

Roy Setiawan, V. Ramesh Kumar, M. Kalyan Chakravarthi, Klinge Orlando Villalba-Condori,
Cesar Gonzalo Vera-Vasquez, Tamil Selvan Subramaniam, Kartikey Koti, S. Suman Rajest, Regin Rajan

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Research Article

The Empirical Results of Conditional Analysis of Principals' Reasons in Bullying Teachers

Roy Setiawan¹, V. Ramesh Kumar², M. Kalyan Chakravarthi³,
Klinge Orlando Villalba-Condori⁴, Cesar Gonzalo Vera-Vasquez⁵,
Tamil Selvan Subramaniam⁶, Kartikey Koti⁷, S. Suman Rajest⁸, Regin Rajan⁹

Abstract

Starting from the bullying of teachers by principals, this paper elaborates (a) how incompetency of management favours its emergence, (b) how teachers can see it, and (c) whether this problem affects the performance of teachers or not. The empirical results show that motivation, a positive workplace, and not being bullied or agitated by principals increase teachers' performance. The findings show that the teachers consider management's incompetency the major factor to be blamed. Collaboration between teachers can have a role in limiting this abuse. Because management is the key obligation for clearing the ethos and function of the company and clarifying the translation of words into the organization, there is some laggard of management in the way the control extracted from the structured authority is confused. Success strain!! In the light of the short- and long-term priorities and plans,

¹ Universitas Kristen Petra, Universitas Airlangga, Indonesia, roy@petra.ac.id

² Assistant Professor, Department of Sports Management, Tamil Nadu Physical Education and Sports University, Chennai, Tamil Nadu, India.

³ School of Electronics Engineering, VIT-AP University, Amaravathi, India, kalyanchakravarthi.m@vitap.ac.in

⁴ Universidad Católica de Santa María, Perú. kvillalba@ucsm.edu.pe

⁵ Continental University, Arequipa, Peru. cverav@continental.edu.pe

⁶ Senior Lecturer, Faculty of Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia, Malaysia. tselvan@uthm.edu.my.

⁷ Associate Professor, PES University, Bangalore, India.

⁸ Researcher, Vels Institute of Science, Technology & Advanced Studies, Chennai, Tamil Nadu, India. sumanrajest414@gmail.com

⁹ Assistant Professor, Department of Information Technology, Adhiyamaan College of Engineering, Tamil Nadu, India. regin12006@yahoo.co.in

colleges and organized entity made up of people operating, supervised and operationally, can operate every phase so the activities can be orchestrated and integrated in an equilibrated manner.

Keywords: *Principal, bully, school climate, teachers' performance, advocates, enablers and organizers.*

Introduction

The relationships between teachers and directors in confidence and shared visions are of great significance in the productive school environment, taking into account the educational field and partnership. In addition, this partnership influences the accomplishments of the students. [1] revealed that the teachers would identify their representatives in two ways: first, the school's purpose and priorities as advocates, enablers and organizers; secondly, the school has its specific objectives and priorities far from the school's aim. [2] said that the director plays an important part in the school; the managers work with certified teachers and are categorized as staff coordinators. There might be uncertainty if directives and requests or partnerships with teachers are improved to become more obedient, that is, whether they should be led from the head or the core is combined. Their work as a team is incredibly important to cope with such main concerns such as the discipline of students, and this affects the result of the school students [3].

However, the representatives' leadership style and violent and unsustainable actions trigger teachers to be tired and depressed [4]. Fry plainly defined the form of intimidating directors with power and great command, reporting on teachers at incorrect moments, ferociously closing the doors, estimating teachers' good work and jeopardizing the progress that they have accomplished. [5] on the other side, incorporated three concerns with mistreatment. Firstly, there are expressions of aggression such as filthy appearances, unjust, unfair judgments and unspeakable treatment [6]. Secondly, obstructionism and being powerless are not to alert an instructor that there is a threat in the workplace, such as preventing those services or equipment. More physical violence such as intimidation and destruction of the teachers is used in the third paradigm for occupational aggression [7]. The loss of clarification of its purpose to injure is a symbol of forceful behaviour. So, the beginning point for a violence loop starts as someone senses reciprocal respect being crossed [8]. The ensuing uncertainties are compounded, and coercion is pursued [9].

Deliberate teachers of bullying by directors shed light on whether teachers are bullying and ultimately impact their human beings and estimate that they are trained and recognized adults [10]. This contributes to their being demotivated and therefore irritates their academic mechanism and impacts school standards nationwide. Staff, directors and students themselves are the elements of this issue and are influenced adversely [11]. Hence, affecting the teacher's psychological and physical well-being will affect the school and learning climate and influence the school's effectiveness and the whole society to a certain extent [12].

Purpose of the Work

This qualitative analysis aims to illustrate and examine the abuse of the teachers and the students and the entire learning process and explain the causes and outcomes of these practices [13]. It synthesizes the outcomes of bullying activities by the school principal and says whether management is concerned [14]. The outcomes should affect the experiences of teachers to be intimidated [15]. Furthermore, they can raise the consciousness of the issues in the organization (that is to say, the school) and impact the success of their studies [16]. The findings, though, are intended to demonstrate how many teachers are harassed and how these intimidating acts make the school into an awkward environment to teach [17]. It should represent a greater awareness of the role of abuse in inspiring and supporting teachers and delivering resources (teaching) [18].

In addition, outcomes allow management to improve their income-above all in private schools, which often aim to raise the perceived benefit for parents or pupils [19]. They also understand the implications of making it impossible for teachers to receive the services required and encourage directors to give them (teachers) worthless input and not financially or mentally help them [20]. The research explores and interviews about 40 students, directors and managers from many primary and secondary schools in the private and official sectors in Beirut and its suburbs, representing the interaction within the principal schools and with teachers in these joint schools to describe the bullying problem and its consequences [21].

Research Questions

This analysis aims to demonstrate and examine the intimidation and management of teachers by directors to explain the effects of the intervention on teachers, students, and the entire learning process [22]. Methodologies utilized for study are polls, interviews and researches

with past studies. The study proposed is intended to address the following concerns: The following questions [23]:

- Is management liable for harassing cultivation managers? What are the considerations of teachers in schools regarding these activities?
- How do these bullying acts influence the success of the teacher?

Literature Review

For the determinations of this study, bullying teacher is defined as the maltreatment of teachers by directors [24]. In general, bulldozer professors notice where the instructors are hostile and not helpful [25]. They trigger tension and anxiety. The consequence of this form of abuse is a deterioration in the service the school provides its students and parents and not recognizing the teacher's human entity as entities with not just responsibilities but also privileges to be protected [26]. There are several explanations, conclusions, and solutions to the abuse of teachers focused on research carried out of teachers in private and public primary and secondary schools and many reports in previous studies, journals, and publications [27]. The analysis explores how powerful the teacher's awareness in school should be, how important should be the mechanism for choosing teachers to lead and not to impact them negatively; specifically, as they cross the network boundaries and start to mistreat teachers that lead to a decline in teacher efficiency. Discuss alternative methods of preventing such an occurrence [28].

Importance of Getting Sufficient Resources, Information, and Knowledge

SS Rajest [29] said that teachers are either driven, encouraged or discouraged by tools, expertise, facts, and even classroom characteristics and their results [30]. For example, science teacher accomplishments are influenced by the time, energy and independence they must comply with [31]. The tools and expertise and details accessible to teachers often make their curricula more relevant to them [32].

Participants

Forty teachers were surveyed, 92.5% of them were teaching in a public school (18.9% of them teach elementary classes and 81.1 % teach secondary ones), as shown in table 1 [33].

Table 1.

The Teaching of Public School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary	7	17.5	18.9	18.9
	Secondary	30	75.0	81.1	100.0
	Total	37	92.5	100.0	

Missing	System	3	7.5
	Total	40	100.0

Source: Field Data

42.5% of those forty teachers teach in private schools (52.9% of them teach elementary classes, and 47.1% give secondary classes), as shown in table 2.

Table 2.

The Teaching of Private School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary	9	22.5	52.9	52.9
	Secondary	8	20.0	47.1	100.0
	Total	17	42.5	100.0	
Missing	System	23	57.5		
	Total	40	100.0		

Source: Field Data

* Note that some teachers teach in both private and public schools at the same time.

The teachers' ages ranged between the ages of 24 and 60. The lowest proportion was aged 24, 25, 29, 35 to 40, 43, 45, 46 and 60. Three teachers did not reveal their ages and, as seen in depth in Figures 1, 27, 30, 32, 33 were the highest frequency of teaching ages surveyed, as shown in figure 1.

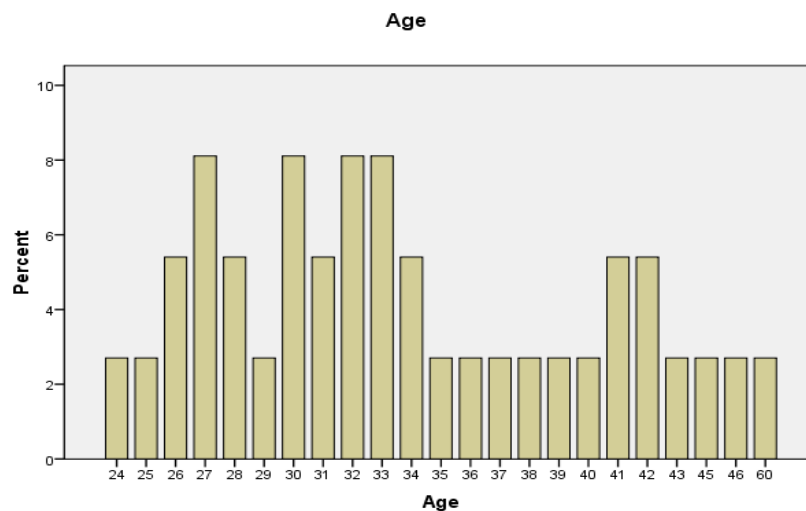


Figure 1. The Variation of the Ages of the Teacher Surveyed

The highest frequencies of the teachers surveyed were teaching the English language (17.5%) then chemistry (16%), and the domain of each teacher is clearly shown in table 3.

Table 3.

The material you Teach

	Frequency	Percent	Valid Percent	Cumulative Percent
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	French	1	2.5	2.5	2.5
	Arabic	2	5.0	5.0	7.5
	Art	2	5.0	5.0	12.5
	Biology	4	10.0	10.0	22.5
	Chemistry	6	15.0	15.0	37.5
	Economics	2	5.0	5.0	42.5
	English	7	17.5	17.5	60.0
	Geography	2	5.0	5.0	65.0
	History	1	2.5	2.5	67.5
Valid	Math	5	12.5	12.5	80.0
	Philosophy	2	5.0	5.0	85.0
	Physics	1	2.5	2.5	87.5
	Sociology	1	2.5	2.5	90.0
	Civic education	1	2.5	2.5	92.5
	Sport	1	2.5	2.5	95.0
	Computer	1	2.5	2.5	97.5
	Theater	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Source: Field Data

Participants were chosen automatically, unaware of the curriculum they teach. The sample chosen for review comprises teachers who teach 17 materials at secondary and basic levels. The sample of 40 teachers differs in their years; 47.5 per cent have 2 to 9 years ' experience; one has 30 years of field experience, whilst others have 10 to 23 years ' experience, and specifics are seen in figure 2.

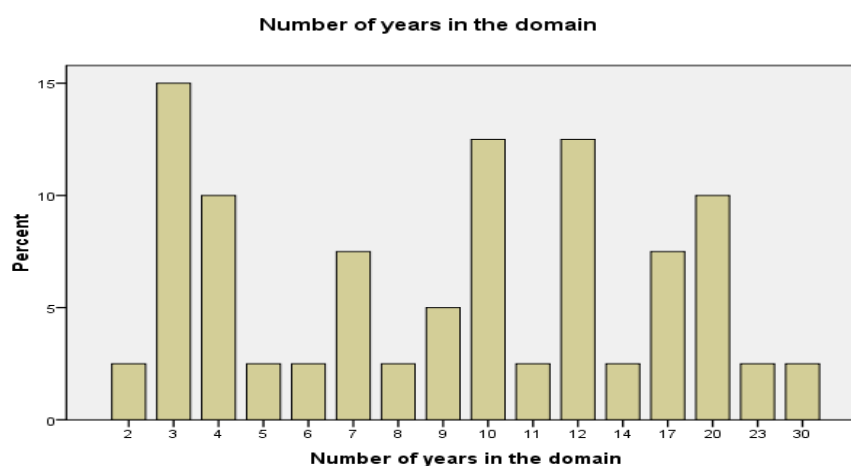


Figure 2. The Percentage of the Teachers' Number of Years in the Domain

Instruments

A sample is provided in Appendix A to provide teachers with input on where they operate, how they contribute to the management and the representatives, and the general environment [34-39]. To do this analysis, the questionnaire on "Teacher Feedback." The nine questions were answered in three groups, and the first three questions measured the optimistic behaviour of the school and its overall environment [40-48]. The second three questions investigated why schools were inspired, and the third three questions were directed at reinforcing the abuse of teacher directors. Standard multi-choice questionnaires were completed (except for the last question). Variables were the ease of getting resources, school environment, happiness, help, financial development, cooperation, input usefulness and bullying [49-57].

The interview with three administrators demanded if they ever took note of and got complaints regarding the problems of the directors harassing the teachers in their classes [58-68]. The supervisors were often required to address this dilemma with their feedback. These issues are completely embedded in "Annex B," which is named "Annex B." Five directors were asked how they interact with teachers, especially when the teachers' results are not planned [69-75]. The principal was also questioned if there had ever been a certain lack of knowledge of an instructor and if the teacher once accused the principal of abuse, either in the face or by informing the management [76-81].

Data Collection, Processing and Analysis

To arrange a conference to address teachers' intimidation, three administrators of the official high school, private secondary school and private elementary school were contacted [82]. Then the administrators of these schools were also contacted to be permitted to review and question their staff. Before the interview, teachers were advised about the intent of this research to make sure that no identity is mentioned and their answers are extremely confidential [83]. The teachers had no commitments to engage in the study, even though they will be required to comply with their managers. The interview directors have not been conducted to suspect them of being criminals or sensitive individuals, misunderstand and confirm them. Instead, since there was no one particular response in the conversation, the investigator's goal was daunting [84-87]. The findings of this quality survey are processed using the SPSS program and display the proportions of responses that have been answered, to try and predict and evaluate the calculated variables.

Methodological Assumptions and Limitations

To arrange a conference to address teachers' intimidation, three administrators of the official high school, private secondary school and private elementary school were contacted. Then the administrators of these schools were also contacted to be permitted to review and question their staff. Before the interview, teachers were advised about the intent of this research to make sure that no identity is mentioned and their answers are extremely confidential. The teachers had no commitments to engage in the study, even though they will be required to comply with their managers. The interview directors have not been conducted to suspect them of being criminals or sensitive individuals, misunderstand and confirm them. Instead, since there was no one particular response in the conversation, the investigator's goal was daunting. The findings of this quality survey are processed using the SPSS program and display the proportions of responses that have been answered, to try and predict and evaluate the calculated variables.

Ethical Assurances

Since this study requires humans, ethical questions emerge. As a consequence, the names in the review of the sample were not listed. In addition, teachers and directors did not review the notes taken during interviews for the sake of privacy promised to teachers. Managers had vowed to do no damage to any instructor whose managers or directors earned undesirable remarks. And, for the sake of anonymity and objectivity, too, officials who looked hostile or tended to be bullying had to stay alone without informing the management about them. The study aims to examine whether bullying teachers are being trained by managers and, in particular, to see if managers play a role in this issue and its conclusions. To find responses to these queries, some scholars have used polls, interviews and analysis.

An analysis consisting of nine questions was chosen for a survey of 40 teachers. Listed teachers teach nearly all Lebanese instruction resources aged between the ages of 40 and 60. Some of the instructors studied have limited teaching experience, which may not surpass two years, and most have strong 30 years of experience. With the aid of the SPSS Program, the study and charts of the survey are carried out. Teachers were required to complete the survey, questioned and examined within five weeks for nearly 15 hours. The questionnaire they obtain tries to validate the optimistic status of their job, their morale, and whether or not they have been bullied. Interviews were done with managers to see if management had ever been worried about this issue and, if so, how to fix the problem and get rid of all success barriers.

Leaders were often examined to detect if they were ever conscious of the latter's reactions towards teachers and the aspects of their attitudes that often could be irrational. The male teachers interviewed more professionally than the females, displaying emotion and attention to the subject. The research was restricted primarily by the spatial and very limited time of observation; finally, before reviewing the questionnaires or interviews and obtaining some results, ethical concerns such as the teachers' promise to protect the students from the harm done by them, fairness, respect, dignity, and privacy rights of interviewed people.

Findings

Managers have a big role to play in achieving their strategic ambitions, whatever their business. Medium managers discuss the ways and strategies required to achieve the goals by submitting details from top managers to organizational subordinates. If the previous applies to classrooms, the administrators are the supervisors and instructors the operators. Schools are, moreover, organizations, both over the globe and in all parts of the world. It offers a program for anyone from all social backgrounds that proves necessary rather than a wish since parents still worry about their children's schooling. The school industry should also be seen as dynamic, not a consequence of a certain pattern of those fads as another emerges. Moreover, teaching partnerships and directors affect school effectiveness.

For the community, schools are critical, and teachers have ultimate influence not only on school results but also on society. As mentioned in the previous chapters, harassing teachers control their performance; it is useful to know why to begin solving the issue. The research is performed particularly to detect whether or not management is liable. In addition, the impact of optimistic attitude transmission in the air of the workplace (school) and inspiration for teachers are often studied.

Implications

Half of the assessed teachers have contact with intimidation. Management teachers were better than others who were suspected representatives (17.5% > 7.5%). In addition, interviews found that managers overlooked this issue too much, and they did not take advantage of it if possible. The distinction and the difference between the findings indicate that this problem is largely handled. The findings produced within 15 hours might not be satisfactory, even in the examinations. Thus, some instructors or directors have rendered experiences from exceptional situations so that this partnership may be completely different at other times. Moreover, individuals of diverse origins, traditions and life patterns can be

part of the numerous fields. Then, if the discovery was made somewhere, no observations could be made.

The findings showed that the primary explanation for encouraging intimidation by the administrators was inept management. Managers must also respect the expertise of their teachers and obey those standards in preferring more realistic and programmed etiquette for their leaders; however, managers must encourage teachers to defend themselves while they are bullied. The value of appropriate support, comfort and happiness as management functions has demonstrated their correlation with maintaining a supportive and enabling climate. In addition, other management duties are to ensure that teachers are financially fairly assisted, inspired and rewarded. In the sampled area classrooms, no helpful feedback and abuse administrators are identified.

Recommendations

Management must plug holes in the processes and be more professional and agile to avoid violence. The study published for the education sector will point to secret stitches that diminish teacher efficiency and effectiveness and shake their presence in building companies and generations as educators and individuals. Therefore, the thesis impacts culture as well as teachers and classrooms. Special education experts are recommended to train teachers for the classroom environment to be aware of their misuse. Therefore, the instructor and the entire school staff should be a therapeutic and legal representative on an identical problem. It is recommended that teachers cooperate further. Survey findings are not quite positive. Only 30% of teachers operate together really well, and that is not enough. Teachers must cooperate more for and protect others who are harassed.

Conclusion

Most research focused on the positive side of the principal-teacher partnership. If this association runs poorly, few studies shed light on the implications. This analysis aims to detect whether management has a function in promoting misbehaviour by instructors. The teacher's success was affected by motive, teamwork, an optimistic school environment and a global ecosystem. Some 20 of the 40 surveyed teachers claimed they have been/have been intimidated by directors. The key function of management was to encourage managers to intimidate teachers by not putting specific constraints on their attitudes. The findings can vary elsewhere, and the limited measurement time can restrict the results. It is often recommended that the schools provide skilled teacher educators who support and understand teachers with what they have to do as they are faced with those circumstances. In addition, the participation

of legal and clinical professionals can also help. Management must be more trained, give greater care and attention to this problem.

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