pick, pick, pick at the same child over and over again” (¶ 5).

The literature identifies several forms of bullying. The findings showed that a cumulative of 78.5% of Triton teachers say that bullying teachers either sometimes, often

or always use rejection as form of discipline and 37% of teacher say non-bullying teachers use rejection. A total of 44.3% indicated that a non-bullying teacher never uses rejection as a form of discipline.

Consistent with the literature on bullying, the selected teachers reported an absence of physical force to discipline students. Although 45.7% of the teachers completing the survey felt that a bullying teacher uses physical force, 70% of the respondents indicated non-bullying teachers never use needless physical force to discipline students.

In addition, 78.2% of the teachers completing the survey replied that bullying teachers seem to take pleasure in hurting students' feelings. This was validated by McEvoy (2005) who stated, "The sadistic teacher hacks on kids in a way that indicates they might get some pleasure from it" (p. 8). According to the Triton teachers, 68.6% felt that non-bullying teachers never take pleasure in hurting students' feelings.

Research Question 3: What are the opinions of selected teachers regarding teacher bullying?

The findings suggest that 62.9% of the teachers at Triton Regional High do not know what to do when they see a bullying teacher in action. The findings also showed that 52.9% of Triton teachers do not believe administrators are open to being told about bullying teachers.

The findings showed although 61.4% of the subjects indicated that bullying teachers should be fired, 80% think bullying teachers need counseling and re-education. Twemlow et. al (2001), stated that many teachers are untrained in discipline techniques and need help in controlling student behavior.

Research Question 4: What are the opinions of selected teachers regarding the causes of teacher bullying?

The findings showed that some of the causes of teachers who bully students can be attributed to teachers who are burned out and a lack of training in appropriate disciplinary methods. The data from Triton Regional High School differ from Twemlow et al. research. Twemlow et al. (2001), suggested that teachers do attribute a consistent set of causes to bullying teachers due to a lack of administrative support, not enough training, dominating students out of fear of being hurt, classes that are too large, being burned out, and envious of smarter students. This could suggest that Triton teachers are comfortable with their students. Also, the Twemlow et al. research was completed in several inner city schools, where a vast majority of the students come from low socioeconomic status. Triton is a suburban school located in a middle class community. The cause of bullying while to some degree similar, clearly differ in other areas.

Research Question 5: What are the personal experiences of selected teachers with bullying?

The findings showed that 60% of the Triton teachers were bullied when they were in school as an adolescent. This supports the data obtained from Twemlow et al. According to Twemlow et al. (2001), teachers who observed more bullying in the school where they taught tended to also report having been bullied more significantly as students themselves and tended to have worked with more bullying teachers in the past three years. Furthermore, 74% of Triton teachers felt that students tried to bully them in the classroom. Such inappropriate behavior could cause a teacher to retaliate. Almost 42%

of the respondents stated that students use bullying tactics in their other duties outside the classroom.

Conclusions

The findings suggest that selected teachers at Triton Regional High School are aware that bullying does exist amongst teachers. However, the findings also indicate that one of the causes of teacher bullying is due to lack of sufficient training in appropriate disciplinary methods or psychology. Furthermore, the findings also indicate another cause of teacher bullying is attributed to teacher's being "burned out." The results confirmed the findings of Twemlow et al. (1996).

In addition, the findings suggest that teachers felt administrators are not open to being told about bullying teachers and they truly don't know what to do when they see a bullying teacher in action. However, a bullying teacher resents any demands from the principal or school administration. The findings also suggest that teachers do agree that they play a significant role in reducing violence and disruption in school and would agree that bullying teachers need counseling and re-education rather than being fired.

The findings suggest that bullying teachers are defensive about personal teaching style and methods. Furthermore, the findings indicate that bullying teachers use rejection as a form of discipline. The findings revealed that a bullying teacher sits back when there is trouble and lets others handle the problems and actively sets up students to be bullied by other students. In addition, the findings revealed that bullying teachers seem to take pleasure in hurting students' feelings and is spiteful to students. Overall, the findings showed that a bullying teacher denies that he or she has problems with students being bullied.

The findings showed that a majority of teachers had additional school responsibilities such as coaching, academic, and social club advisor. This showed no correlation between bullying teachers and non-bullying teachers.

The findings further reveal that a majority of teachers did not respond to part two of section C of the instrument. This section of the survey focused on the opinions of teachers regarding themselves. The lack of responses suggest that it is easier for teachers to answer questions about other teachers rather than answering questions that would reveal wrongdoings within themselves.

This study suggests that new approaches are needed to identify and respond to teacher bullying in schools. Administrators and teachers need to work cooperatively to address this issue in a nonpunitive fashion that offers teachers the help they need to stop bullying. The findings represent an initial attempt at solving an age old problem in schools around the country if not the world.

Finally, this study showed that those who are new teachers are not likely to bully students. Teachers who bully tend to be established and secure in their position (tenured teachers). The reasons are for this are not yet clear. Perhaps new teachers who bully do not have their contracts renewed and are weeded out. Perhaps they are too new to have lost sight of the reason why they became teachers. Perhaps they have not yet learned how far they can stretch the boundaries of professional conduct. What is true is that greater the longevity of service as a teacher, the more difficulty it is to remove one from a position. This may be especially so in schools where the principal has been in his or her position for a long time. The reluctance to act is fueled by a long history of inaction.

There seldom will be negative sanctions applied to teachers who bully students. The ability to justify how a teacher treats students, the absence of school policies that specifically address the problem, and the absence of an effective administrative response, means that effective accountability for bullying behavior is compromised.

Schools are often perceived as not providing meaningful and predictable redress for complaints against teachers who are alleged to bully students. The reality may be that no means of redress exists. It may also be true that even if formal means of registering a complaint against a teacher exist, there is a lack of faith in the integrity of the process. This functions to inhibit reporting.

Recommendations for Practice and Future Research

The following recommendations are made for further research:

1. A larger study involving additional schools within the district as well as other school districts. The researcher only examined teacher opinions from one school. Further studies would allow comparison between suburban and urban schools regarding teacher bullying.
2. It is recommended that an interview be completed in addition to completing a survey. An interview allows the researcher to gain deeper understanding of what the respondents report in the survey.
3. A follow-up analysis could be done using the same subjects after a thorough training program was implemented in teacher bullying.
4. An additional study should be conducted including administrator perspectives.
5. Districts should make faculty aware of written policies regarding teacher bullying as well as the consequences of engaging in such behavior and actions.

6. Districts should develop guidelines for the tracking of complaints against teachers who are alleged to bully students.
7. Districts should provide opportunities for students whose allegations are substantiated to be transferred to another teacher's class without penalty.
8. Districts should provide orientation of new students and new teachers about bullying as a violation of policy and hence an actionable offense.
9. A consideration of bullying should be part of retention and promotion processes.
10. In making the bullying of students a violation policy, bystanders who are not the targets, including other teachers and students, should be allowed to file a complaint.

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APPENDIX A

Institutional Review Board Disposition Form

Rowan University
INSTITUTIONAL REVIEW BOARD
HUMAN RESEARCH REVIEW APPLICATION

INSTRUCTIONS: Check all appropriate boxes, answer all questions completely, include attachments, and obtain appropriate signatures. Submit an **original and two copies** of the completed application to the Office of the Associate Provost.

NOTE: Applications must be typed.
Be sure to make a copy for your files.

FOR IRB USE ONLY:

Protocol Number: IRB-_____

Received: _____ Reviewed: _____

Exemption: ___Yes ___ No

Category(ies): _____

Approved _____ (date)

Step 1: Is the proposed research subject to IRB review?

All research involving human participants conducted by Rowan University faculty and staff is subject to IRB review. Some, but not all, student-conducted studies that involve human participants are considered research and are subject to IRB review. Check the accompanying instructions for more information. Then check with your class instructor for guidance as to whether you must submit your research protocol for IRB review. If you determine that your research meets the above criteria and is not subject to IRB review, **STOP**. You do not need to apply. If you or your instructor have any doubts, apply for an IRB review.

Step 2: If you have determined that the proposed research is subject to IRB review, complete the identifying information below.

Project Title:

A Study Investigating the Attitudes of Selected Teachers Regarding Teacher Bullying

Researcher: <u>Christian A. Barnes</u>	
Department: <u>Education Leadership</u>	Location: <u>Education Hall</u>
Mailing Address: <u>25 Aberdeen Place</u> (Street)	<u>Woodbury, NJ 08096</u> (Town/State/Zip)
E-Mail: <u>barnes18@students.rowan.edu</u>	Telephone: <u>(856) 845-4515</u>
Co-Investigator/s: _____	
Faculty Sponsor (if student)* <u>Dr. Burton Sisco</u>	
Department: <u>Education Leadership</u>	Location: <u>Education Hall</u>
E-Mail: <u>Sisco@rowan.edu</u>	Telephone: <u>(856)256-4500, ext. 3717</u>

Approved For Use by Rowan IRB: 7/04

Step 3: Determine whether the proposed research eligible for an exemption from a full IRB review.

Federal regulations (45 CFR 46) permit the exemption of some types of research from a full IRB review. If your research can be described by one or more of the categories listed below, check the appropriate category(ies), complete questions 1-5, and complete the Assurances on the last page of the application.

If your research cannot be described by any of these categories, your research is not exempt, and you must complete the entire "Human Research Review Application."

- Category 1 - Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as: (a) research on regular and special education instructional strategies; or (b) research on the effectiveness of, or the comparison among, instructional techniques, curricula, or classroom management methods.
- Category 2 - Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, unless: (a) information obtained is recorded in such a manner that the human participants can be identified, directly or through identifiers linked to the participants; and (b) any disclosure of the human participants' responses outside the research could reasonably place the participants at risk of criminal or civil liability or be damaging to the participants' financial standing, employability, or reputation.
(Note: Exemption for survey and interview procedures does not apply to research involving children. Exemption for observation of public behavior does not apply to research involving children except when the investigator does not participate in the activities being observed.)
- Category 3 - Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under Category 2 above if: (a) the human participants are elected or appointed public officials or candidates for public office; or (b) federal statute requires without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- Category 4 - Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that participants cannot be identified, directly or through identifiers linked to the participants.
- Category 5 - Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to these programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.
- Category 6 - Taste and food quality evaluation and consumer acceptance studies: (a) if wholesome foods without additives are consumed; or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.
(Note: Exemption categories cannot be applied to research involving fetuses, pregnant women, human in vitro fertilization, or prisoners.)

Please answer Questions 1-5 below

1. WHAT IS THE OBJECTIVE OF THE RESEARCH?

To survey a selected group of teachers at Triton High School regarding their attitudes about bullying teachers and teacher bullying.

2. DESCRIBE THE DESIGN OF THE RESEARCH INCLUDING WHAT WILL BE REQUIRED OF SUBJECTS (ATTACH ADDITIONAL SHEET IF NECESSARY):

The participants will complete a survey on bullying teachers and teacher bullying. The instrument probes personal experience with bullying, the interpersonal dynamics with bullying teachers, the causes of bullying, and their personal experiences with bullying.

3. DESCRIBE THE SUBJECTS WHO WILL BE PARTICIPATING (NUMBER, AGE, GENDER, ETC):

A total of 140 teachers and staff with instructional responsibilities ranging in age from 22 to 60 will be participating in the study. Gender participation will be reflective of the teaching population at the school.

4. DESCRIBE HOW SUBJECTS WILL BE RECRUITED (e.g. ADVERTISEMENTS, ANNOUNCEMENTS IN CLASS, E-MAIL, INTERNET)

An announcement will be made at a faculty meeting about the study and all teachers will receive a copy of the consent form and survey instrument in personal mailboxes.

5. WHERE WILL THE RESEARCH BE CONDUCTED:

The study will be conducted at the teacher's place of employment. The school administrator has approved the administration of the study, which is attached to this application.

NOTE: IF THE RESEARCH IS TO BE CONDUCTED IN ANOTHER INSTITUTION (e.g. A SCHOOL, HOSPITAL, AGENCY, etc.) A PERMISSION LETTER FROM AN ADMINISTRATOR ON THE LETTERHEAD OF THAT INSTITUTION MUST BE ATTACHED.

IF THE RESEARCH IS TO BE CONDUCTED AT ANOTHER UNIVERSITY, A SIGNED COPY OF THE IRB APPROVAL FORM FROM THAT UNIVERSITY MUST BE ATTACHED.

ATTACH THE CONSENT FORM TO THIS APPLICATION. The Consent Form must address all of the elements required for informed consent (SEE INSTRUCTIONS).

NOTE: IF THE ONLY RECORD LINKING THE SUBJECT AND THE RESEARCH WOULD BE THE CONSENT DOCUMENT, AND THE RESEARCH PRESENTS NO MORE THAN MINIMAL RISK OF HARM TO SUBJECTS, YOU MAY USE AN ALTERNATIVE PROCEDURE FOR CONSENT. IF YOU WISH TO REQUEST PERMISSION FROM THE IRB TO USE AN ALTERNATIVE PROCEDURE, ATTACH A COPY OF THE FIRST PAGE OF YOUR RESEARCH INSTRUMENT OR A LETTER WITH THE REQUIRED INFORMATION (see Instructions).

If you are requesting an exemption from a full IRB review, STOP. Complete the last page of this application ("Certifications"), and forward the completed (typed) application to the Office of the Associate Provost for Research, The Graduate School, Memorial Hall.

IF YOU CANNOT CLAIM ONE OF THE EXEMPTIONS LISTED ABOVE, COMPLETE ALL OF THE ABOVE AS WELL AS THE FOLLOWING ADDITIONAL QUESTIONS FOR A FULL IRB REVIEW.

Does your research involve a special population?

- Socioeconomically, educationally, or linguistically disadvantaged racial/ethnic group
- Pregnancy/fetus
- Cognitively impaired
- Elderly
- Terminally ill
- Incarcerated
- No special population

At what level of risk will the participants in the proposed research be placed?

(Note: "Minimal risk" means that the risks of harm anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during performance of routine physical or psychological examinations or tests. The concept of risk goes beyond physical risk and includes risks to the participant's dignity and self-respect as well as psychological, emotional, or behavioral risk.)

Minimal Risk More than Minimal Risk Uncertain

1. HOW WILL SUBJECTS BE RECRUITED? IF STUDENTS, WILL THEY BE SOLICITED FROM CLASS?

2. WHAT RISKS TO SUBJECTS (PHYSIOLOGICAL AND/OR PSYCHOLOGICAL) ARE INVOLVED IN THE RESEARCH?

3. IS DECEPTION INVOLVED IN THE RESEARCH? IF SO, WHAT IS IT AND WHY WILL IT BE USED?

4. WHAT INFORMATION WILL BE GIVEN TO THE SUBJECTS AFTER THEIR PARTICIPATION? IF DECEPTION IS USED, IT MUST BE DISCLOSED AFTER PARTICIPATION.

5. HOW WILL CONFIDENTIALITY BE MAINTAINED? WHO WILL KNOW THE IDENTITY OF THE SUBJECTS? IF A PRE-AND POSTTEST DESIGN IS USED, HOW WILL THE SUBJECTS BE IDENTIFIED?

6. HOW WILL THE DATA BE RECORDED AND STORED? WHO WILL HAVE ACCESS TO THE DATA? ALL DATA MUST BE KEPT BY THE PRINCIPAL INVESTIGATOR FOR A MINIMUM OF THREE YEARS.


CERTIFICATIONS:

Rowan University maintains a Federalwide Assurance (FWA) with the Office of Human Research Protection (OHRP), U.S. Department of Health & Human Services. This Assurance includes a requirement for all research staff working with human participants to receive training in ethical guidelines and regulations. "Research staff" is defined as persons who have direct and substantive involvement in proposing, performing, reviewing, or reporting research and includes students fulfilling these roles as well as their faculty advisors.

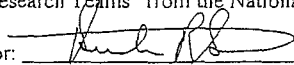
Please attach a copy of your "Completion Certificate for Human Participant Protections Education for Research Teams" from the National Institutes of Health.

If you need to complete that training, go to the Web Tutorial at <http://cme.nci.nih.gov/>

Responsible Researcher: I certify that I am familiar with the ethical guidelines and regulations regarding the protection of human participants from research risks and will adhere to the policies and procedures of the Rowan University Institutional Review Board. I will ensure that all research staff working on the proposed project who will have direct and substantive involvement in proposing, performing, reviewing, or reporting this research (including students fulfilling these roles) will complete IRB approved training. I will not initiate this research project until I receive written approval from the IRB. I agree to obtain informed consent of participants in this project if required by the IRB; to report to the IRB any unanticipated effects on participants which become apparent during the course or as a result of experimentation and the actions taken as a result; to cooperate with the IRB in the continuing review of this project; to obtain prior approval from the IRB before amending or altering the scope of the project or implementing changes in the approved consent form; and to maintain documentation of consent forms and progress reports for a minimum of three years after completion of the final report or longer if required by the sponsor or the institution. I further certify that I have completed training regarding human participant research ethics within the last three years as indicated below my signature.

Signature of Responsible Researcher:  Date: 02/05/07

Faculty Advisor (if Responsible Researcher is a student): I certify that I am familiar with the ethical guidelines and regulations regarding the protection of human participants from research risks. I further certify that I have completed training regarding human participant research ethics within the last three years as indicated below my signature (attach copy of your "Completion Certificate for Human Participant Protections Education for Research Teams" from the National Institutes of Health).

Signature of Faculty Advisor:  Date: 02/05/07

APPENDIX B

Principal Permission and Subject Information/Consent Form



RALPH E. ROSS, Superintendent

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
TRITON REGIONAL HIGH SCHOOL
250 SCHUBERT AVENUE, RUNNEMEDE, NEW JERSEY 08078-1796
(856) 939-4500



EDWARD J. STAHL, Principal
THOMAS A. AMBROSE, Vice Principal
CATHERINE T. KELLEHER, Vice Principal
JERNEE' KOLLOCK, Vice Principal
ANTHONY TARSATANA, Vice Principal

February 2007

To Whom It May Concern:

Christian Barnes has permission to survey the faculty of Triton High School on the topic of bullying teachers.

Sincerely,

A handwritten signature in cursive script that reads "Edward J. Stahl".

Principal

AN EQUAL OPPORTUNITY EMPLOYER

TEACHER CONSENT FORM

Dear colleague,

For the completion of graduate studies in Higher Education Administration at Rowan University, I am conducting a survey for the completion of my Masters' Thesis project. My survey explores teacher experiences with other teachers that bully students. Participation in this survey is open to all Triton High School staff with instructional responsibilities.

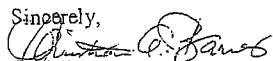
This survey is designed to take only a few minutes of your time. Participation is strictly voluntary and you may withdraw at any time. All responses are anonymous: no names or other identifying information are collected.

I know your time is precious; however, I do need as many surveys returned for the validity of the thesis project. As a token of my appreciation for your participation, two names from the returned consent forms will be randomly selected to receive a twenty-five dollar gift card and ten people will receive a lottery ticket. If you've never won anything in your life, this could be your opportunity to win! The odds are in your favor!

If you choose to participate in this study:

- **COMPLETE THE CONSENT FORM BELOW** and place it in the box located in the main office label **Teacher Bullying Consent Forms**. **DO NOT SUBMIT** the consent form with your returned survey; responses must be anonymous!
- Your **COMPLETED SURVEY** should be put in the box located in the main office labeled **Teacher Bullying Surveys**.
- **Please return all materials by _____.**

If you have any questions, feel free to contact me at 856-905-2394, cbarnes@bhprsd.org, or my Thesis Advisor, Dr. Burton Sisco at 856-256-4500, ext. 3717, or Sisco@rowan.edu. Thank you for your cooperation and for responding to this survey.

Sincerely,

Christian A. Barnes
Graduate Student/Triton Faculty

To: Christian Barnes (Graduate Student)
I give my consent to participate in this survey exploring teacher experiences with bullying teachers.

Printed name

Signature

Grade & Position

Date

PLEASE DETATCH BEFORE SUBMITTING THE SURVEY
*The drawing will take place two weeks after the due date listed above.
Winners will be contacted directly.*

APPENDIX C
Survey Instrument

CONFIDENTIAL

A SURVEY ON BULLYING TEACHERS AND TEACHER BULLYING

The purpose of this confidential survey is to obtain data that might help teachers cope with these problems (i.e., our purpose is not to judge, but simply to understand).

Definitions:

"Bullying teacher" is defined as a teacher who uses his/her power to punish, manipulate or disparage a student beyond what would be a reasonable disciplinary procedure.

"Bullying student" is a student who tries to control the classroom with disruptive behavior that implies contempt for the teacher and who uses coercive tactics to deskill the teacher.

SECTION A. BACKGROUND INFORMATION

1. Today's date _____
2. Age at last birthday _____
3. Gender (circle one)
Male _____ Female _____
4. Marital status (circle one)
Married _____ Single _____ Divorced _____
5. Type of school (circle one): Elementary _____ Middle _____ Junior High _____ High _____ Special _____ Magnet _____
Other (describe): _____
6. Grades and special classes taught at your school _____
7. Grade(s) or special classes you now teach _____

8. Additional school responsibilities (e.g., coaching) _____

9. Years of experience as a teacher _____
10. Number of schools you have taught in _____
11. Average number of students in your class _____
12. How would you rate your satisfaction with teaching now? (Please circle the number beside your chosen answer.)
1 Highly dissatisfied 2 Dissatisfied 3 Undecided 4 Satisfied 5 Highly Satisfied

SECTION B. EXPERIENCE WITH BULLYING

1. Do you think that teachers bully students? (Please circle the number beside your chosen answer.)
 - 0 Never
 - 1 Isolated cases only
 - 2 Frequently (by only a few teachers)
 - 3 Widespread problem involving many teachers
2. How many teachers have you known to bully students in the past school year? _____
Please provide the following information about them:

Grade Taught	Teacher Gender	Class Size
_____	_____	_____
_____	_____	_____

Survey created by Stuart W. Twenlow, M.D. and Peter Finnagy, Ph.D., FBA. For information, contact Stuart W Twenlow MD, The Menninger Clinic, PO Box 809045, 2801 Gessner Drive, Houston, TX 77280-9045 stwenlow@aol.com

3. How many teachers who bully students have you worked with in the past 3 years? *(Circle appropriate numbers)*
- 0 None
 - 1 One
 - 2 Two
 - 3 3-5
 - 4 More than 5

Please describe how you counsel or would counsel bullying teachers: _____

4. What is the total number of teachers you have known in your career who have been bullies?

Males _____ Females _____

5. How many students at your school would you estimate have been the target of bullying teachers during the past year?

Males _____ Females _____

6. Does your school have a written procedure for handling "problem teachers"? Yes No Don't know
- A. If "yes," is it enforced? Yes No
- B. If "yes," is it helpful? Yes No
- C. If "no," would you like to have a written procedure? Yes No

SECTION C. INTERPERSONAL DYNAMICS OF BULLYING TEACHERS

From your overall experience as a teacher, please rate your estimate of how often a bullying teacher responds in the following ways, as compared to a non-bullying teacher, according to the following scale: *(Please circle one number in each column to the right of each statement.)*

1. Never 2. Sometimes 3. Often 4. Always

	Bullying Teacher				Non-Bullying Teacher			
	1	2	3	4	1	2	3	4
1. Watches as students bully other students								
2. Allows disruption in classroom without intervention								
3. Puts students down to get order in classroom								
4. Denies that he or she has problems with students being bullied								
5. Seems to dislike a lot of children								
6. Constantly punishes the same child								
7. Uses rejection as a form of discipline								
8. Has problems keeping discipline with behaviorally disturbed students								
9. Suspends the same student over and over without success								
10. Is absent from school more frequently than other teachers								
11. Actively sets up students to be bullied by other students								
12. Humiliates students as a way of stopping disruption								
13. Uses needless physical force to discipline students								
14. Is easily disorganized when there are school emergencies								
15. Allows students to bully him or her								
16. Fails to set limits with students								
17. Seems to take pleasure in hurting students' feelings								
18. Is quick to put bright students who are "showing off" in their place								
19. Seems to have a lot of children on a "black list"								

Survey created by Stuart W. Twemlow, M.D. and Peter Fonagy, Ph.D., FBA. For information, contact Stuart W. Twemlow MD, The Menninger Clinic, PO Box 809045, 2801 Gessner Drive, Houston, TX 77280-9045 sttwemlow@menninger.com

	Bullying Teacher	Teacher
20. Seems often to be spiteful to students	1 2 3 4	1 2 3 4
21. Makes fun of special education students	1 2 3 4	1 2 3 4
22. Sits back when there is trouble and lets others handle the problems	1 2 3 4	1 2 3 4
23. Resents any demands from the principal or school administration	1 2 3 4	1 2 3 4
24. Complains a lot about working conditions	1 2 3 4	1 2 3 4
25. Has a negative attitude toward racial and cultural minorities	1 2 3 4	1 2 3 4
26. Is defensive about his or her teaching style and methods	1 2 3 4	1 2 3 4
27. Changes schools frequently	1 2 3 4	1 2 3 4
28. Describe other ways teachers bully students: _____		

Please indicate your opinion about the following statements, according to this rating scale: (Please circle one number in the column to the right of each statement.)

	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
1. Teachers know what to do when they see a bullying teacher in action.	1	2	3	4	5
2. Administrators are open to being told about bullying teachers.	1	2	3	4	5
3. Bullying teachers have quiet classrooms.	1	2	3	4	5
4. Bullying teachers use more suspensions.	1	2	3	4	5
5. Students of bullying teachers are higher achievers.	1	2	3	4	5
6. You can't be too strict if you want students to learn.	1	2	3	4	5
7. Bullying teachers use fewer substitute teachers.	1	2	3	4	5
8. There is nothing another teacher can do to stop a bullying teacher.	1	2	3	4	5
9. Teachers play a significant role in reducing violence and disruption in school.	1	2	3	4	5
10. Bullying teachers should be fired immediately.	1	2	3	4	5
11. Bullying teachers need counseling and re-education.	1	2	3	4	5
12. If teachers don't dominate students, students will think they are soft.	1	2	3	4	5
13. Students should put up with whatever disciplinary method the teacher chooses.	1	2	3	4	5
14. Corporal punishment should be reintroduced into schools for certain students.	1	2	3	4	5
<i>Explain:</i> _____					
15. Principals don't do enough to stop bullying teachers.	1	2	3	4	5
16. Teachers who report bullying teachers are not team players.	1	2	3	4	5

SECTION D. CAUSES

What do you think causes teachers to bully students?

Please indicate your opinion about the following statements, according to this rating scale: (Circle one number in the column to the right of each statement.)

- | | <i>1. Strongly disagree</i> | <i>2. Disagree</i> | <i>3. Undecided</i> | <i>4. Agree</i> | <i>5. Strongly agree</i> |
|---|-----------------------------|--------------------|---------------------|-----------------|--------------------------|
| 1. They have a psychiatric illness, including alcoholism. | 1 | 2 | 3 | 4 | 5 |
| 2. They are nearing retirement. | 1 | 2 | 3 | 4 | 5 |
| 3. They are "burned out" on teaching. | 1 | 2 | 3 | 4 | 5 |
| 4. They are not trained sufficiently in appropriate disciplinary methods or psychology. | 1 | 2 | 3 | 4 | 5 |

- | | <i>1. Strongly disagree</i> | <i>2. Disagree</i> | <i>3. Undecided</i> | <i>4. Agree</i> | <i>5. Strongly agree</i> |
|--|-----------------------------|--------------------|---------------------|-----------------|--------------------------|
| 5. They are envious of students who are smarter than they are. | 1 | 2 | 3 | 4 | 5 |
| 6. They are not suited to teaching. | 1 | 2 | 3 | 4 | 5 |

Give reasons: _____

- | | | | | | |
|--|---|---|---|---|---|
| 7. They are frightened of being hurt, so respond by dominating their students. | 1 | 2 | 3 | 4 | 5 |
| 8. They have too many disturbed students. | 1 | 2 | 3 | 4 | 5 |
| 9. Their classes are too large. | 1 | 2 | 3 | 4 | 5 |
| 10. They have poor relationships with administrators and/or the school board | 1 | 2 | 3 | 4 | 5 |
| 11. Their salary and benefits are unsatisfactory. | 1 | 2 | 3 | 4 | 5 |
| 12. Described other reasons not listed above: _____ | | | | | |

SECTION E. PERSONAL EXPERIENCE OF BULLYING

1. When you were still in school yourself, were you ever bullied?

(Please circle the number beside your chosen answer.)

- 1 Never 2 Sometimes 3 Often 4 Always

2. In your classroom, how many students try to bully you as the teacher? (Circle appropriate letter)

- A. No students try to bully me C. A few students
 B. One student D. Many students try to bully me

3. In your other duties outside your classroom, how many students try to bully you? (Circle appropriate letter)

- A. No students try to bully me C. A few students
 B. One student D. Many students try to bully me

4. In what specific ways do these children try to bully you? _____

5. Would you make use of a special intervention to assist you with a student who was bullying you? Yes No

6. What characterizes the children who bully teachers? _____

7. Can you think of any times when you have bullied a student yourself? We realize that this is a sensitive question and that we are asking for unusual self-honesty. (Please circle the number beside your chosen answer.)

1 No 2 Once only 3 A few times 4 Frequently

We would appreciate any description of these circumstances that you are willing to give.

Thank you for assisting us in this research. Please double check your answers and write as much as possible wherever comments or reasons are asked for.

