



**UNIVERSITY OF WESTERN MACEDONIA**  
**SCHOOL OF SOCIAL SCIENCES AND HUMANITIES**  
**DEPARTMENT OF PRIMARY EDUCATION**

**Examining the relationship between teacher-  
directed bullying and school climate**

By: Helen Soklis

In partial fulfilment of the requirements for the  
degree of Master of Education Technology:  
Education Sciences with New Technologies

**Florina, 2021**

## **Abstract**

Workplace bullying is a growing problem worldwide. Teachers have been cited as a profession that is particularly vulnerable to the phenomenon, often occupying the highest places among occupations at high risk of victimization. They are also unique in that they can suffer from vertical, horizontal and contrapower bullying. Very few studies have been conducted in Greece examining the phenomenon. The purpose of the present quantitative study was to examine the prevalence and risk factors for teacher-directed bullying in Greece and to explore the relationship between perceived school climate and teacher-directed bullying. The sample consisted of 180 primary and secondary teachers from different regions in Greece. The questionnaire used for the study comprised mainly of Likert scale type questions, which asked the respondents to express to what extent they agreed or disagreed with each statement and to measure the frequencies of particular acts of workplace bullying. Also, teachers' opinions were examined regarding workplace bullying and what can be done to reduce it. Overall, the majority of the participating teachers have experienced some type of bullying behaviour either by the principal, a colleague, a student or a parent. Teachers' age as well as lack of perceived support from colleagues and principals were found to be risk factors for victimization. Negative school climate was also a strong predictor of teacher-directed bullying. More specifically, the better the perceived school climate and the more supported teachers felt, the less educator-directed bullying was reported. The findings stress the importance of cultivating a positive school climate in order to reduce hostile behaviours and create a safe environment for all stakeholders.

Key words: teacher-directed bullying, school climate, victimization

## Περίληψη

Ο εκφοβισμός στο χώρο εργασίας αποτελεί ένα αυξανόμενο πρόβλημα διεθνώς. Οι εκπαιδευτικοί έχουν αναφερθεί ως ένα επάγγελμα που είναι ιδιαίτερα ευάλωτο στο φαινόμενο, συχνά καταλαμβάνοντας τις υψηλότερες θέσεις μεταξύ επαγγελμάτων που διατρέχουν υψηλό κίνδυνο θυματοποίησης. Ξεχωρίζουν στο ότι μπορούν να υποφέρουν από εκφοβισμό τόσο από ιεραρχικά ανώτερους όπως ο διευθυντής, όσο και από συναδέλφους, γονείς και μαθητές. Καθώς πολύ λίγες μελέτες έχουν διεξαχθεί στην Ελλάδα που εξετάζουν το φαινόμενο, η παρούσα έρευνα διερευνά τη συχνότητα και τους παράγοντες κινδύνου του εκφοβισμού κατά εκπαιδευτικών στην Ελλάδα, καθώς και τη σχέση μεταξύ του σχολικού κλίματος και του εργασιακού εκφοβισμού. Το δείγμα αποτελούνταν από 180 εκπαιδευτικούς Πρωτοβάθμιας και Δευτεροβάθμιας εκπαίδευσης από διαφορετικές περιοχές της Ελλάδας. Το ερωτηματολόγιο περιείχε κυρίως ερωτήσεις τύπου Likert και ζητούσε από τους συμμετέχοντες να εκφράσουν κατά πόσο συμφωνούν ή διαφωνούν με τις δηλώσεις και να αναφερθούν στην συχνότητα που είχαν εμπλακεί σε περιστατικά εκφοβισμού τα τελευταία τρία χρόνια. Η έρευνα παρείχε, επίσης, στους εκπαιδευτικούς τη δυνατότητα να εκφράσουν τις απόψεις τους σχετικά με το φαινόμενο του εργασιακού εκφοβισμού και τρόπους αντιμετώπισής του. Συνολικά, η πλειονότητα των εκπαιδευτικών που συμμετείχαν στην έρευνα έχουν αντιμετωπίσει κάποιο είδος εκφοβιστικής συμπεριφοράς είτε από τον διευθυντή, έναν συνάδελφο, έναν μαθητή ή έναν γονέα. Η ηλικία των εκπαιδευτικών καθώς και η αντιλαμβανόμενη έλλειψη υποστήριξης από συναδέλφους και διευθυντές διαπιστώθηκε ότι αποτελούν παράγοντες κινδύνου για τη θυματοποίηση. Το αρνητικό σχολικό κλίμα βρέθηκε, επίσης, ένας ισχυρός προβλεπτικός παράγοντας για τον εκφοβισμό κατά των εκπαιδευτικών. Πιο συγκεκριμένα, όσο πιο θετικό το σχολικό κλίμα και όσο περισσότερη υποστήριξη ένιωθαν από τον διευθυντή και τους συναδέλφους τους οι εκπαιδευτικοί, τόσο μικρότερη η συχνότητα περιστατικών εκφοβισμού που ανέφεραν. Τα ευρήματα της παρούσας έρευνας, μεταξύ άλλων,

τονίζουν τη σημασία της καλλιέργειας ενός θετικού σχολικού κλίματος προκειμένου να μειωθούν οι εχθρικές συμπεριφορές και να δημιουργηθεί ένα ασφαλές περιβάλλον για όλους τους ενδιαφερόμενους.

Λέξεις Κλειδιά: εκφοβισμός κατά των εκπαιδευτικών, σχολικό κλίμα, θυματοποίηση

## Acknowledgements

I would like to begin by thanking the selection committee of the master's program, Professor Thoidis, Professor Papadopoulou and Professor Pnevantikos for giving me the opportunity to achieve my long-time goal of completing a master's degree, as well as all the professors of the program who so selflessly offered their time, their knowledge and their experience.

To my supervisor, Assistant Professor Retali, I am grateful for your guidance and assistance, as well as to the other members of the evaluation committee, and in particular, Professor Thoidis for the additional assistance he provided me.

To my parents, I thank you for always pushing me to achieve my goals and all the support you offered throughout the years. I was truly blessed.

To my husband, thank you for your patience and support throughout this endeavour. I know it wasn't easy, but you continued to provide your support. And to my son, I hope one day you'll understand why I was locked up in the office instead of playing with you. You motivate me to be better.

I dedicate this thesis to my Dad. I will never forget how proud you were when I told you that I was finally starting a master's program. You were there at the beginning, but you didn't make it to the end. I love you and I miss you.

## Contents

Introduction .....	1
Literature Review .....	4
1.1 Towards Defining Bullying.....	5
1.2 Workplace bullying .....	8
1.3 Prevalence of Workplace Bullying .....	9
1.4 Types of Workplace Bullying .....	11
Physical Bullying .....	12
Verbal Bullying.....	12
Social Bullying.....	12
Cyberbullying.....	12
1.5. Causes of Workplace Bullying.....	13
The Perpetrator .....	13
The Victim .....	14
Organizational Culture and Climate.....	15
Leadership Style.....	15
Societal Changes.....	15
1. 6. Consequences of Workplace Bullying .....	16
Effects on the Individual .....	16
Effects on the Victim’s Family .....	17
Effects on the Organization.....	17
Effects on Society .....	17
Legislation .....	18
Workplace Bullying and the Teaching Profession .....	19
Student-Teacher Bullying .....	20
Parent-Teacher Bullying.....	21
Teacher-Teacher Bullying.....	22
Administrator-Teacher Bullying.....	23
The Effects of Educator-directed Workplace Bullying .....	25
The relationship between school climate and teacher-directed bullying, based on Bronfenbrenner’s ecological systems theory.....	26
Ecological Systems Theory .....	26
Microsystem.....	27

Mesosystem .....	27
Exosystem .....	28
Macrosystem .....	28
Chronosystem.....	28
School Climate.....	29
Safety .....	31
Relationships .....	32
Teaching and learning.....	32
The institutional environment.....	32
Chapter Summary.....	33
Methodology.....	35
2.1 Sample of study .....	35
2.2 Research tool .....	38
Handling instances of educator-directed bullying in the workplace .....	40
School Climate .....	40
Open-ended Questions .....	41
2.3. Data Analysis .....	41
Results .....	42
3.1 Teachers’ views of workplace bullying.....	42
3.2 Teachers’ perspectives for reasons of prevalence of teacher-directed bullying and strategies suggested for dealing with the phenomenon .....	47
3.3. Risk Factors for Teacher-directed bullying.....	49
3.4 School Climate as a predictor of teacher-directed bullying .....	50
Chapter Summary.....	52
Discussion .....	53
Chapter Summary.....	60
Limitations of the Study and Directions for Future Research.....	62
Bibliography .....	64
Appendix A - Questionnaire.....	75
Appendix B- Permissions/Licensing.....	89

## List of Tables

Table 1 Demographics of the sample .....	36
Table 2 Prevalence of bullying behaviours by the principal .....	42
Table 3 Prevalence of bullying behaviours by colleagues .....	43
Table 4 Prevalence of bullying behaviours by students .....	43
Table 5 Prevalence of bullying behaviours by parents .....	44
Table 6 Overall prevalence of bullying behaviours .....	45
Table 7 Frequency table regarding teachers' formal reports of being bullied .....	46
Table 8 Frequency table regarding teachers' reports of all instances of being bullied.....	47
Table 9 Teachers' perspectives regarding reasons for increase of teacher-directed bullying.....	47
Table 10 Teachers' perspectives regarding measures that school management/the Ministry should take against workplace bullying .....	48
Table 11 Multiple regression results regarding individual and contextual risk factors for teacher-directed bullying .....	50
Table 12 Regression model predicting teacher-directed bullying from school climate.....	51



“When I say that evil has to do with killing, I do not mean to restrict myself to corporeal murder. Evil is also that which kills spirit.”

-M. Scott Peck

*People of the Lie: The Hope for Healing Human Evil*

## Introduction

Research on bullying dates back to the mid-1800s, but it wasn't until the 1970s that researchers started to study the phenomenon extensively (Koo, 2007). Most research to date has focused primarily on violence among the young. Student- on - student bullying has received increasing attention, particularly in an educational context. However, it has only been in recent years that researchers have started to take an interest in teacher-directed violence (Galond, Leqocq & Philippot, 2007). Despite the increase in awareness of the issue, bullying against educators remains understudied (Espelage et al., 2013; McMahon et al. 2014).

Bullying as a concept is difficult to define. It is often used interchangeably with words such as “victimization”, “violence”, “harassment” “mistreatment”, and “abuse”, among others (Kauppi & Porhola, 2012a). According to Locmic, Opic and Bilic (2013), the different forms of teacher-directed violence (bullying) can include physical (inflicting physical harm), verbal (uttering threats or insults) and social/ relational (spreading gossip, humiliating the victim), and more recently, electronic (cyberbullying). These will be the forms of teacher-directed bullying that will be examined in the present study. Because sexual and racial bullying are related to legally protected attributes (Kleinhecksel & Geisel, 2019) and are considered forms of harassment or discrimination against certain people or groups, and because recent studies on workplace bullying in schools in

Greece have shown that instances of sexual and racial violence are rare, these forms of bullying will be excluded.

Numerous studies have begun appearing in Europe and worldwide, which indicate increasing trends in teacher-directed bullying research. However, there is a dearth of research in Greece to examine the prevalence of bullying against educators. One study showed that 16.7% of the 265 teachers surveyed reported that they had been subject to workplace bullying (Kakoulakis et al., 2015). In a study conducted in 2011, Ntolkera found that 11.6% of teachers surveyed had rarely or occasionally fallen victim to bullying in the workplace, with the most frequent perpetrators being colleagues. Another study conducted by Douka in 2017 showed that 82.6% of primary teachers surveyed had been rarely or occasionally victimized, with parents being the main perpetrators. Finally, a similar study by Mastora in 2020 on secondary school teachers indicated that 82.3% of respondents had been victims of rare or occasional bullying in the workplace, with students being the main bullies. The differences in prevalence and perpetrators could be attributed to the different instruments used to measure the phenomenon, the fact that the teachers surveyed were asked to relay their experiences over only the last six months, the differences in time periods studied and the sample sizes. Clearly, more research is needed to better understand the phenomenon of bullying against teachers in Greece.

The aim of this study is to examine the prevalence of bullying behaviours against educators in Greece and its relation to school climate, as well as to determine which other factors increase victimization risk. Teachers' perceptions of the support available to them and ways of dealing with workplace bullying will also be examined.

In the second chapter of the dissertation, the literature is reviewed. It begins with a definition of key concepts of the study and a brief historical overview of bullying. Various

definitions of bullying and workplace bullying are presented, emphasizing the lack of consensus surrounding what exactly constitutes the constructs. The different aspects of the phenomenon are presented, including prevalence, types, causes and consequences. Finally, teacher-directed workplace bullying is discussed. Bronfenbrenner's Ecological Systems theory and social climate are discussed, which is the theoretical framework that the thesis is based on.

In Chapter 3, the methodology that was used to collect and analyse the data in the quantitative study is presented. In Chapter 4, the results of the research are presented. In Chapter 5, the results are discussed in reference to the research questions and other research conducted on the topic. Limitations of the study and implications for further research are mentioned in the final chapter.

## Literature Review

Conflict among humans has existed since the beginning of time and is immanent in every facet of human interaction. Likewise, bullying is not an issue of modern society. References to violence and bullying can be found in the Bible and other literary works throughout history (Allanson, Lester & Notar, 2015). Research on bullying dates back to the 1800s, but it wasn't until the 1970s that the phenomenon began to be explored more systematically (Koo, 2007), beginning in the more egalitarian cultures of Scandinavia with other countries soon following suit.

Research into workplace bullying also began in much the same way, when Heinz Leymann took an active interest in exploring some observed incidents of workplace mistreatment during his tenure at the Swedish Labour inspectorate. The publishing of his book *Mobbing – Psychological Violence at Work*, sparked interest among researchers and the public alike (Leymann, 1993, as cited in Einarsen, Hoel, Zapf & Cooper, 2020).

Yet, while Leymann is often accredited with being the pioneer of research into workplace bullying, it was actually American psychiatrist Carroll M. Brodsky who first observed, researched and documented the phenomenon in his book *The Harassed Worker* (Brodsky, 1976, as cited in Einarsen et al., 2020). Though Brodsky's research remained largely unacknowledged at the time, interest in the topic gradually began to spread across continents. Within two decades, the phenomenon had attracted growing interest from researchers across many fields, with numerous publications of studies exploring the prevalence and impacts of this insidious and widespread problem (Einarsen et al., 2020).

In an educational context, most studies on bullying to date have focused on student-to-student bullying in the school yard. While much emphasis has been placed on the importance of

providing a safe learning environment conducive to the overall wellbeing of students, educators, who also have the right to work in a secure environment, have been largely neglected. Bullying against teachers takes many forms and can be perpetrated by students, parents or colleagues. Because it occurs in the workplace, it is often referred to as workplace bullying, regardless of whether the perpetrator is a student, a parent or another teacher (Woudstra, van Rensburg, Visser & Jordaan, 2018).

Despite evidence indicating that their occupation is one that is over-represented in workplace bullying incidents (Fahie & Devine, 2014), only recently has there been growing attention concerning bullying directed towards educators.

### 1.1 Towards Defining Bullying

Bullying, due to its complexity, is a difficult concept to define and subsequently, to measure. There is little consensus as to what constitutes bullying and what differentiates it from other related notions such as violence, harassment, aggression or mobbing. Often in the literature, these terms are used interchangeably to describe the same phenomenon. There are also differences depending on geographical location. For example, the term “bullying” is more commonly used in the UK and English-speaking countries, whereas “mobbing” is used in some other European countries (Davenport, Shwartz & Elliot, 1999). The lack of consensus among researchers regarding what constitutes bullying is perhaps what makes it so difficult to develop programs to tackle it (Espelage, & Swearer, 2003). The Swedish- Norwegian psychologist Olweus, who was one of the first scientists to study the phenomenon, defined bullying as repeated exposure to negative acts by an individual or a group of persons (Olweus, 1993). Davenport, Schwartz and Elliot (1999, p. 33) refer to mobbing (bullying) as an emotional assault that “escalates into abusive and terrorizing behaviour” and renders the victim helpless. Other definitions of bullying depict

bullying as “the aggressive behaviour arising from the deliberate intent to cause physical or psychological distress to others” (Randall, 1997, p. 4).

Moreover, others emphasize that the behaviour must be repeated if it is to be considered bullying. “Bullying is persistent, unwelcome behaviour.... a continual relentless attack on other people’s self-confidence and self-esteem” (Field, 1996, in Benefield, 2004). Still, others stress the power imbalance that must exist between the perpetrator and the victim. The Victoria department of Education and Training defines bullying as:<sup>1</sup>

... an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

However, the emphasis on repetition and power imbalances have been challenged, particularly by teachers themselves (Conn, 2004, p. 2).

What is a bully? A typical bully is hard to describe; after all, bullies don’t come with a capital “B” on their jackets. Psychologists and behaviour specialists maintain that bullies come in all shapes and sizes. Students bully other students; students bully teachers. Teachers bully students; teachers bully other teachers and parents. Those with the power bully; those who feel powerless also bully.

Olweus included in his definitions as acts of bullying “*attempts to inflict injury or harm*” (Olweus, 1993, 2003). Based on this definition, acts that are intended to cause harm still constitute bullying,

---

<sup>1</sup> <https://www2.education.vic.gov.au/pal/bullying-prevention-response/policy>

even though they may occur only once, (Yahn, 2012). Further, regarding power imbalances, Yahn (2012) recommends adapting a more holistic approach to defining bullying, taking into account both “explicit” and “implicit” power. Explicit power, according to Yahn (2012, p.3), refers to the “direct, overt relationship between the bully and the victim” including accepted social dynamics and factors such as age, size and strength, whereas implicit power focuses on why the bully may feel he/she is more powerful based on the cultural perceptions of power which make the perpetrator feel he/she has a right to dominate. To exemplify this, Yahn (2012) provides the example of a student who is bullied because she has big feet. She is not being bullied because of some explicit power imbalance, rather “because of the societal bias against difference, which implicitly places power in the hands of those who match or conform to the dominant culture” (Yahn, 2012, p. 4).

The concept of intentionality of the behaviour surrounding bullying has also been contested. There has been much debate regarding subjective forms of bullying (based on the victims accounts and recollection) and objective accounts of bullying (based on the actual breach of contract or the perpetrator’s intent to cause harm) (Beswick, Gore & Palferman, 2006; Cowie, Nayler, Rivers, Smith & Pereira, 2002; Healy-Cullen, 2017).

Einarsen (1999, as cited in Herkama, Porhola & Tuikka, 2006) contended that bullying behaviour can be unintentional, but can nonetheless have detrimental effects on the victim. As such, it is not necessarily the hostility or the actual intent to harm that constitutes bullying, but rather how the behaviour is perceived by the victim.

Furthermore, the newest form of bullying, cyberbullying, has also challenged the different criteria presented in the traditional definitions of bullying, particularly those of repetition and power imbalance. For instance, according to Smith (2013), an individual may upload an embarrassing photo online only once, while others continue to share the photo. Would the criterion

of repetitive behaviour be met in this case since the perpetrator only shared the photo once? Further, power imbalance also comes into question in cases of cyberbullying, as in many cases, the perpetrator is anonymous.

Given the much disparity surrounding the definition of bullying, the decision as to which definition of bullying is used when attempts are made to measure and study the phenomenon largely remains at the discretion of each researcher. For the purposes of the present research, a broad definition of bullying is used; the definition provided by Randall (1997, p. 4), where, as mentioned earlier, bullying is defined as “the aggressive behaviour arising from the deliberate intent to cause physical or psychological distress to others”.

## 1.2 Workplace bullying

There is not a common definition of workplace bullying. Like bullying, definitions for workplace bullying abound. Researchers use different terms to refer to this phenomenon depending on the location and the type of behaviour that manifests more frequently in their country. “Mobbing” is the preferred term used in Germany and France, “harassment” in Finland, and “aggression and emotional abuse” in the USA. In Australia and the UK, “workplace bullying” is the term of choice (Saunders, Hunyh & Goodman –Delahunty, 2007).

The term “workplace bullying” was first used by Adams in 1992 to describe a range of negative behaviours aimed at employees which were not associated with legally protected attributes, such as race and gender. Most definitions used by researchers do, however, share some common features such as repeated behaviour, feelings of humiliation, isolation, threat, and insecurity experienced by the victim, longevity of the behaviour and a (perceived) power



imbalance (De Wet & Jacobs, 2014). Einarsen and Raknes (1997, as cited in Einarsen, Hoel, Zapf & Cooper, 2020, p.10) defined workplace bullying as

repeated actions and practices that are directed against one or more workers, that are unwanted by the target, that may be carried out deliberately or unconsciously, but clearly cause humiliation, offense and distress and that may interfere with work performance and/or cause an unpleasant working environment.

What differentiates bullying from other aggressive behaviours in the workplace, according to Nielson and Einarsen (2018), is that it is persistent, methodical behaviour which causes the victim to feel victimized and unable to escape. However, Benefield (2004) differentiates between “cumulative” and “significant” acts of bullying; the former referring to repetitive, minor incidents and the latter to “occasional or even single aggressive acts, which seriously endanger them (the victim) or undermine their well-being or professional integrity” (Benefield, 2004, p. 2).

Although bullies are stereotypically associated with aggression and social dominance, research indicates that these perceptions seem to be inaccurate, particularly among European workplaces. Rather, bullying behaviours are typically more verbal, passive and indirect in nature (Einarsen et al., 2020).

### 1.3 Prevalence of Workplace Bullying

It has been suggested that more than 90% of people will experience some type of bullying at some point during their careers (De Wet, 2011; Lutgen-Sandvik, 2003). However, establishing the exact prevalence of workplace bullying is difficult due to the fact that researchers use a number of definitions, instruments and sampling techniques to measure it (De Wet, 2011; Nielsen, Matthieson & Einarsen, 2011; Lutgen-Sandvik, 2003). In fact, a meta-analysis conducted by

Nielsen et al. (2011) examining the effect of different measurement techniques and sampling methods on the rates of workplace bullying found differences between prevalence rates of self-labelling and behavioural methods, as well as between random and non-random sampling techniques (Namie & Namie, 2009; Nielson et al., 2011; Salin, 2018). It is important to note that in their meta-analysis, Nielson et al. (2011) found that, while behavioural measure studies yielded higher results than self-labelling techniques when a definition of workplace bullying was provided, self-labelling techniques without a definition actually yielded the highest results of all. This suggests that perception of victimization is highly individualized, shaped by each individual's personal traits, experiences and orientation.

Data retrieved from a 2016 survey carried out by Statistics Canada on harassment in the workplace (including verbal abuse, humiliating behaviour, threats, physical violence and sexual attention or harassment) showed that 19% of women and 13% of men surveyed had suffered some type of harassment over the course of the previous twelve months. According to a report conducted by the European Agency for Safety and Health at work in 2005, 5% of the respondents reported having fallen victim to bullying and/or harassment at work in the last year. Finland reported the highest incidences (17%) and Italy and Bulgaria the lowest (2%). 5% of workers also reported having been exposed to some type of physical violence in the workplace over the last 12 months, again with higher incidences reported in the northern member states. Cultural differences in perceptions of workplace bullying may contribute to the large variation in prevalence reported between the northern European and southern European member states (Milczarek, 2009).

In 2007, a report published by the Samaritans, a UK charity dedicated to providing assistance to those who are experiencing feelings of isolation and disconnection, indicated that 86% of Irish workers and 81% of UK workers who responded to an online survey had reported

that they had been subject to bullying in the workplace during the span of their career. 22% of Irish workers surveyed reported that bullying was a stressor for them on a weekly basis (Fahie, 2014).

There is not a great deal of research on workplace bullying in Greece. Results from a study conducted by Galanaki and Papalexandris in 2008 showed that 13% of respondents reported that they had been victimized in their place of work (Galanaki & Papalexandris, 2011). Serafeimidou and Dimou (2016) indicated that the workplace bullying rate in Greece ranged from 10.5% to 70%, depending on the area. In a more recent survey that was carried out in March of 2021 by Kapa Research on both private and public sector employees, 4 in 10 of those surveyed responded that they had been targeted by bullies in the workplace “today or at some time in the past”. The most common bullying behaviours reported were verbal abuse (79%), purposeful degradation of one’s work (65%), and spreading of rumours (54%). Reported incidences of cyberbullying were low (5%) (KapaResearch, 2021).

As is evident from the prevalence of the phenomenon in countries around the world, workplace bullying is a serious problem that knows no boundaries.

#### 1.4 Types of Workplace Bullying

Bullying is malicious behaviour that undermines the victim’s right to dignity in the workplace. It increases stress levels, feelings of helplessness and has been linked to psychosomatic disorders, burnout, depression, and reduced productivity. Workplace bullying, like traditional bullying, can be direct, indirect, overt or covert. Direct bullying occurs in direct interaction with the perpetrator, for example, insults directed at the victim, whereas indirect bullying involves behaviours like spreading rumours to harm the victim’s reputation. It can be overt, meaning highly visible or covert, hidden and difficult to identify. Workplace bullying can be further categorized

into person-related or work-related bullying; the former involving attacks on the victim's character and the latter, on the person's work (Einarson, Hoel & Notelaers, 2009).

#### Physical Bullying

Physical acts of workplace bullying are infrequent. These acts can include hitting, slapping and shoving (De Wet, 2011) or damaging and stealing one's belongings (Blasé, Blasé & Du, 2008). Many definitions of workplace bullying exclude physical violence.

#### Verbal Bullying

Verbal bullying includes acts such as name-calling, insults, intimidation, scapegoating, disparaging remarks and other types of verbal abuse (Blasé et al., 2008).

#### Social Bullying

Often cited as the most frequent form of workplace bullying, social bullying comprises acts such as isolating or excluding employees, circulating rumours, and withholding important information to undermine the victim's ability to perform their job (De Wet, 2011).

#### Cyberbullying

The most modern form of bullying, cyberbullying, involves the use of technology to intentionally and repeatedly inflict harm. A study conducted in Ontario, Canada in 2007 found that 84% of primary and secondary school teachers had experienced some type of cyberbullying (Badeau, 2018). While some forms of workplace bullying during the Covid-19 pandemic may have decreased as many employees were forced to work remotely, estimates suggest a significant increase in cyberbullying (Karmakar & Das, 2020).

Regardless of the type of bullying, workplace bullying is pervasive, destructive behaviour that has detrimental effects on employees and employers alike. Bullying may become so entrenched in the culture of the workplace that it is not only considered acceptable practice but may often be encouraged in the organization (Cowie et al., 2002). Statistics published by The

Workplace Bullying Institute from the 2021 Workplace Bullying Survey on the prevalence of workplace bullying show that 30% of adult Americans are victims of workplace bullying. The phenomenon affects 76.3 million employees, and 43% of remote workers are bullied. It is important to mention that the Workplace Bullying Institute's definition of workplace bullying does not include physical bullying. Blasé et al. (2008) also clearly make this distinction, which again is indicative of the lack of congruence regarding what constitutes bullying in the workplace.

### 1.5. Causes of Workplace Bullying

Researchers studying workplace bullying have tried to offer insights as to potential causes of the phenomenon. Different explanations have focused on the personality traits of the perpetrators and targets, the workplace structure and culture, whereas others emphasize the role of society in shaping the dynamics of the workplace (Salin, 2005).

#### The Perpetrator

At an individual level, some researchers have tried to outline certain personal characteristics of a bully. For example, Ashforth (1994) who studied the precursors of “petty tyranny” in organizations found that managers who lacked social skills and held Theory X beliefs (beliefs that employees lack ambition, dislike work and avoid responsibility), were more likely to demonstrate bullying tendencies. Other researchers have posited that lack of emotional control and “thoughtlessness” could also be traits of bullies (Salin, 2005). According to Rayner, Hoel and Cooper (2002), there is no such thing as a “typical bully”; rather bullies come in all shapes and sizes.

## The Victim

The personality traits of victims have also come under scrutiny when searching for explanations as to why workplace bullying occurs. Targets of bullying have been said to be lacking in emotional stability and self-esteem, as well as being less dominant, more diligent, anxious, and sensitive than non-targets (Lind, Glaso, Pallesen & Einarsen, 2009; Salin, 2005; Serafeimidou & Dimou, 2016). After interviewing victims of workplace bullying, Davenport et al. (1999) referred to the people they interviewed as emotionally intelligent and “exceptional”, demonstrating such positive traits as intelligence, integrity, and dedication, among others. They are often creative individuals who may be victimized because their ideas challenge the status quo (Davenport et al., 1999). Other studies have disproved theories that personal characteristics of victims predispose them to bullying behaviours and show that there is no homogeneity among victims. Leymann (1990, 1996) also contended that there are no differences between targets and their non-target counterparts, and any differences in personality are caused by bullying behaviour and not causes of bullying behaviour (in Davenport et al., 1999; Jennifer, Cowie & Ananiadou, 2003; Lind et al., 2009).

Examining workplace bullying from an individual perspective risks overlooking the social and the organizational dynamics of the workplace that contribute to bullying. In fact, in many cases, bullies do not act alone. This may explain why it is so difficult for the victim to stop the bullying once it has begun (Namie & Lutgen-Sandvik, 2010). At the group level, Neuman and Baron (2003), having examined the circumstances leading up to bullying incidents, suggest that bullying can be explained by feelings of injustice and frustration experienced by groups of employees. Often referred to as “scapegoating”, this type of bullying occurs because the actual instigator of the injustice is usually in a superior position. As a result, disgruntled employees direct their aggression towards victims who are weaker and more vulnerable (Salin, 2005). Wyatt and

Hare (1997, as cited in Davenport et al., 1999) claim that those who demonstrate bullying tendencies were once victims themselves and use bullying behaviours directed at others as a coping mechanism for dealing with their internalized childhood trauma.

#### Organizational Culture and Climate

Organizational culture and climate can either promote or prevent workplace bullying. In organizations where bullying is entrenched in the culture, bullies may be encouraged or even rewarded for their bullying behaviours. Still, other organizations may actually deem “tough management” necessary in order to “get the job done”. Workplace bullying has also been found to be correlated with negative organizational climate and job dissatisfaction (Salin, 2005). Conflict-ridden organizations or organizations where conflict is suppressed are more likely to experience higher rates of conflict escalation, which in turn lead to higher rates of mobbing (bullying) (Davenport et al., 1999; Zapf, 1999). Competitive organizational climates that lack group cohesion are particularly conducive to bullying (Salin, 2005).

#### Leadership Style

Leadership style is also a factor that contributes to workplace bullying. In organizations with authoritarian leadership styles, or top-down management, workplace bullying tends to flourish (Salin, 2005). The way that management deals with reports of bullying in the workplace also affects the workplace environment. Tolerance of workplace bullying only encourages bullies to continue with their bullying behaviours (Namie & Lutgin-Sandvik, 2010).

#### Societal Changes

Some researchers have postulated that the increase in workplace bullying has been caused by emerging global phenomena, such as globalization and economic competitiveness. A society that is performance-driven, which continually rewards efficiency and productivity and treats

employees as disposable commodities, may cause managers to adopt less than desirable means to achieve their objectives.

Further, societal norms promote the tenet of “survival of the fittest” as being directly related to individual success. Increasing demands on management and employees for efficiency and productivity can lead to competitive and aggressive work environments where bullying practices thrive (Salin, 2005).

Bullying is a multi-causal phenomenon (Salin, 2005; Zapf, 1999). Rather than focusing on one factor, it is necessary to adopt a more holistic approach when investigating the root causes of workplace bullying.

## 1. 6. Consequences of Workplace Bullying

### Effects on the Individual

Being exposed to bullying in the workplace has significant consequences on the victim, varying in nature and degree from physical to psychological. Some of these include (Milczarek, 2010):

- . loss of memory
- . hearing problems
- . depression
- . sleeping problems
- . vision problems
- . anxiety
- . stomach ache
- . post-traumatic stress syndrome
- . nervousness
- . musculoskeletal problems
- . respiratory difficulties
- . lack of self esteem
- . fatigue
- . social withdrawal
- . heart disease



Longitudinal studies have also indicated that employees exposed to bullying at different times, with a two-year gap between instances, experienced more health-related problems and lower job satisfaction than their non-bullied counterparts, confirming the findings of prior cross-sectional studies (Milczarek, 2010). This demonstrates that bullying behaviours cause physical, emotional and psychological scars that endure.

#### Effects on the Victim's Family

Workplace bullying also negatively impacts the families of the victims, psychologically, socially and financially. Apart from the loss of income the victim's family incurs due to absenteeism, loss of employment, litigation and medical costs, the victim's family may also experience such issues as social withdrawal, violence, marital problems and children's poor academic performance (Milczarek, 2010).

#### Effects on the Organization

At the organizational level, bullying does not only affect the target but also the witnesses to bullying behaviour. Workplace bullying has been found to be a significant stressor for those who observe bullying behaviour. Organizations where bullying exists suffer from reduced productivity and lower employee morale. As far as costs are concerned, workplace bullying can also be quite expensive for organizations. Apart from the litigation costs that may arise, the organization may also incur additional costs from disability insurance, increased staff turnover, training costs, and damage to the company image (Fox & Stallworth, 2010; Milczarek, 2010).

#### Effects on Society

Toxic work environments can also have a negative spill over effect on the whole of society. Increased unemployment rates, high costs of medical care and early retirement are among the detriments that workplace bullying may have on a society (Hogh et al., 2019; Milczarek, 2010).

## Legislation

Despite the severity of workplace bullying and its far-reaching consequences, nations have been slow to implement laws to help reduce its prevalence. In many countries, bullying in the workplace is not illegal.

In the EU, laws relating to workplace bullying fall under Directive 89/391/EEC, which aims to improve the health and safety of European workers, as well as Directives 2000/43EC, 2000/78EC and 2002/73EC, which create a general framework for combatting discrimination and harassment (Serafeimidou & Dimou, 2016).

Sweden was the first country to implement anti-bullying laws in the 1990s (Serafeimidou & Dimou, 2016). According to section 9 of the Work Environment Act (AFS 2001:1), employers are obligated to investigate any reports of workplace bullying. They must provide support to those affected and document a future action-plan if action is not taken immediately. Organizations which do not act preventatively may be penalized (Edgren, 2019). In Finland, the Occupational Safety and Health Act (738/2002), which came into effect on 1/1/2003, contains a section pertaining to harassment and other unacceptable behaviours at work and aims

to improve the working environment and working conditions in order to ensure and maintain the working capacity of employees as well as to prevent occupational accidents and diseases and eliminate other hazards from work and the working environment to physical and mental health.

France, Belgium and the Netherlands have also implemented similar legislation in attempts to promote wellbeing in the workplace (Serafeimidou & Dimou, 2016).

The psychological harassment law was introduced in Quebec, Canada in 2004. The law emphasizes that employees have a legal right to work in an environment free from psychological harassment and employers are obligated to take measures to prevent it (Parkes, 2004). Since Quebec's initiative, other Canadian provinces have also introduced laws to combat workplace psychological harassment. In the USA, until recently, there was no federal or state legislation prohibiting workplace bullying unless it was related to a specific protected trait like sex, race or religion. In 2014, California and Tennessee became the first states to introduce legislation that covers workplace bullying (Serafeimidou & Dimou, 2016).

In Greece, employees are protected from bullying (mobbing) behaviours in the workplace under ordinance 312 of the penal code (Serafeimidou & Dimou, 2016). Bullying is defined as “any abusive behaviour that manifests itself in words, acts or written messages, and may damage the personality, dignity or physical or mental integrity of the individual, put his/her work in danger or disrupt the work environment” (Anagnostou & Skordialos, 2018).

### Workplace Bullying and the Teaching Profession

Without a doubt, the teaching profession is a stressful one. In fact, teachers have been found to score among the lowest in terms of physical and psychological well-being, when compared to other occupations (Berlanda, Fraizzoli, de Cordova & Pedrazza, 2019). The increasing demands placed on teachers as well as the changing landscape of education are among the factors contributing to increased levels of stress in the profession. The teaching profession is also one that is particularly prone to workplace bullying. In fact, education is frequently cited as one of, if not the most, high-risk occupations for workplace bullying (Fahie, 2014; Fahie & Devine, 2014).

Workplace bullying in an educational setting can take many forms. Teachers may be bullies or bullied. Teachers may suffer at the hands of students, parents, colleagues or administrators (Kauppi & Porhola, 2012a, Koiv, 2015). Regarding the characteristics of teachers that make them more prone to victimization, studies suggest that teachers who are in their early or late career most often fall victim to bullying while teachers in the middle of their career are less at risk. Other studies have found that both teachers with more qualifications and those with fewer qualifications can be at risk. Finally, both male and female teachers seem to be at an equal risk for experiencing bullying in the workplace (De Wet & Jacobs, 2018).

#### Student-Teacher Bullying

Bullying against educators by students manifests in many direct and indirect forms, such as insults, use of inappropriate language, spreading rumours, disrupting the lesson, physical violence and destruction of teachers' property (Kauppi & Porhola, 2012a; Woudstra et al., 2018). Frequently, popular students recruit other students to act as accomplices in teacher-targeted bullying. The strength of the group may make the teacher feel that they are powerless against the bullies (Kauppi & Porhola, 2012b).

In a study by Koiv (2015) comparing the changes in prevalence of teacher victimization between 2003 and 2013, teachers reported higher prevalence of bullying by students in 2013. Similarly, in their 2009 study of Finnish educators, Salmi and Kivivuori (2009, as cited in Kauppi & Porhola, 2012a) found that 66% of the teachers surveyed indicated that they had been subject to insulting behaviour by students throughout their careers. Further, their research showed that 30% had experienced some type of violation against their personal property or domestic privacy, 24% had been threatened and 11% had actually suffered physical violence. An analysis of 16.604

students in Israel indicated that 20% of surveyed students self-reported having committed an act of violence against a teacher (Khoury-Kassabri, Astor & Benbenishty, 2008).

Studies have indicated that both male and female learners equally target teachers, but boys are more likely to commit physical acts of bullying against teachers and girls social. Moreover, it has been found that bullying behaviours directed at teachers tend to peak in students' 9<sup>th</sup> and 10<sup>th</sup> years. Research has also shown that students from homes where school is not treated as a priority are more likely to resort to bullying behaviours. Other contributing factors include student alcohol and drug abuse, poor family life, residing in "tough" neighbourhoods, as well as being a member of an organized gang (De Wet & Jacobs, 2018).

In what has been coined as contrapower harassment (De Wet and Jacobs, 2018), teacher-directed bullying by students is one of the distinct types of bullying that sets the educator apart from many other occupations in that students are in what is considered a lower status position than their educator victims (Kauppi & Porhola, 2012a).

#### Parent-Teacher Bullying

Research has indicated that parents are among the less frequent perpetrators of bullying against educators (Benefield, 2004), however, a recent survey conducted on Australian east-coast teachers (n=1213) showed that 58.3% of teachers surveyed had reported being victimized by a parent over the last 12 months, indicating that the trend may be on the increase (Billet, Turner, Martin & Fogelgarn, 2020). Reports by teachers have indicated that while parents are not willing to discipline their children, they are quite likely to react when a teacher disciplines them (De Wet & Jacobs, 2018).

Of the bullying behaviours reported, the most common included belittling teachers verbally (42.1%), yelling (26.4%), parents arguing with teachers on their child's behalf (26.4%),

and lying about a teacher/principal to bring about professional repercussions (24.4%) (Billett et al., 2020). Similar rates of victimized teachers by parents were brought to light in a study by Johnson (2008) in Atlanta in which 57.2% of secondary teachers reported experiencing incidences of verbal violence instigated by parents.

It seems that bullying against teachers by parents has increased significantly during the Covid-19 pandemic. An article by Meghan Holohan<sup>2</sup> shares stories of American teachers' experiences with bullying during the pandemic. One teacher, who was afraid to use her real name during the interviews for fear of reprisals, stated "It has been a roller coaster this year. It is horrible. The reason I don't leave is for my kids. I have not seen such collective bullying like I have seen with this". Another article by Rashmi Belur<sup>3</sup> talks of many teachers and schools in India who are rescinding their decision to continue remote learning due to the overwhelming number of bullying incidents by students' parents.

As recently demonstrated with the Covid-19 pandemic and the digital transformation of education, and as schools continue adopting fully online, blended or hybrid learning techniques, the nature and extent of bullying against educators may be transformed.

#### Teacher-Teacher Bullying

Teacher-on-teacher bullying has been shown to occur less frequently than student-teacher bullying and administrator-teacher bullying. That said, horizontal bullying is present in schools and cannot be ignored.

---

<sup>2</sup> <https://www.today.com/parents/teachers-grapple-being-bullied-during-pandemic-learning-t208061> Accessed 11/6/2021

<sup>3</sup> <https://www.deccanherald.com/city/top-bengaluru-stories/teachers-quit-e-classrooms-due-to-parent-bullying-838887.html> Accessed 11/6/2021

In a study conducted by McMahon et al. (2014), 21% of the teachers surveyed reported that they had been victimized at least once by a colleague within the current or past year. Another study conducted by De Wet (2014) among South African teachers found that 10.2% of respondents reported that they had been victimized by a fellow teacher and 11.9% by the head of their department. In a qualitative study by Shaw (2017), the most common types of horizontal bullying identified by the teachers interviewed were belittlement and humiliation, isolation and exclusion, damaging professional identity, making work difficult, and intimidation and threats.

Teachers who are bullied by their colleagues are usually targeted due to characteristics that differentiate them from their co-workers, for example, race, religion, language or simply not belonging to a clique (De Wet & Jacobs, 2018).

Teachers who bully their colleagues are sometimes arrogant and tend to have an inflated opinion of themselves. They are generally well-respected and well-supported and have a close relationship with the principal. They frequently target the victim because of envy and/or the victim's vulnerability (De Wet & Jacobs, 2018).

#### Administrator-Teacher Bullying

Principals are often cited as the main source of workplace bullying in schools. In De Wet's (2014) study, 66.1% reported being bullied by the principal and 3.4% by the deputy principal and school management team respectively. In a study conducted by Orange (2018), approximately 80% of the 250 teachers surveyed felt that they had been bullied by an administrator. The most prevalent type of bullying against teachers by principals is psychological bullying (social/relational), while physical bullying is very rare. Common forms include humiliation in a group setting, micro-managing victims' work, work overload and withholding important work-related information from them. Targets of principal-on-teacher bullying also reported

cyberbullying as a form of victimization (De Vos & Kirsten, 2015). Other common forms of principal bullying against teachers include lack of praise for achievements, favouritism of certain teachers, failure to support teachers in interactions with students and parents and intentionally ignoring them (Blasé, et al., 2008).

Principals who bully have been referred to as jealous, incompetent leaders who destroy whomever questions their authority (Blasé et al, 2008). They tend to target competent and knowledgeable teachers who pose a threat to them. They are often micro-managers who resent teachers who display motivation and independence. Other contributing factors for principal mistreatment include personality clashes, negative coping responses to stress and lack of knowledge regarding acceptable leadership qualities (Orange, 2016).

Workplace bullying is more likely to flourish in schools with authoritarian and autocratic leadership styles, however, whether this type of leadership is classified as bullying also largely reflects the cultural attitudes of what is considered an acceptable leadership style and what is not. Cultural beliefs often play a role in moderating the negative effects that workplace bullying has on those exposed to it. A study comparing Australians and Ugandans by Casimir, McCormack, Djurkovic and Nsubuga-Kyobe (2012) showed that Ugandans were more likely to perceive the authoritarian leadership style of their principal as acceptable leadership behaviour whereas Australians were not. Moreover, their study indicated that although Ugandans were exposed to more frequent instances of workplace bullying, they were less affected by it (Casimir, McCormack, Djurkovic & Nsubuga-Kyobe, 2012; De Wet & Jacobs, 2018).

As mentioned above, school principals who bully teachers often approach their leadership role autocratically. They are usually not open to change and subsequently, shun teachers who adopt



non- traditional approaches to teaching. They often lack professionalism and integrity and support a school culture based on favouritism and nepotism (De Wet & Jacobs, 2018).

It is the role of the school principal to provide guidance, leadership and support and to create an organizational culture that promotes collaboration, positivity and collegiality (Gray & Gardner, 2013). When the school principal resorts to management by fear, the school climate cannot remain unaffected.

### The Effects of Educator-directed Workplace Bullying

Educators who are bullied often suffer from depression, and sleep and mood disorders. They are overcome by feelings of embarrassment, loneliness and paranoia. Workplace bullying can also have serious consequences on victim's physical health. Eating disorders, substance abuse, headaches and hair loss are among the psychosomatic symptoms reported by teacher victims (Cemaloglu, 2007; De Wet & Jacobs, 2018).

Being bullied in the workplace affects teachers' performance in the classroom. Teachers who had been bullied reported that their teaching methods became ineffective and their relationships with their students had also been negatively impacted (Orange, 2016).

Victims' families also suffer. Marital problems are not uncommon and family members often bear the brunt of the victimization. Financial difficulties are frequent, and many teachers begin to question their abilities as educators and some even leave the profession (De Wet & Jacobs, 2018).

Workplace bullying also has broader implications on the school. Teachers who are bullied suffer from burnout, become demotivated and take more sick days than their non-bullied

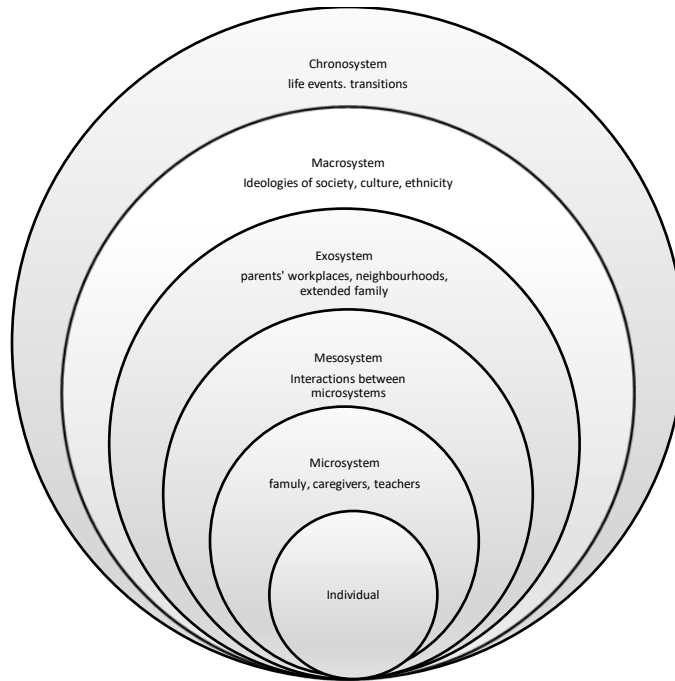
counterparts (De Wet & Jacobs, 2018). In school environments where toxicity prevails, the quality of teaching is inevitably affected, relationships between teachers, student, parents and colleagues suffer, and the quality of education deteriorates.

## The relationship between school climate and teacher-directed bullying, based on Bronfenbrenner's ecological systems theory

This dissertation draws upon Bronfenbrenner's ecological systems theory, with special emphasis on perceived school climate as a predictor of teacher-directed bullying in educational settings. The tenets of ecological systems theory as they apply to school climate, and the relevance of school climate in teacher- directed bullying will also be explored below.

### Ecological Systems Theory

Bronfenbrenner's ecological systems theory looks at human development within the context of the entire ecological system where development occurs (Bronfenbrenner, 1994). The ecological environment comprises interconnected levels of systems which all contribute to human development (Figure 1). The four interrelated levels range from immediate levels where individuals share more direct interaction to the distal layers where influence on development is more indirect.



**Figure 1. Bronfenbrenner's Ecological Model**

### Microsystem

The microsystem is the first and most significant system in human development, and is described as “a pattern of activities, social roles and interpersonal relations” (Bronfenbrenner, 1994, p. 39). The microsystem is the most direct environmental setting and has the most influence on development. Development is produced and sustained within the immediate environment of the microsystem, where proximal processes operate. Proximal processes are all those forms of reciprocal interactions between the organism and the people, objects and symbols in their environment, which increase in complexity over time (Bronfenbrenner & Morris, 1998). Proximal processes impact development directly through the reduction or buffering against environmental differences (Bronfenbrenner, 1994). Examples of microsystems include family and school.

### Mesosystem

The mesosystem is the next system and includes the reciprocal interactions that occur

between two or more of the individual's microsystems (Bronfenbrenner, 1994; La Salle, Meyers, Varjas & Roach, 2015). What happens in one microsystem is said to directly influence what happens in others. An example at this level would be the interactions between parents and teachers. Parent-teacher communication and shared involvement in decision-making processes have an impact on a child's overall development (Bronfenbrenner, 1994).

#### Exosystem

The exosystem represents the larger contexts of the community and encompasses the reciprocal processes taking place between two or more settings, which may not directly involve the individual, but indirectly influence his/her development process. Parents' workplaces, family social networks, and neighbourhoods are all examples of exosystems (Bronfenbrenner, 1994, La Salle et al., 2015).

#### Macrosystem

The macrosystem is the largest and most outer layer in human development. It consists of the society and the cultural values that influence the individual and in which the other systems are nested. "The macrosystem may be thought of as a societal blueprint for a particular culture or subculture" (Bronfenbrenner, 1994, p. 40). For example, children living in different parts of the world are exposed to different societal and cultural circumstances that affect their development.

#### Chronosystem

The final system in Bronfenbrenner's theoretical paradigm refers to all the changes occurring over the span of a lifetime, including both personal characteristics and changes in the environment where one lives. These include important milestones in life, societal shifts and historical events (Bronfenbrenner, 1994).

Bronfenbrenner's ecological systems theory has been applied in bullying research to demonstrate the importance of social contexts on bullying behaviours. There is general consensus among scholars of the multisystemic nature of violence in schools, which manifests from

community, school, and individual characteristics and processes (Espelage et al. 2013; McMahon et al. 2014). According to Swearer and Espelage (2004) bullying behaviour is not the result of individual traits, rather it is a by-product of the interactions that occur between the various levels of systems (Swearer & Espelage, 2004).

Teacher-directed bullying can also be researched through the lens of ecological systems theory. A combination of individual, school and community factors influence teacher victimization. The multiple complex interconnected systems in teachers' lives can provide a mechanism for understanding workplace bullying in an educational context (Reddy, Espelage, Anderman, Kanrich & McMahon, 2018).

## School Climate

School climate is situated within Ecological Systems theory (Bronfenbrenner, 1989, in Rudasill, Snyder, Levinson & Adelson, 2017). According to Rudasill et al. (2017), the school is the microsystem from which school climate emerges. School climate refers to how teachers, parents, students and administrators perceive the quality and consistency of interactions within the school environment. Student achievement and success, as well as bullying behaviours have been found to be linked to school climate (Chirkina & Khavenson, 2018; Haynes, Emmons and Ben-Avie, 1997).

Although Perry (1908) was the first educational reformer to refer to the importance of school climate, Dewey (1916) and Durkheim (1961) also acknowledged the significance of the environment or the culture of the school on the development and the learning outcomes of students (Cohen, McCabe, Michelli, & Pickeral, 2009; Thapa, Chen, Guffey, & D'Alessandro, 2013). It was not until the 1950s however, that empirical research into school climate emerged from the dominating studies of organizational climate at the time, and particularly, its impact on such

organizational variables as employee productivity, morale, and turnover. By the late 1970s, researchers had begun exploring the relationships between school climate and student achievement (Zullig, Koopman, Patton, & Ubbes, 2009).

Despite the fact that school climate has been studied for over 100 years, there is still not an agreed upon definition of the construct. In fact, the term school climate is often used as a synonym for terms such as atmosphere, feelings, tone, setting, milieu (Cohen et al., 2009), environment, ethos and culture (Glover & Coleman, 2005). School climate can be seen as subjective (individual perceptions of the quality of interactions between stakeholders), objective (size of classes and condition of the school) or a combination of both (Chirkina & Khavenson, 2018).

Halpin and Croft (1963) define school climate as the “personality” of the organization. They note that in effective groups, members experience a sense of accomplishment and social satisfaction from belonging to the group. They refer to this sense as the “esprit” or morale experienced by group members. Their pioneering work and development of the Organization Climate Description Questionnaire became the impetus for much of the research and instrumentation done on school climate since. From their analysis of types of school climate, a three- factor school climate model emerged. These factors include authenticity, satisfaction and leadership initiation. (Halpin & Croft, 1963).

Moos (1979, as cited in Glover & Coleman, 2005, p. 254) defined school climate as “the social atmosphere of the learning environment in which students have different experiences according to the protocols set up by teachers and administration”. His definition of school climate also focused on three elements: relationship, personal development and system maintenance and change (Glover & Coleman, 2005; Johnson & Stevens 2006). The Classroom Environment Scale

(Moos & Trickett, 1974, as cited in Fraser & Fisher, 1983), was designed to measure 9 dimensions of school climate, including Involvement, Affiliation, Teacher Support, Task Orientation, Competition, Order and Organization, Rule Clarity, Teacher Control, and Innovation, each one associated with one of the aforementioned elements.

The National School Climate Centre defines school climate as “the quality and character of school life. School climate is based on patterns of students’, parents’ and school personnel’s experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures”.<sup>4</sup> The Comprehensive School Climate Inventory (CSCI) assesses student, parent/guardian and school personnel perceptions of school climate.<sup>5</sup>

As becomes clear from the research, the inconsistency of definitions for school climate has led to the use of a variety of scales with their own set of unique subscales to measure the construct. Many different complex dimensions that comprise school climate have been acknowledged. Most researchers today do agree, however, that there are four major factors that shape school climate. These include safety, relationships, teaching and learning, and the institutional environment (Cohen, Pickeral & McCloskey, 2008; Cohen et al., 2009, La Salle et al., 2015).

### Safety

Some of the elements listed under safety include physical and social-emotional dimensions such as rules, people feeling physically safe, a crisis plan, and attitudes about violence and bullying (Cohen et al., 2009).

---

<sup>4</sup> <https://schoolclimate.org/about/our-approach/what-is-school-climate/> accessed 8/6/2021

<sup>5</sup> <https://schoolclimate.org/services/measuring-school-climate-csci/> accessed 8/6/ 2021

## Relationships

Respect for diversity, school community, collaboration and morale, and “connectedness” are among the factors that comprise the dimension of relationships (Cohen et al., 2009).

## Teaching and learning

Components listed under teaching and learning include quality of instruction, innovation, social, emotional and ethical learning, professional development and leadership (Cohen et al., 2009).

## The institutional environment

Some of the elements of the institutional environment include cleanliness, size of the school and adequacy of space and materials (Cohen et al., 2009).

School climate studies have indicated that there is a strong relationship between the climate of the school and students’ self-esteem (Cohen et al., 2009; Chirkina & Khavenson, 2018), student outcomes and student motivation. A positive school climate reduces student absenteeism and suspension rates, and plays a protective role in risky sexual behaviours, violence and drug abuse (Cohen et al. 2009; Haynes, et al., 1997).

Recent studies into workplace bullying in schools have examined school climate as a predictor of incivility and bullying among educators. Results showed a significant negative correlation between organizational climate and workplace bullying in the school setting (Gottfredson, Gottfredson, Payne & Gottfredson, 2005; Kvintova, Cakirpaloglou & Cech, 2018; Powell, Powell & Petrosko, 2015). School climate has been identified as a mitigating factor that can shape or predict violence against educators. Lower rates of teacher victimization in schools have been associated with authoritative school climates, positive psychosocial climates, better



discipline management and more structure and support in schools (Reddy et al., 2018). On the other hand, authoritarian school climates, and school climates which exhibit leniency and indifference have been associated with higher rates of behavioural problems and bullying, and lower achievement (Gregory, Cornell & Fan, 2012). Such factors such as large student class enrolment, limited teaching resources, less collaboration among educators and administrators, punitive classroom management styles, and students' perceptions of unfair and inconsistent rule enforcement all contributed to higher levels of teacher victimization after controlling for community and student demographic characteristics (Gottfredson et al., 2005). It is of utmost importance for any organization, including schools, to make all efforts to create a positive climate, which in turn, directly influences the performance of all individuals and ultimately, the whole group (Kvintova et al. 2018).

## Chapter Summary

Despite the differences in definitions of workplace bullying, research shows that the phenomenon, however it is defined, is thriving, and that the teaching profession is one that is particularly vulnerable. Although a number of scholars have attempted to identify characteristics of victims and perpetrators, focusing solely on the victim-bully dyad risks overlooking other significant factors that may contribute to the increasing rates of victimization.

While some countries have recognized the detrimental effects that workplace bullying can have on all levels, and have implemented legislation in an attempt to curtail the problem, the absence of a clear definition, and differences in cultural perceptions as to what exactly constitutes workplace bullying, make it increasingly difficult to regulate.

Teaching is a unique profession in that teachers can suffer from vertical, horizontal and contrapower bullying. The digital transformation of the education sector has further increased

teachers' susceptibility to bullying. As such, more research is needed in identifying the extent of teacher-directed bullying and strategies to combat it.

Bronfenbrenner's Ecological Systems model looks at human development as impacted by the complex interactions between individuals in their various social environments. School climate is situated within Ecological Systems theory. School climate refers to how teachers, parents, students and administrators perceive the quality and consistency of interactions within the school environment. A number of instruments have been developed to measure school climate. They each set out to measure the different dimensions of school climate as defined by their creators. Most researchers agree, however, that there are four major factors that shape school climate. These include safety, relationships, teaching and learning, and the institutional environment. School climate is said to influence, among other things, student achievement, positive youth development, student bullying and teacher-directed bullying.

Overall, there is a gap in the research in Greece surrounding the issue of teacher-directed workplace bullying. To address this gap, the aim of the present study is to examine workplace bullying based on teachers' perspectives, and to explore whether school climate and other individual and contextual factors are related to workplace bullying. The research questions of the present study are:

- How prevalent is the phenomenon of bullying against teachers in primary and secondary education, based on teachers' perceptions, and how are instances of bullying dealt with?
- What are the causes of teacher-directed bullying, according to teachers, and what strategies do they suggest for dealing with the phenomenon?
- Which risk factors (individual, interpersonal and contextual) are likely to increase teacher victimization?
- Is perceived school climate a predictor of teacher-directed bullying in schools?

## Methodology

This study uses a quantitative approach. Quantitative research allows for the quantification and analysis of variables, emphasizes replication and makes generalizations possible (Daniel, 2016). The anonymity of survey research also promotes higher disclosure and accuracy of the responses, as respondents do not fear reprisals and stigmatization (Rubin & Babbie, 2009). Due to the ease of data collection, coding and analysis, the use of surveys in research is considered to be more efficient than other methods (O'Cathain & Thomas, 2004).

### 2.1 Sample of study

180 teachers from different areas of Greece took part in the present study. A non-probability convenience sampling technique was used. Specifically, snowball sampling was used, in which

educators forwarded the questionnaire to others in their network, as well as the use of social media groups for educators.

Data collection took place in July and August 2021. A total of 191 educators completed the questionnaire. 11 respondents completed the questionnaire incorrectly and as a result, were excluded from the study. A final sample of 180 educators from different areas in Greece comprised the study.

Of the 180 participants, 134 (74%) were female and 46 (26%) male. Participants ranged in age from 24 to 64, with a mean age of 45.04 (SD 9.54). Regarding education, 44% of the participants had a master’s degree and 42% a university/college degree, 11% held PhDs and 4% were graduates of a teacher academy. Most of the participants had either over 16 years of teaching experience (30%) or more than 20 years (28%). 75% had permanent teacher status and 86% worked in the public school sector. As for school level, 18 teachers (10%) worked in kindergartens, 69 (38%) in primary schools, 34 (19%) in junior high schools, 48 (27%) in general high schools and 11 (6%) in vocational high schools. The majority of schools had between 60-200 students or >200 students (43% and 41% respectively) with a mean class size of 20.7. Table 1 provides a snapshot of the demographic characteristics of the sample.

*Table 1 Demographics of the sample*

Frequency	Percentage		
Gender	Male	46	26%
	Female	134	74%
Age	24-30	21	12%
	31-40	32	18%
	41-50	68	38%
	51-60	53	29%

	61+	6	3%
Education	PhD	19	11%
	Master's	79	44%
	Uni/College	75	42%
	Academy	7	4%
Years of teaching experience	<1	6	3%
	1-5	27	15%
	6-10	14	8%
	11-15	28	16%
	16-20	54	30%
	>20	51	28%
Employment status	Permanent	135	75%
	Substitute	45	25%
Type of school	Public	154	86%
	Private	26	14%
School level	Kindergarten	18	10%
	Primary	69	38%
	Junior High	34	19%
	General High	48	27%
	Vocational High	11	6%
Size of school	<60	29	16%
	60-200	78	43%
	>200	73	41%

Participants of the present study were from different parts of Greece including Attica (31%), Thessaloniki (19%), Kozani (9%), Florina (8%), Rethymno (7.5%), Kilkis (3%), Irakleio (3%), Imathia (2%), Larissa (2%), Grevena (2%), Dodecanese (2%), Pella (2%), Ioannina (1%), Chios (1%), Chania (1%), Argolida (1%), Achaia (1%) and Messinia (1%). Aetolia-Arcania, Corinthia, Cyclades, Evros, Evrytania, Kavala, Komotini, Lefkada, Magnesia, Phthiotis, Rhodope, Trikala and Lesbos had 1 participant each (0.5% each).

Apart from kindergarten, primary school and special education teachers, participants from secondary school included religious studies teachers, philologists, mathematicians, science teachers (physics, chemistry, and biology), language teachers (French, German and English), art teachers and computer science teachers.

## 2.2 Research tool

The research tool of the present study was a questionnaire which consisted mostly of closed-ended questions. The questionnaire used for this study comprised mainly of 5-point Likert scale type questions, which asked the respondents to express to what extent they agreed or disagreed with each particular statement and to measure the frequencies of particular acts of workplace bullying. Likert type data allows for application of statistical techniques to measure degrees of opinion and attitudes and is common in psychological and educational research (Subedi, 2016). Yes/No questions were also included, as well as open-ended questions allowing respondents to expand on the answers they had given and provide additional insights. Open-ended questions offer further reassurance that all relevant issues have been covered in the questionnaire (Cathain & Thomas, 2004). Prior to releasing the final questionnaire, a small-scale pilot study was conducted to ensure the feasibility of the approach, and in particular to pre-test the measurement

instrument. Some minor changes were applied to the questionnaire based on the feedback provided by the respondents.

At the beginning of the questionnaire, respondents were informed of the details surrounding the research and informed consent was sought before they could proceed to the questions. The questionnaire was divided into subsections, including demographics, the prevalence and types of bullying behaviours experienced by educators, how supported educators feel regarding the issue of workplace bullying in their schools and how they dealt with instances of victimization, as well as questions related to perceived school climate. Respondents were also asked to provide suggestions on what school authorities can do to help curtail the problem of bullying against teachers.

First, participants were asked a number of demographic questions in order to determine the basic characteristics of the respondents. Specifically, respondents were asked about their age, education, years of service, employment status (permanent or substitute teacher), specialization and taught subject, as well as type, location and size of school.

In order to explore the prevalence of teacher-directed bullying, different types of bullying behaviours experienced by educators were examined. Respondents were presented with four matrices, comprising 11-13-item Likert type scales (two items, physical isolation and withholding of information were excluded from the student and parent matrices), each representing the perpetrators of workplace bullying (principal, colleagues, students, parents) and the types of workplace bullying, adapted from the questionnaire used by Koiv (2015). Respondents were asked to indicate how frequently they had experienced the listed bullying behaviours over the last three years, ranging from “Never”, “Occasionally”, “Monthly”, to “Weekly” and “Daily”. Victims of bullying were deemed those who had experienced occasional acts of bullying or acts of bullying

on a monthly, weekly or daily basis over the last three years. An index for total teacher-directed bullying was computed, with Cronbach's alpha indicating high internal consistency ( $\alpha=.94$ ).

#### Handling instances of educator-directed bullying in the workplace

The next section of the questionnaire comprised questions regarding how supported teachers felt with regards to the issue of workplace bullying, how they dealt with instances of victimization, and whether they felt that the phenomenon of teacher-directed bullying had increased in recent years. Questions from this section of the questionnaire were borrowed from a variety of sources and adapted to fit the requirements of the study.

#### School Climate

The next section of the questionnaire included questions related to school climate. The scale used to measure school climate was an adapted version of the Revised School Level Environment Questionnaire from Johnson, Stevens and Zvoch (2007). The scale had been previously translated into Greek and completed with a validity and reliability check (Sotiriou & Iordanidis, 2015). This particular scale consists of 21 Likert-type statements. Although many scales for measuring school climate have been used in researching the construct, the brevity of this scale, its reliability and validity, as well as the fact that it has been used and translated in other studies in Greek, were all factors which were taken into consideration when choosing this scale. In addition to the factors explored by the Revised School Level Environment Questionnaire including Collaboration (Relationships), Student Relations (Relationships), Instructional Innovation (Teaching and Learning), Decision-Making (Teaching and Learning), Resource Adequacy (Institutional Environment), some statements were added in order to include the aspect of safety, as well as relationships with parents. The final scale consists of 28 Likert-type statements, with Cronbach's alpha indicating high internal consistency ( $\alpha=.95$ ).



### Open-ended Questions

Open-ended questions were also included throughout the questionnaire asking respondents for suggestions as to what measures could be taken by school administrators and the Ministry of Education to deal with bullying against educators, what they feel may have contributed to an increase in bullying behaviours against educators, as well as anything else the respondents would like to add.

### 2.3. Data Analysis

Statistical analyses were performed using SPSS version 23.0. Frequency statistics were used to determine the prevalence and types of bullying behaviours by each respective perpetrator and how supported the participants felt by their principals and their colleagues. Kruskal-Wallis tests were carried out to investigate possible differences in mean ranks of perceived average support between those who reported instances of bullying and those who did not. Regression analyses were conducted to identify which independent variables were potential risk factors for teacher victimization, as well as to establish the relationship between teacher- directed bullying and school climate.

The thematic analysis of the open-ended questions was conducted using both a deductive and an inductive approach. The themes explored in the questionnaire were used as initial codes, followed by first level descriptive coding in order to bring out the essence of the data provided. Second level coding was then used to identify other themes and patterns emerging that were not covered by the initial codes (Elliot, 2018). Finally, the most commonly occurring themes were established and refined.

## Results

### 3.1 Teachers' views of workplace bullying

First, the present study examined the prevalence of bullying behaviours which teachers experienced by the principal, their colleagues, students and parents over the last three years.

*Table 2 Prevalence of bullying behaviours by the principal*

	Never	Occasionally	Monthly	Weekly	Daily
Public humiliation	80.6%	15.6%	2.2%	1.6%	0%
Slander	76.1%	22.2%	1.7%	0%	0%
Physical attack	97.2%	2.2%	0.6%	0%	0%
<b>Shouting</b>	61.1%	<b>30.0%</b>	<b>6.7%</b>	<b>1.1%</b>	<b>1.1%</b>
Unleashing insults against you	90%	8.3%	1.1%	0%	0.6%
Offensive remarks	76.7%	18.9%	3.3%	0.6%	0.6%
<b>Belittling your opinion</b>	47.2%	<b>42.2%</b>	<b>7.8%</b>	<b>2.2%</b>	<b>0.6%</b>
Violent threat	95.6%	2.8%	0.6%	1.1%	0%
Accusations regarding lack of effort	81.7%	13.9%	3.3%	1.1%	0%
Devaluation	69.4%	22.2%	5.0%	3.3%	0%
Cyberbullying (through emails, mobile phone, website etc.)	92.2%	7.2%	0.6%	0%	0%
Physical isolation	81.7%	13.9%	2.2%	1.7%	0.6%
<b>Withholding information</b>	50.6%	<b>38.3%</b>	<b>8.3%</b>	<b>1.7%</b>	<b>1.1%</b>

Teachers who took part in the present study reported belittling their opinion (Occasionally: 42.2%, Monthly: 7.8%, Weekly: 2.2%, Daily: 0.6%), withholding information (Occasionally: 38.3%, Monthly: 8.3%, Weekly: 1.7%, Daily: 1.1%) and shouting (Occasionally: 30%, Monthly: 6.7%, Weekly: 1.1%, Daily: 1.1%) as the most frequent types of bullying behaviours by the principal (Table 2).

The subscale measuring prevalence of bullying behaviours by principals consisted of 13 items. The value for Cronbach's alpha showed high internal consistency ( $\alpha=.88$ ).

The most frequent types of bullying behaviours by colleagues reported by teachers in the present study, as depicted in Table 3, included withholding information (Occasionally: 40%,

Monthly: 4.4 %, Weekly: 1.7 %, Daily: 1.7 %), belittling their opinion (Occasionally: 37.8%, Monthly: 7.8%, Weekly: 1.1%), and slander (Occasionally: 31.1%, Monthly: 3.3 %, Weekly: 0.6 %). The subscale measuring prevalence of bullying behaviours by colleagues consisted of 13 items. The value for Cronbach’s alpha showed high internal consistency ( $\alpha=.90$ ).

Table 3 Prevalence of bullying behaviours by colleagues

	Never	Occasionally	Monthly	Weekly	Daily
Public humiliation	83.3%	15.0 %	1.7%	0%	0%
<b>Slander</b>	65.0%	<b>31.1 %</b>	<b>3.3%</b>	<b>0.6 %</b>	0%
Physical attack	98.9 %	0 %	1.1 %	0%	0%
Shouting	75.0%	21.7 %	1.7%	1.7 %	0 %
Unleashing insults against you	88.9 %	8.3%	1.7%	0%	1.1%
Offensive remarks	75.0 %	22.2 %	1.1 %	1.1 %	0.6%
<b>Belittling your opinion</b>	53.3 %	<b>37.8 %</b>	<b>7.8%</b>	<b>1.1 %</b>	0%
Violent threat	96.7%	2.2%	1.1 %	0 %	0%
Accusations regarding lack of effort	82.8 %	15 %	1.1 %	1.1%	0%
Devaluation	67.2%	27.2%	3.3 %	2.2 %	0%
Cyberbullying (through emails, mobile phone, website etc.)	94.4%	5.6 %	0%	0%	00%
Physical isolation	66.1%	26.7 %	4.4 %	2.2%	0.6%
<b>Withholding information</b>	52.2%	<b>40.0%</b>	<b>4.4%</b>	<b>1.7%</b>	<b>1.7%</b>

The most frequent types of bullying behaviours by students reported by teachers in the present study included devaluation (Occasionally: 30%, Monthly: 3.9 %, Weekly: 1.7 %, Daily: 1.1 %), belittling their opinion (Occasionally: 26.7%, Monthly: 7.2%, Weekly: 0.6%), and shouting (Occasionally: 26.7 %, Monthly: 3.3%, Weekly: 1.1 %) (Table 4).

Table 4 Prevalence of bullying behaviours by students

	Never	Occasionally	Monthly	Weekly	Daily
Public humiliation	90.0%	9.4%	0.6%	0%	0%
Slander	77.2%	21.7 %	1.1%	0%	0%
Physical attack	93.9 %	5.0%	1.1 %	0%	0%
<b>Shouting</b>	68.9%	<b>26.7 %</b>	<b>3.3%</b>	<b>1.1%</b>	0 %
Unleashing insults against you	86.7 %	10.6%	1.7%	0.6%	0.6%
Offensive remarks	77.2 %	19.4 %	2.8 %	0.6 %	0%
<b>Belittling your opinion</b>	65.6 %	<b>26.7%</b>	<b>7.2%</b>	<b>0.6%</b>	0%
Violent threat	92.8%	6.1%	2.1 %	0 %	0%
Accusations regarding lack of effort	83.3 %	13.3 %	3.3 %	0%	0%
<b>Devaluation</b>	65.0%	<b>30.0%</b>	<b>3.9 %</b>	<b>1.1 %</b>	0%
Cyberbullying (through emails, mobile phone, website etc.)	92.2%	6.7 %	1.1%	0%	0%

The subscale measuring prevalence of bullying behaviours by students consisted of 11 items (the final items of physical isolation and withholding information were removed). The value for Cronbach’s alpha again indicated a high level of reliability ( $\alpha=.89$ ).

The most frequent types of bullying behaviours by parents reported by teachers in the present study, as seen in Table 5, included belittling their opinion (Occasionally: 38.9%, Monthly: 3.9 %), devaluation (Occasionally: 28.9%, Monthly: 1.7%, Weekly: 1.1%), and slander (Occasionally: 24.4 %, Monthly: 0.6%).

*Table 5 Prevalence of bullying behaviours by parents*

	Never	Occasionally	Monthly	Weekly	Daily
Public humiliation	90.0%	9.4%	0.6%	0%	0%
<b>Slander</b>	75.0%	<b>24.4%</b>	<b>0.6%</b>	0%	0%
Physical attack	98.3%	1.7%	0%	0%	0%
Shouting	80.6%	18.3%	0.6%	0.6%	0%
Unleashing insults against you	91.7%	7.2%	0.6%	0.6%	0%
Offensive remarks	79.4%	19.4%	0.6%	0.6%	0%
<b>Belittling your opinion</b>	57.2%	<b>38.9%</b>	<b>3.9%</b>	0%	0%
Violent threat	95.6%	3.9%	0.6%	0%	0%
Accusations regarding lack of effort	82.8%	15.6%	1.7%	0%	0%
<b>Devaluation</b>	68.3%	<b>28.9%</b>	<b>1.7%</b>	<b>1.1%</b>	0%
Cyberbullying (through emails, mobile phone, website etc.)	93.9%	5.0%	1.1%	0%	0%

The subscale measuring prevalence of bullying behaviours by parents consisted of 11 items (the final items of Physical isolation and Withholding information were removed). The value for Cronbach’s alpha showed high internal consistency ( $\alpha=.90$ ).

Overall, the most common types of bullying behaviours against educators, as reported by teachers who took part in the present study, were belittling their opinion (Occasionally: 36.4%, Monthly: 6.7%, Weekly: 1.0%, Daily: 0.1%), withholding information (Occasionally 39.1%, Monthly: 6.4%, Weekly: 1.7%, Daily: 1.4%) and devaluation (Occasionally: 27.1%, Monthly: 3.5%, Weekly: 1.9%). On the contrary, physical attacks, violent threats and cyberbullying were

the least frequently reported acts of bullying behaviour (Table 6). Cronbach's alpha indicated high internal consistency ( $\alpha=.94$ ).

Table 6 Overall prevalence of bullying behaviours

	Never	Occasionally	Monthly	Weekly	Daily
Public humiliation	86.0%	12.4%	1.3%	0.4%	0%
Slander	73.3%	24.8%	1.7%	0.2%	0%
Physical attack	97.1%	2.2%	0.7%	0%	0%
Shouting	71.4%	24.2%	3.1%	1.1%	0.3%
Unleashing insults against you	89.3%	8.6%	1.3%	0.3%	0.6%
Offensive remarks	77.1%	20.0%	2.0%	0.7%	0.3%
<b>Belittling your opinion</b>	55.8%	<b>36.4%</b>	<b>6.7%</b>	<b>1.0%</b>	<b>0.1%</b>
Violent threat	95.2%	3.7%	1.1%	0.2%	0%
Accusations regarding lack of effort	82.6%	14.4%	2.3%	0.6%	0%
Devaluation	67.5%	27.1%	3.5%	1.9%	0%
Cyberbullying (through emails, mobile phone, website etc.)	93.2%	6.1%	0.7%	0%	0%
Physical isolation*	73.9%	20.3%	3.3%	1.9%	0.6%
<b>Withholding information*</b>	51.4%	<b>39.1%</b>	<b>6.4%</b>	<b>1.7%</b>	<b>1.4%</b>

In addition, how supported the participants felt by their principals and their colleagues regarding teacher-directed bullying was examined. Results indicated that the support the participants felt they received by their principals and colleagues was similar ( $M= 3.72$ ,  $SD= 1.04$  and  $M= 3.69$ ,  $SD= 1.08$  respectively), but on average they did not report feeling very supported (1= Strongly disagree, 5= Strongly agree).

In the present study, of those who reported being victims of bullying, only 15.38% had made a formal report. Table 7 shows the number of participants who have made a formal report of instances of bullying they had fallen victim to. 4.4% of the participants indicated that they had made a formal report and 24.4% had not, while 71% of respondents indicated that they do not believe they had fallen victim to bullying.

Table 7 Frequency table regarding teachers' formal reports of being bullied

	N	%
I haven't fallen victim to bullying	128	71,1%
No, I have not made a formal report	44	24,4%
Yes, I have made a formal report	8	4,4%

A Kruskal-Wallis H test was performed to explore the differences in perceived average support among those who had made a formal report of instances of bullying they had fallen victim to, those who had not, and those who did not feel they had been bullied. No significant differences were found among groups ( $H(2) = 0.246, p = 0.884$ ).

A Kruskal-Wallis H test was also performed to explore the differences in perceived average support among those who did not feel they had been bullied, those who had reported all instances of bullying they had fallen victim to, formally or informally, and those who had not, with a mean rank of 91.36 for the group stating that they had not fallen victim to bullying, 113.85 for the group who stated that there have not been instances of bullying that they have not reported and 65.65 for those who admitted not having reported instances of bullying that they have been subjected to. The test indicated a statistically significant difference between the groups ( $H(2) = 11.081, p = 0.004$ ). The results of the Dunn's post hoc test, with a Bonferroni correction for multiple comparisons, showed a significant difference in perceived support between the group that stated there have not been instances which they have not reported and those who stated that there have ( $p < 0.05$ ).

Table 8 Frequency table regarding teachers' reports of all instances of being bullied

	N	%
I haven't fallen victim to bullying	129	71,7%
No, there have not been instances of bullying I have not reported	24	13,3%
Yes, there have been instances of bullying I have not reported	27	15,0%

### 3.2 Teachers' perspectives for reasons of prevalence of teacher-directed bullying and strategies suggested for dealing with the phenomenon

In addition, teachers' perspectives regarding reasons for a possible increase in teacher-directed bullying were examined. The themes that emerged from the thematic analysis of open-ended questions included devaluation of the school and the teacher's role, societal changes and increased pressures, as well as increased pressure by parental involvement in schools (Table 9).

Table 9 Teachers' perspectives regarding reasons for increase of teacher-directed bullying

Theme	Examples of Comments
1. Relationships between educators and all stakeholders  Subthemes: <ul style="list-style-type: none"> <li>. Parental/community involvement</li> <li>. Leadership</li> </ul>	<ul style="list-style-type: none"> <li>. Spoilt children who take out their frustrations on educators. The same as their parents.</li> <li>. Quite high levels of parental involvement in schools</li> <li>. Parents have more freedoms and intervene in teachers' work</li> <li>. They are usually instigated by the principal him/herself in collaboration with a colleague and parents from their clique</li> <li>. Increased parental intervention in school processes and principal's unwillingness to take a stance</li> <li>. It is one of the negative consequences of opening up the school to the community (school-community collaboration) which clearly has to happen</li> </ul>
2. Devaluation of the school and the teacher's role	<ul style="list-style-type: none"> <li>. Devaluation of the profession</li> <li>. Devaluation of teachers' work</li> <li>. General devaluation (mainly by the state) of the educator's role</li> <li>. They are also part of the general devaluation of the public school system.</li> <li>. Lack of appreciation for the educator's role by parents</li> <li>. The general treatment of teachers by society</li> <li>. The devaluation of the school leads to instances of bullying by students and guardians (and) teachers' insecurity leads to instances of bullying by school management</li> <li>. Lack of respect of the teacher, lack of appreciation of teachers by the family</li> </ul>

3. Societal changes and increased pressures	<ul style="list-style-type: none"> <li>. Difficult social and economic conditions</li> <li>. The pandemic</li> <li>. The stress of everyday life and the regime of insecurity leads to many disruptive behaviours</li> <li>. The crisis, family problems</li> <li>. The times (modern times)</li> <li>. The Internet</li> <li>. Obsession with grades</li> </ul>
---	--

Moreover, teachers’ perspectives regarding measures that school management/the Ministry should take in order to deal with bullying against educators were examined. Four main themes emerged from the responses, depicted in Table 10. These include:

a) strengthening the role of the teacher, b) developing legislation, policy and regulations surrounding teacher-directed bullying, c) bullying prevention training and psychological support, d) strengthening relationships between teachers and principal/parents (meritocratic system of leadership selection and assessment, and measures involving teachers/parents).

*Table 10 Teachers’ perspectives regarding measures that school management/the Ministry should take against workplace bullying*

Themes	Examples of Comments
1. Strengthening the role of the teacher	<ul style="list-style-type: none"> <li>. Strengthening of the role and distinction in the school community</li> <li>. Do not attack educators, treat them as scientists and provide support as well as tools to deal with such situations</li> <li>. Strengthening the role of teachers in society</li> <li>. Teachers should have more jurisdiction in educational matters that relate to students, their opinion as an expert on the subject should have more weight with parents and be respected. Also, their scientific training should not be questioned</li> <li>. Positive promotion of teachers' work</li> <li>. Strengthening of the educator's role so that their position and authority cannot be questioned</li> <li>. The ministry should stop devaluing the role of teachers with the bills it passes. The ministry itself has transformed the school into an examination centre where everything leads to final exams</li> </ul>
2. Legislation, policy and regulations surrounding teacher-directed bullying  Subthemes: <ul style="list-style-type: none"> <li>. Legislation</li> <li>. Clear and consistent procedure</li> <li>. Boundaries</li> <li>. Punishment</li> </ul>	<ul style="list-style-type: none"> <li>. A formal procedure for dealing with instances of bullying in each school which will be discussed at the beginning of each school year</li> <li>. Legal framework for new reality</li> <li>. Common procedure for handling instances by teachers' association</li> <li>. Strict laws</li> <li>. Relevant legislation</li> <li>. Establish clearer parental boundaries regarding school rules</li> <li>. Stricter penalties for students</li> </ul>
3. Bullying Prevention Training, Awareness and Support	<ul style="list-style-type: none"> <li>. Proper information regarding teachers' rights, encouraging teachers to file a complaint when they fall victim to bullying</li> </ul>



<p>Subthemes:</p> <ul style="list-style-type: none"> <li>. Information and training programs</li> <li>. Psychologist/Counsellors</li> <li>. Role of the Teachers' Association</li> </ul>	<ul style="list-style-type: none"> <li>. Teachers' meetings with the school counsellor or a psychologist. (and training of managers on the management of such issues.</li> <li>. The entire teachers' association should hold common ground on the issue and the Ministry of Education should support teachers.</li> <li>. Intervention programs</li> <li>. A school psychologist in each school for consultative support</li> <li>. Educating students and parents</li> <li>. Clear information as to what the exact responsibilities of the state are regarding problems in education. Many times, teachers are held responsible for mistakes and omissions of the state</li> </ul>
<p>4. Strengthening relationships between educators and all stakeholders</p> <p>Subthemes:</p> <ul style="list-style-type: none"> <li>. Leadership selection and assessment</li> <li>. Teacher communication with parents and students</li> </ul>	<ul style="list-style-type: none"> <li>. A meritocratic system of leadership selection</li> <li>. Communication with students, pedagogical approach</li> <li>. Teachers should also be able to assess the performance of the principal and his/her behaviour</li> <li>. More interaction between teachers and teachers and parents (meetings, involvement in activities)</li> <li>. Meritocratic assessment of teachers, mediator with special studies (psychologist, sociologist) between parents and teachers and students and teachers</li> <li>. Building good relationships and collaboration between parents and teachers</li> <li>. Less power to principals, more time for meetings with the teachers' association, parents and municipalities should not intervene in teaching content/procedure</li> </ul>

### 3.3. Risk Factors for Teacher-directed bullying

A multiple linear regression was conducted to identify potential individual and contextual risk factors for teacher victimization. Total teacher-directed bullying was calculated using values assigned to the frequency of the acts of bullying reported by teachers ranging from Never: 0 – Daily: 4. Total teacher-directed bullying was defined as the dependent, or outcome variable, and the independent or predictor variables included “Gender”, “Age”, “Employment status”, “Type of school”, “Size of school” and Education (using dummy variables), “Class size”, and “Average perceived support from colleagues/principal”. Assumptions were met. The multiple regression model statistically significantly predicted teacher-directed bullying,  $F(11,168) = 3.907, p < 0.001$ ,  $adj. R^2 = 0,15$ . Therefore, 15% of variance in teacher-directed bullying was accounted for by the model. Only age and average perceived support from colleagues/principal added statistically significantly to the prediction. The results, displayed in Table 11, indicate that from the individual and contextual factors included in the model only “Age” and “Average perceived support from

colleagues/principal” seem to be risk factors for teacher-directed bullying,  $\beta = 0.257, p = 0.010, \beta = -0.349, p < 0.001$ , respectively. Regression coefficients and standard errors can be found in Table 11.

Table 11 Multiple regression results regarding individual and contextual risk factors for teacher-directed bullying

Model	B	SE	$\beta$	<i>t</i>	Sig.	95,0% Confidence Interval for B	
						Lower Bound	Upper Bound
1 (Constant)	7,598	10,360		,733	,464	-12,855	28,052
Gender	-1,561	2,299	-,051	-,679	,498	-6,099	2,977
Age	3,491	1,328	,257	2,629	,009	,870	6,112
Employment Status	2,346	2,953	,076	,794	,428	-3,484	8,176
Type of School	2,417	2,803	,064	,862	,390	-3,117	7,951
Class size	,211	,224	,081	,942	,348	-,232	,654
Size of School= 60-200	3,557	2,267	,132	1,569	,119	-,918	8,031
Size of School= <60	5,199	3,437	,143	1,512	,132	-1,587	11,985
Average support	-5,143	1,083	-,349	-4,750	,000	-7,281	-3,006
Education= Doctorate	6,036	3,430	,139	1,760	,080	-,736	12,808
Education= Master's	1,356	2,049	,050	,662	,509	-2,689	5,401
Education= Teacher Academy	3,614	5,203	,052	,695	,488	-6,658	13,885

Note= Dependent Variable: Total Teacher-directed bullying,  $R^2 = 0,20$ , adj.  $R^2 = 0,15$ .

### 3.4 School Climate as a predictor of teacher-directed bullying

To establish whether school climate was a predictor of teacher-directed bullying, a linear regression using the Ordinary Least Square method was conducted. The outcome (dependent) variable was “Total Teacher-directed Bullying” and the predictor, or independent variable, was

“Total School Climate”. First, assumptions were assessed. To assess linearity, a scatterplot of teacher-directed bullying against school climate with regression line was plotted, which indicated a linear relationship between the variables. There was independence of residuals, as assessed by a Durbin-Watson statistic of 1.551, homoscedasticity, as assessed by visual inspection of a plot of standardized residuals versus standardized predicted values, and residuals were normally distributed as assessed by visual inspection of a normal probability plot.

School climate accounted for 35.4% of the variation in teacher-directed bullying with  $R^2 = 0.354$ . School-climate statistically significantly predicted teacher-directed bullying,  $F(1,178) = 97.654$ ,  $p < 0.001$ .

Results indicated that perceived school climate is indeed a predictor of teacher-directed bullying, with a regression weight of -0.436. (SE= .044), indicating a statistically significant negative correlation between perceived school climate and teacher victimization ( $p < 0.001$ ). The predictive model was: Total Teacher-directed Bullying = 55.909 -0,436\*School Climate. Therefore, an increase of 1 unit of school climate predicts a decrease of 0,436 units of teacher-directed bullying (Table 12).

*Table 12 Regression model predicting teacher-directed bullying from school climate*

	<i>b</i> (SE)	<i>t</i>	<i>p</i>
Constant	55.909 (0,093)	12,395	0.001
School Climate	-0,436 (.044)	-9,882	0.001

Note:  $R^2 = 0,354$ ,  $p < 0,001$

## Chapter Summary

The data was analysed using SPSS version 23.0. Frequency distribution was used to determine the prevalence of each type of bullying behaviours by principals, colleagues, students and parents over the last three years. Results indicated that school principals were the most frequently-cited bullies against educators and parents the least. Simple and multiple linear regressions using the Ordinary Least Square method were conducted to identify potential risk factors for victimization and the relationship between perceived school climate and average school bullying. Significant linear relationships were found between Total teacher-directed bullying and the variables “Age”, “Average support”, as well as “School Climate”. Further, on average, respondents felt moderately supported by their principals and fellow teachers, and of those who reported being victims of bullying, only 15.38% had made a formal complaint. Kruskal-Wallis tests were performed to explore the differences in perceived average support between those who had reported instances of bullying and those who chose not to report instances of bullying that they have been subjected to. The test indicated a statistically significant difference between the groups.

## Discussion

Studies on workplace bullying in the education sector in Greece are limited. The purpose of this study was to determine the prevalence of workplace bullying in K-12 Greek schools, to identify risk factors of victimization, to examine the role collegial support plays in dealing with instances of bullying, and to identify whether school climate is a predictor of the phenomenon.

This study is unique in that it is one of the few that investigates the phenomenon of educator-directed bullying in Greek schools, particularly amidst the Covid-19 pandemic and the changes that it has brought to the landscape of education. It is also, to the knowledge of the researcher, one of the very few studies in Greece that “give a voice” to educators on the topic, as the questionnaire provided open-ended questions allowing the participants to expand on their responses.

88% of the teacher participants have experienced some type of bullying behaviour by the principal, a colleague, a student or a parent over the last three years. Even when applying more stringent criteria with regards to the frequency of the acts of bullying, 14% of teachers indicated that they had experienced bullying behaviours weekly or daily over the past three years, including such acts as public humiliation, shouting, unleashing insults, offensive remarks, belittling of their opinion, devaluation, physical isolation and withholding information. Consistent with this, estimates suggest that 15% of employees around the world experience some level of bullying behaviours in their workplace (Nielson & Einarsen, 2018).

Comparing prevalence rates is difficult due to the different measures, defining criteria and time frames that researchers use. That said, most studies indicate a high prevalence of workplace bullying in schools and suggest that the phenomenon is on the increase (Cemaloglu, 2007; Jennifer et al., 2003; Koiv, 2015).

Compared to other recent studies examining the phenomenon of educator-directed bullying that have been conducted in Greece (Douka, 2017; Kakoulakis et al, 2015; Mastora, 2019; Ntolkera, 2017), the current research indicated a higher level of teacher-directed bullying. The higher percentage of workplace bullying found in the present study can be attributed to a variety of factors. First, the time frame used in the current study was three years and as a result, the broader range may have contributed to an overestimation in the results. Also, the use of different measurement instruments may also contribute to variations in results.

It has been suggested that in some cultures, admitting to having been bullied causes feelings of shame. As such, victims are less likely to label themselves victims (Malinausikiene, Obelenis & Dopagiene, 2005; Power et al., 2011). This may also explain why, despite the fact that 88% of the respondents in the current study had experienced occasional bullying, over 70% of the participants reported *not* having fallen victim to bullying. Jennifer et al. in their 2003 study on workplace bullying across a number of different professions and cultures identified what they coined as the “bullied/non-victim”. One third of the participants in their study had been bullied, but only one fifth identified themselves as having been bullied, hence the term “bullied/non-victim” (Jennifer et al. 2003). Further, in a study investigating the prevalence of psychological terror (bullying) conducted on secondary school teachers in Lithuania, the researchers suggest that the incidence of bullying they found may have been understated due to the shame associated with being considered undesirable in the Lithuanian culture (Malinausikiene et al., 2005).

Another factor which may have contributed to the increase in teacher-directed bullying is the pandemic. Apart from the fear and uncertainty surrounding the virus, the Covid-19 pandemic led to a sudden transition to online teaching. This abrupt shift to remote learning has led to increased acts of cyberbullying against teachers by parents in some countries (Belur, 2020;

Holohan, 2021). The current research also showed an increase in acts of cyberbullying, compared to the other studies conducted on teacher-directed bullying in Greece, however, with principals being the most frequent perpetrators. A 2021 Workplace Well-being Census conducted by Bupa UK, showed that the negative effects of workplace bullying on employees' well-being increased over the last year, with educators being among the top three professions reporting workplace bullying<sup>6</sup>. The pandemic was also mentioned as one of the factors which may have led to an increase in teacher-directed bullying in the open-ended questions in the current study.

The most common perpetrators of bullying against educators in the present study were principals, followed by colleagues, students and parents. This is consistent with other research indicating that administrators, due to their position and the power that comes with it, are often the most frequent perpetrators of workplace bullying (Blasé et al.; De Vos & Kirsten, 2015; De Wet, 2014; Fox & Stallworth, 2010; Riley, Duncan & Edwards, 2011). In fact, administrators have been identified in studies as the most prevalent bullies between fifty and ninety per cent of the time (Blasé et al. 2008).

De Vos & Kirsten (2015) identified male school principals as the most common perpetrators of bullying in the workplace, often recruiting other teachers as accomplices in targeting their victims. Principals used psychological bullying, while instances of physical bullying were rare (De Vos & Kirsten, 2015).

Parents were the least likely to have committed acts of bullying against teachers in the current study. Benefield (2004), in her study on teachers in New Zealand, also found that parents were least likely to commit negative acts against teachers. This may indicate that teaching in Greece is still considered a respected profession. Indeed, the Global Teacher Status Index (2018)

---

<sup>6</sup> <https://www.bupa.co.uk/~media/Files/MMS/mms-hosting/bins-06316> accessed 27/8/2021

found that Greece is among other countries like China and Finland where respect for teachers is high.<sup>7</sup> It is worth mentioning that, despite the fact that parents were the least common perpetrators of bullying against educators, they were repeatedly mentioned as being the cause of an increase in teacher-directed bullying by the teacher participants. It seems that teachers may not be favourably disposed to parents' active involvement in their children's education and as such, may resort to scapegoating.

The most prevalent act of bullying by principals was "belittling of opinion", followed by "withholding information" and "shouting". The most frequent bullying behaviours for colleagues included "withholding information", "belittling of opinion" and "slander". Student bullies preferred "devaluation", "belittling of opinion" and "shouting". Finally, bully parents resorted to "belittling of opinion", "devaluation" and "slander" most frequently. Overall, the most common types of bullying behaviour cited included "belittling of opinion" and "withholding information". This is in line with Koiv's study (2015) which found that "belittling of opinion" was among the most common forms of teacher targeted bullying. De Vos & Kirsten (2015) also refer to the "controlling and restricting of the flow of communication between staff members" as a way in which principals misuse their authority to victimize teachers (De Vos & Kirsten, 2015:4). Benefield's (2004) results revealed that both colleagues and management deliberately deny information or resources frequently. It is important to note that the thematic analysis of the open-ended questions found the devaluation of the teaching profession as the most prevalent reason cited by participating teachers for the increase in teacher-directed bullying. It seems that teachers feel that they are undervalued. However, whether this perception is actually a cause, or a consequence of workplace bullying is unclear.

---

<sup>7</sup> <https://www.varkeyfoundation.org/media/4867/gts-index-13-11-2018.pdf> Accessed 29/8/2021



Many studies have attempted to uncover causal relationships between individual, interpersonal and contextual risk factors and workplace bullying. Gender, in particular, has been examined as a risk factor but has yielded conflicting results, with some studies indicating that male teachers are more vulnerable to workplace bullying (Gregory et al., 2012, Salin, 2018, Yang et al. 2017) and others that women are (Salin, 2018). Yang et al. (2017), in their study examining individual and school-level predictors of teacher victimization by students in China found that factors associated with a higher prevalence of teacher victimization included being male, being a homeroom teacher, teaching in smaller schools with a higher teacher – student ratio, student bullying, and punitive classroom management practices. On the other hand, Billet et al. (2020) found that male and female teachers were equally likely to experience teacher-directed bullying incidences by students and parents. Similarly, there were no reported differences in experiences of bullying behaviours between primary and secondary school teachers. Teachers with less than 1 year of teaching experience were the least likely to experience bullying behaviours, whereas teachers between the ages of 21-30 reported having been exposed to the highest incidence of educator-directed bullying. No differences in prevalence of educator-directed bullying by students and parents were found across geographic area (Billet et al., 2020). The correlation between teacher qualifications and bullying vulnerability is inconsistent. Higher qualified teachers, as well as those with fewer qualifications, have been found to be more likely to be bullied. (De Wet & Jacobs, 2018).

In the current study, there was a significant relationship between teachers' age and workplace bullying, indicating that as age increased, so did teachers' experience of workplace bullying. Age has been found to be a strong determining factor in workplace bullying of teachers. Studies have found that both younger and older teachers were more likely to be victimized,

whereas teachers in the middle of their careers are less likely to fall victim to bullying behaviours. (De Wet & Jacobs, 2018).

Social factors such as lack of support from colleagues and ineffectual unions also contribute to increased rates of bullying behaviours in the workplace (De Wet & Jacobs, 2018). In the current study, there was a significant negative linear relationship between average perceived support and workplace bullying. The more supported teachers felt by colleagues and principals, the less likely they were to have been exposed to bullying behaviours.

The participants in the current study felt moderately supported on matters of workplace bullying by the principal and their colleagues. As mentioned above, there was a significant negative linear relationship between average perceived support and workplace bullying as well as a significant difference in perceived support between the group that stated there have not been instances of bullying against them which they have not reported and those who stated that there have. The results of the research indicated that the participants who felt more supported were more likely to report instances of bullying that they had fallen victim to. Despite this, most teachers who admitted having fallen victim to bullying did not file a report.

It has been estimated that about 25% of teachers turn to their administrators for support after they have experienced instances of victimization. However, some educators do not ask for help because they feel they are expected to deal with the situation alone (McMahon et al., 2017). This is consistent with the reasons given by the respondents in the current study. Most of the teachers who chose not to report did so because they felt that they could deal with the situation on their own. It is also important to mention that in the current study, the participating teachers stressed the need for legislation and clear policies and procedures for dealing with educator-directed bullying. According to Namie & Namie (2009), employees who have been bullied feel

the legitimacy of their grievance is diminished when they are informed that there are no anti-bullying policies or laws to protect them. As long as it remains non-violent and non-discriminatory, workers are expected to tolerate workplace bullying (Namie & Namie, 2009).

Structured and supportive schools are said to benefit both teachers and students. A study by Gregory et al. (2012) showed that supportive schools, where both bullied teachers and students reported having sought help, had a lower prevalence of teacher victimization (Gregory et al. 2012). Galond et al. further highlight the impact of supportive school environments. Schools where teachers feel supported enjoy many benefits, including greater teacher well-being, higher levels of teacher engagement and lower teacher victimization rates (Galond et al., 2007; Mc Mahon et al., 2017). According to McMahan et al. (2017), school administrators play an important role in shaping school climate and can moderate the negative effects of teacher victimization. In their study on 237 teachers, McMahan et al. found that unsupportive administrators negatively impacted teachers at individual, interpersonal, and organizational levels (McMahan et al., 2017). Given the important role that school leadership plays both as a mediator and a moderator of school conflict, and the fact that the main perpetrators of bullying against teachers were principals in the current study, it is not surprising that most teachers chose not to report acts of teacher-directed bullying.

The work environment hypothesis suggests that workplace bullying is a result of stressful and competitive workplace settings (Neilson & Einarsen, 2018). In order for workplace bullying to thrive in an organization, the workplace culture must allow it. Correlations have been found between workplace bullying and discontentment with management, conflicting job expectations and lack of control over one's job. In schools, leadership plays a key role in shaping a school environment that facilitates or impedes bullying behaviours (De Wet, 2010).

Based on the current research, Greek teachers have positive perceptions of school climate. They feel safe in their schools and are generally encouraged to use innovative teaching methods. They are also given a voice in the decision-making process. According to McMahon et al. (2017), teachers who are encouraged to participate in the decision-making process of their institution are more motivated and committed to their profession and their schools. Moreover, collaboration among all stakeholders helps in the cultivation of a positive school climate. The results indicated a negative linear relationship between perceived school climate and workplace bullying exposure. The linear regression analysis indicated that school climate was a predictor of workplace bullying in Greek schools. This is consistent with previous research examining the relationship between teacher-directed bullying and perception of school climate. Results showed a significant inverse correlation between organizational climate and workplace bullying in the school setting; as perceptions of school climate increase, prevalence of workplace bullying decreases (Gottfredson et al, 2005; Kvintova, et al., 2018; Powell et al., 2015).

## Chapter Summary

The majority of the respondents in the present study have been exposed to some type of bullying behaviours over the last three years. This indicates that teacher-directed bullying in Greece is increasing. The most frequent perpetrators of bullying were principals, followed by colleagues, students and parents. Multiple linear regression indicated that age, as well as how supported teachers felt were linearly related to teacher-directed bullying. Greek teachers, in general felt that they were moderately supported by both principals and colleagues with regards to bullying. That said, teachers indicated that they had not reported instances of teacher-directed bullying, mostly because they felt that they could handle the situation on their own. The linear regression showed that school climate was a predictor of workplace bullying in schools. This is

consistent with other recent studies that have been conducted examining the relationships between teacher-directed bullying and school climate.

## Limitations of the Study and Directions for Future Research

This thesis examined teacher-directed bullying in K-12 schools in Greece in an attempt to identify individual, interpersonal and contextual risk factors of the phenomenon. Viewing teacher-directed bullying through an ecological-systems lens demonstrates the complexity of the interactions that occur between educators, students, parents and colleagues and how the quality and consistency of these interactions can either encourage or pre-empt teacher-directed bullying behaviours in schools. Teacher victimization is a multifaceted phenomenon and teacher bullies may take many roles, including administrators, colleagues, students and parents. Understanding the role school climate and supportive collegial relationships play has significant implications for practice and in assisting both teachers and administrators to deal with this increasing phenomenon more effectively.

This research employed a quantitative research method but included a few open-ended questions to generate additional qualitative data in order to gain more in-depth insights into the phenomenon of teacher-directed bullying. There were, however, some limitations to the research. First, the survey sample was a non-probability, convenience sample and thus, generalization is not possible. Secondly, although the anonymity of survey research generally promotes higher disclosure and accuracy of the responses (Rubin & Babbie, 2009), because the topic under evaluation is a sensitive one, it is possible that some respondents did not provide completely honest answers. Finally, because the participants were asked to relay their experiences over the last three years, during almost half of which schools were functioning under new and stressful circumstances due to the Covid-19 pandemic, the results may not accurately reflect circumstances in schools without stressful conditions due to pandemic.

Because the current research examined educator-directed bullying from a subjective perspective, that of the victim, an examination of the workplace bullying in schools from the viewpoint of other stakeholders (principals, students and parents), may provide more comprehensive insights. Further, most of the research conducted in Greece exploring workplace bullying in schools have used quantitative methods to collect data. Employing a qualitative approach to explore the issue may provide a more unique, in depth understanding of educators' experiences with workplace bullying.

## Bibliography

- Allanson, P., Lester, R., & Notar, C. (2015). A history of bullying. *International Journal of Education and Social Science*, 2 (12), 31-36.
- Αναγνώστου, & Σκορδιαλός (2018). Εργασιακός και σχολικός εκφοβισμός: Κοινά χαρακτηριστικά και τρόποι συμβουλευτικής παρέμβασης. Πανελλήνιο Συνέδριο Επιστημών Εκπαίδευσης, 8, 31-40. doi:10.12681/edusc.2652
- Ashforth, B. (1994). Petty tyranny in organizations. *Human Relations*, 47 (7), 755-778. doi:10.1177/001872679404700701
- Badeau, M. (2018). Presentation of results from the workplace violence experienced by teachers questionnaire administered to the members of the Quebec Provincial Association of Teachers. Retrieved from <https://qpat-apeq.qc.ca/wp-content/uploads/2019/09/Report-on-Violence-abridged-final-January-2019.pdf>.
- Benefield, J. (2004). Teachers – the new targets of schoolyard bullies? Paper to NZARE Conference, November, Wellington: PPTA (2004). Retrieved from New Zealand Post Teachers' Association: <https://www.ppta.org.nz/publication-library/document/96>
- Belur, R. (2020). Teachers quit e-classrooms due to parent “bullying”. (2020, May 18). Retrieved from: <https://www.deccanherald.com/city/top-bengaluru-stories/teachers-quit-classrooms-due-to-parent-bullying-838887.html>.
- Berlanda, S., Fraizoli, M., de Cordova, F. & Pedrazza, M. (2019). Psychosocial risks and violence against teachers. Is it possible to promote well-being at work? *International Journal of Environmental Research and Public Health*, 11, (4439), 2-13. doi:10.3390/ijerph16224439
- Beswick, J., Gore, J. & Palferman, D. (2006) Bullying at work: A review of the literature. Health and Safety Laboratory, WPS 06/04. Retrieved from Health and Safety Executive, UK: [https://www.hse.gov.uk/research/hsl\\_pdf/2006/hsl0630.pdf](https://www.hse.gov.uk/research/hsl_pdf/2006/hsl0630.pdf)
- Billet, P., Turner, K., Martin, D. & Fogelgarn, R. (2020). Teacher-targeted bullying and harassment by students and parents: The East Coast project. Vic. Australia. La Trobe University. doi:10.13140/RG.2.2.29584.02565
- Blasé, J, Blasé J & Du, F. (2008). The mistreated teacher: A national study. *Journal of Educational Administration*, Vol. 36, (3), 263-301. <http://dx.doi.org/10.1108/09578230810869257>



- Bronfenbrenner, U. (1994). Ecological models of human development. In *International Encyclopaedia of Education*. Vol. 3, 2<sup>nd</sup> Ed. Oxford: Elsevier. Reprinted in: Gauvain, M. & Cole, M. (eds.), *Readings on the Development of Children*, 2<sup>nd</sup> Ed. (1993, pp 37-43). NY: Freeman.
- Bronfenbrenner, U., & Morris, P. (1998). The biological model of human development. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Theoretical models of human development* (pp. 793–828). New York, NY: Wiley.
- Casimir, G., McCormack, D., Djurkovic, N., & Nsubuga-Kyobe, A. (2012). Psychosomatic model of workplace bullying: Australian and Ugandan schoolteachers. *Employee Relations*, 34 (4), 411-428. doi: <https://doi.org/10.1108/01425451211236841>
- Cemaloglu, (2007). The exposure of primary school teachers to bullying: An analysis of various variables. *Social Behaviour and Personality*, 35 (6), 789-802. doi: <https://doi.org/10.2224/sbp.2007.35.6.789>
- Chirkina T. & Khavenson, T. (2018). School Climate: A history of the concept and approaches to defining and measuring it on PISA questionnaires. *Russian Education & Society*, 60 (2), 133-160. <https://doi.org/10.1080/10609393.2018.1451189>
- Cohen, J., Pickeral, T. & McCloskey, M. (2008). The challenge of assessing school climate. *Educational Leadership*, 66, (4), 1-7. Retrieved from: <https://www.ascd.org/el/articles/the-challenge-of-assessing-school-climate>
- Cohen, J., McCabe, E., Michelli, N. & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *Teachers College Record*, 111(1), January 2009, 180-213. Retrieved from: [https://www.researchgate.net/publication/235420504\\_School\\_Climate\\_Research\\_Policy\\_Teacher\\_Education\\_and\\_Practice](https://www.researchgate.net/publication/235420504_School_Climate_Research_Policy_Teacher_Education_and_Practice)
- Cowie, H., Nayler, P., Rivers, I., Smith, P. & Pereira, B. (2002). Measuring workplace bullying. *Aggression and Violent Behaviour* 7 (2002), 33-51 doi: [https://doi.org/10.1016/S1359-\(00\)00034-3](https://doi.org/10.1016/S1359-(00)00034-3)
- Conn, K. (2004). *Bullying and Harassment: A Legal Guide for Educators*. Alexandria, USA, Association for Supervision and Curriculum Development.

- Daniel, E. (2016). The usefulness of qualitative and quantitative approaches and methods in researching problem-solving ability in science education curriculum. *Journal of Education and Practice*, 5, (15), 91-100. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1103224.pdf>
- Davenport, N., Shwartz, R. & Elliot, G. (1999). *Emotional Abuse in the American Workplace*. USA, Civil Society Publishing, USA.
- De Vos, J. & Kirsten, G. (2015). The nature of workplace bullying experienced by teachers and the biopsychosocial health effects. *South African Journal of Education*, 35 (3), Art # 1138, 9 pages, doi: 10.15700/saje. v35n3a1138.
- De Wet, C. (2010). The reasons for and the impact of principal-on-teacher bullying on the victims' private and professional lives. *Teaching and Teacher Education* 26 (2010), 1450-1459. doi: 10.1016/j.tate.2010.05.005
- De Wet, C. (2011). The professional lives of teacher victims of workplace bullying: A narrative analysis. *Perspectives in Education*, 29(4), 66-77. Retrieved from: [https://www.researchgate.net/publication/286981968\\_The\\_professional\\_lives\\_of\\_teacher\\_victims\\_of\\_workplace\\_bullying\\_A\\_narrative\\_analysis](https://www.researchgate.net/publication/286981968_The_professional_lives_of_teacher_victims_of_workplace_bullying_A_narrative_analysis).
- De Wet, C. (2014). Educators' understanding of workplace bullying. *South African Journal of Education*, 34 (1), Art. #767, 16 pages. doi:10.15700/201412120954
- De Wet, C. & Jacobs, L. (2013). South African teachers' exposure to workplace bullying. *TD The Journal for Transdisciplinary Research in Southern Africa*, 9 (3), Special Edition, December 2013, 446-464. doi: <https://doi.org/10.4102/td.v9i3.190>
- De Wet, C. & Jacobs, L. (2014). The perpetrators of workplace bullying in schools: A South-African Study. *Mediterranean Journal of Social Sciences*, 5 (16), 567-577. doi:10.5901/mjss. 2014.v5n16p567
- De Wet, C. & Jacobs, L. (2018). Workplace bullying, emotional abuse and harassment in schools. In P. D'Cruz et al. (eds.), *Special topics and particular occupations, professions and sectors*, Handbooks of Workplace Bullying, Emotional Abuse and Harassment 4, Singapore, Springer Nature.
- Dolton, P., Marcenaro, O., De Vries, R. & She, P. (2018). Global teacher status index 2018. Varkey Foundation. Retrieved from: <https://www.varkeyfoundation.org/media/4867/gts-index-13-11- 2018.pdf>

- Δούκα, Ε. (2017). Εκφοβισμός (bullying) και θυματοποίηση των εκπαιδευτικών και διαχείριση των φαινομένων αυτών από την εκπαιδευτική ηγεσία: Απόψεις εκπαιδευτικών Πρωτοβάθμιας εκπαίδευσης Νομού Καστοριάς. (Master thesis, University of Western Macedonia, Florina). Available from: <https://dspace.uowm.gr/xmlui/handle/123456789/665>
- Edgren, P. (2019). *Workplace mobbing/bullying analytical report: Sweden*. Final report for Evropska unie Evropsy socialni fond Operacni program Zamestnanost. Retrieved from: [//www.jil.go.jp/english/reports/documents/jilpt-reports/no.12\\_sweden.pdf](http://www.jil.go.jp/english/reports/documents/jilpt-reports/no.12_sweden.pdf)
- Einarsen, S.V., Hoel, H. & Notelaers, G. (2009). Measuring exposure to bullying and harassment at work: Validity, factor structure and psychometric properties of the Negative Acts Questionnaire-Revised. *Work & Stress*, 23 (1), 24-44. doi: <https://doi.org/10.1080/02678370902815673>
- Einarsen, S.V., Hoel, H., Zapf, D. & Cooper, C. (2020). The concept of bullying and harassment at work, 3<sup>rd</sup> edition. In: Einarsen, S.V., Hoel, H., Zapf, D. & Cooper, C. (eds.) *Bullying and Harassment in the Workplace: Theory, Research and Practice*. pp 3-54, Florida, CRC Press.
- Elliot, V. (2018). Thinking about the coding process in qualitative data analysis. *The Qualitative Report*, 23 (11), 2850-2861. doi: <https://doi.org/10.46743/2160-3715/2018.3560>
- Espelage, D., Anderman, E., Brown, V., Jones, A., Lane, K., McMahon, S., Reddy, L. and Reynolds, C. (2013). Understanding and preventing violence against teachers: Recommendations for a national research and policy agenda. *American Psychologist*, 68 (2), 75-87. Retrieved from: <https://www.apa.org/pubs/journals/releases/amp-68-2-75.pdf>
- Espelage, D. & Swearer, S. (2003). Research on school bullying and victimization: What have we learned and where do we go from here? *School Psychology Review*, 32 (3): 365-383. doi: 10.1080/02796015.2003.12086206
- Fahie, D. (2014). Blackboard bullies: Workplace bullying in primary schools. *Irish Educational Studies*, 33 (4), 435-450. doi: <https://doi.org/10.1080/03323315.2014.983679>
- Fahie, D. & Devine, D. (2014). The impact of school bullying on primary school teachers and principals. *Scandinavian Journal of Educational Research*, 58 (2), 235-252. doi:10.1080/00313831.2012.725099
- Fox, S. & Stallworth, L. (2010). The battered apple: An application of stressor-emotion-control/support theory to teachers' experience of violence and bullying. *Human Relations*, 63 (7): 927-954. doi:10.1177/0018726709349518

- Fraser, B. & Fisher, D. (1983). Development and validation of short forms of some instruments measuring student perceptions of actual and preferred classroom learning environment. *Science Education*, 67 (1), 115-131. Retrieved from: <https://onlinelibrary.wiley.com/doi/pdf/10.1002/sce.3730670114>
- Galanaki, E. & Papalexandris, N. (2011, April). Exploring workplace bullying in Greece: Frequency of occurrence and handling of measurement issues. Under the light of previous research findings at the international level. Presented at the European Academy of Management Conference: Management Culture in the 21st Century, 2011, Available at SSRN: <https://ssrn.com/abstract=1831425>
- Galond, B., Lecocq, C & Philippot, P. (2007). School violence and teacher professional disengagement. *British Journal of Educational Psychology*, 77 (Pt 2), 465-477. doi: <http://dx.doi.org/10.1348/000709906X114571>
- Glover, D. & Coleman, M. (2005). School culture, climate and ethos: interchangeable or distinctive concepts? *Journal of In-service Education*, 31 (2), 251-272. Retrieved from: <https://www.tandfonline.com/doi/abs/10.1080/13674580500200278>
- Gottfredson, G., Gottfredson, D., Payne, A. & Gottfredson, N. (2005). School climate predictors of school disorder: Results from a national study of delinquency prevention in schools. *Journal of Research in Crime and Delinquency*, 42 (4), November 2005, 412-444. doi:10.1177/0022427804271931
- Gray, N. & Gardiner, M. (2013). Educator-peer workplace bullying: Why leadership must address incivility and address a quilt of caring in the school. *Journal of School Leadership*, 23 (5) 823-845. doi: <http://dx.doi.org/10.1177/105268461302300504>
- Gregory, A., Cornell, D., & Fan, X. (2012). Teacher safety and authoritative school climate in high schools. *American Journal of Education*, 118 (August 2012), 401:425. Retrieved from: <https://www.journals.uchicago.edu/doi/10.1086/666362>
- Halpin, A. & Croft, D. (1963). The organizational climate of schools. *Midwest Administration Center, The University of Chicago*. XI (7), (March 1963) pp. 1-6.
- Haynes, M., Emmons, C. & Ben-Avie, M. (1997). School climate a factor in student adjustment and achievement. *Journal of Educational and Psychological Consultation*, 8 (3), 321-329. doi: [https://doi.org/10.1207/s1532768xjepc0803\\_4](https://doi.org/10.1207/s1532768xjepc0803_4)
- Healy-Cullen, S. (2017). Is workplace bullying in the eye of the beholder? *Journal of Mediation and Applied Conflict Analysis*, 4 (2), 563-577. Retrieved from: <https://mural.maynoothuniversity.ie/9197/7/SHC-Workplace-2017.pdf>
- Herkama, S., Pörhölä, M & Tuikka, S. (2006). Bullying at school and in the workplace: A challenge for communication research *Communication Yearbook* 30 (1), 249-301. doi:10.1207/s15567419cy3001\_6

- Hogh, A., Clausen, T., Bickmann, L., Hansen, A., Conway, P & Baernholdt, M. (2019). Consequences of workplace bullying for individuals, organizations and society. In P.D'Cruz et al. (eds.), *Pathways of Job-related Negative Behaviour*, Handbooks of Workplace Bullying, Emotional Abuse and Harassment 2. Singapore, Springer Nature.
- Holohan, M. (2021). Teacher grapple with being bullied during pandemic learning. Retrieved from: <https://www.today.com/parents/teachers-grapple-being-bullied-during-pandemic-learning->
- Jennifer, D., Cowie, H. & Ananiadou, K. (2003). Perceptions and experience of workplace bullying in five different workplace populations. *Aggressive Behaviour*, 29 (6) 489-496. doi: <https://doi.org/10.1002/ab.10055>
- Johnson, J. (2008). Do parents try to bully teachers through confrontation? (doctoral dissertation). Virginia Polytechnic Institute and State University, Virginia. Available at: <https://vtechworks.lib.vt.edu/handle/10919/27695>
- Johnson, B. & Stevens, J. (2006). Student achievement and elementary teachers' perceptions of school climate. *Learning Environment Research*, 9 (2) 111-122. doi: 10.1007/s10984-006-9007-7
- Johnson, B., Stevens, J. & Zvoch, K. (2007). Teachers' perceptions of school climate: A validity study of scores from the revised school level environment questionnaire. *Educational and Psychological Measurement* 67 (5), 833-844. doi:0.1177/0013164406299102
- Kakoulakis, C., Galanakis, M., Bakoula-Tzoumaka, C., Darvyri, P., Chrousos, G. & Darviri, C. (2015). Validation of the Negative Acts Questionnaire (NAQ) in a sample of Greek teachers. *Psychology*, 6 (1), 63-74. doi:10.4236/psych.2015.61007
- KapaResearch, (2021). Ο εργασιακός εκφοβισμός στην Ελλάδα: Στάσεις, Αντιλήψεις, Συνέπειες. Πανελλαδική έρευνα στον οικονομικό ενεργό πληθυσμό. Retrieved from: [tovima.gr/wp-content/uploads/2021/3/29/Εργασιακός-Εκφοβισμός-Μαρτιος-2021](https://tovima.gr/wp-content/uploads/2021/3/29/Εργασιακός-Εκφοβισμός-Μαρτιος-2021)
- Karmakar, S. & Das, S. (2020). *Evaluating the impact of Covid-19 on cyberbullying through Bayesian trend analysis*. Paper presented at ACM Symposium on European Interdisciplinary Cybersecurity Conference, November 18-19, 2020, Rennes, France. Retrieved from: <https://doi.org/10.1145/3424954.3424960>
- Kauppi, T & Porhola, M. (2012a). School teachers bullied by their students: Teachers' attributions and how they share their experiences. *Teaching and Teacher Education* 28 (7), 1059-1068. doi: 10.1016/j.tate.2012.05.009

- Kauppi, T & Porhola, M. (2012b). Teachers bullied by students: Forms of bullying and perpetrator characteristics. *Violence and Victims*, 27 (3), 396-413. doi: 10.1891/0886-6708.27.3.396
- Khory-Kassabri, M., Astor, R. & Benbenishty, R. (2008). Student victimization by school staff in the context of an Israeli national school safety campaign. *Aggressive Behaviour*, 34 (1), 1-8. doi: 10.1002/ab.20180
- Kvintova, J., Cakirpaloglu S. & Cech, T. (2018). *The perception of school climate by workplace bullying victims and bystanders*. Paper presented at the 10<sup>th</sup> International Conference on Education and Learning Technologies, Palma, Spain. doi: 10.21125/edulearn.2018.1574
- Kleinhecksell, C., & Geisel, R., (2019). An examination of adult bullying in the K-12 workplace: Implications for school leaders. *School Leadership Review*, 14 (1), 91-105. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1269492.pdf>
- Koiv, K. (2015). Change over a ten-year interval in the prevalence of teacher- targeted bullying. *Procedia-Social and Behavioural Sciences*, 171 (2015), 126-133. doi: 10.1016/j.sbspro.2015.01.098
- Koo, H. (2007). A timeline of the evolution of school bullying in differing social contexts. *Asia Pacific Education Review*, 8 (1), 107-116. doi: 10.1007/BF03025837
- La Salle, T., Meyers, J., Varjas, K. & Roach, A. (2015). A Cultural-ecological model of school climate. *International Journal of School & Educational Psychology*, 00, 1-10. doi: 10.1080/21683603.2015.1047550
- Lind, K., Glaso, L., Palleson, S. & Einarsen, S. (2009). Personality profiles among targets and non-targets of workplace bullying. *European Psychologist*, 13 (3):231-237. doi: <http://dx.doi.org/10.1027/1016-9040.14.3.231>
- Locmic, M., Opic, S. & Bilic, V. (2013). Violence against teachers – Rule or exception? *International Journal of Cognitive Research in science, engineering and education*. 1, (2), 6-15. Retrieved from: [/Dialnet-ViolenceAgainstTeachersRuleOrException-4909332%20\(2\).pdf](#)
- Lutgen-Sandvik, P. (2003). The communicative cycle of employee abuse generation and regeneration of workplace mistreatment. *Management Communication Quarterly*, 16 (4), 471-501. Doi: 10.1177/0893318903251627
- Malinausikiene, V., Obelenis, V. & Dopagiene, D. (2005). Psychological terror at work and cardiovascular diseases among teachers. *ACTA MEDICA LITUANICA*, 12 (2), 20-25. Retrieved from: [http://elibrary.lt/resursai/LMA/Acta%20medica%20Lituanica/0502\\_06\\_ActMed\\_020\\_025.pdf](http://elibrary.lt/resursai/LMA/Acta%20medica%20Lituanica/0502_06_ActMed_020_025.pdf)

- Μάστορα, Β. (2020). Εκφοβισμός (bullying) και θυματοποίηση των εκπαιδευτικών και διαχείριση των φαινομένων αυτών από την εκπαιδευτική ηγεσία: Απόψεις εκπαιδευτικών Δευτεροβάθμιας εκπαίδευσης Νομού Κοζάνης. (Master thesis, University of Western Macedonia, Florina) Available from: <https://dspace.uowm.gr/xmlui/bitstream/handle/123456789/1711/Vasiliki%20Mastora.pdf?sequence=1&isAllowed=y>
- McMahon, S., Martinez, A., Espelage, D., Rose, C., Reddy, L., Lane, K., Anderman, E., Reynolds, C., Jones, A. & Brown, V. (2014). Violence directed against teachers: Results from a national survey. *Psychology in the Schools*, 51 (7), 753-756. doi://doi.org/10.1002/pits.21777
- McMahon, S., Reaves, S., McConnell, E., Peist, E., Ruiz, L. and the APA Task Force on Classroom Violence Directed Against Teachers (2017). The ecology of teachers' experience with violence and lack of administrative support. *Am J Community Psychol.*, 60 (2017), 502-515. DOI 10.1002/ajcp.12202
- Milczarek, M. (2009). *Workplace violence and harassment: A European picture*. A report for the European Agency for Safety and Health at work (EU-OSHA). Retrieved from: <https://osha.europa.eu/en/publications/workplace-violence-and-harassment-european-picture/view>
- Namie, G. & Lutgen- Sandvik, P. (2010). Active and passive accomplices: The communal character of workplace bullying. *International Journal of Communication* 4 (2010), 343-373. Retrieved from: [https://www.researchgate.net/publication/228747993\\_Active\\_and\\_Passive\\_Accomplices\\_The\\_Communal\\_Character\\_of\\_Workplace\\_Bullying](https://www.researchgate.net/publication/228747993_Active_and_Passive_Accomplices_The_Communal_Character_of_Workplace_Bullying)
- Namie, G. & Namie R. (2009). US workplace bullying: Some basic considerations and consultation interventions. *Consulting Psychology Journal Special Issue- Workplace Bullying and Mobbing: Organizational Consultation Strategies*.61 (3), 202-219. doi: 10.1037/a0016670
- Nielson, M & Einarsen, S.V. (2018). What we know, what we do not know and what we should and could have known about workplace bullying: An overview of the literature and agenda for future research. *Aggression and Violent Behaviour*, (2018), 71-83.
- Nielson, M., Matthieson, S. & Einarsen, S.V. (2011). The impact of methodological moderators on prevalence rates of workplace bullying: A meta-analysis. *Journal of Occupational and Organizational psychology*, 83, 956-979. Retrieved from: [://www.academia.edu/10531480/The\\_impact\\_of\\_methodological\\_moderators\\_on\\_prevalence\\_rates\\_of\\_workplace\\_bullying\\_A\\_meta\\_analysis](://www.academia.edu/10531480/The_impact_of_methodological_moderators_on_prevalence_rates_of_workplace_bullying_A_meta_analysis)
- Ντολκέρα, Α. (2017). Εργασιακή παρενόχληση και σχολικός εκφοβισμός στην Πρωτοβάθμια και Δευτεροβάθμια Εκπαίδευση (Doctoral dissertation, University of Thessaly, Volos). Available at: <https://www.didaktorika.gr/eadd/handle/10442/41682>

- O’Cathain, A. & Thomas, K. (2004). “Any other comments?” Open questions on questionnaires – a bane or a bonus to research? *BMC Medical Research Methodology*, 4 (1), 25. doi: 10.1186/1471-2288-4-25
- Occupational Safety and Health Act, No. 738/2002. Ministry of Social Affairs and Health. Unofficial Translation. Retrieved from: [https://www.ilo.org/dyn/natlex/natlex4.detail?p\\_isn=62320](https://www.ilo.org/dyn/natlex/natlex4.detail?p_isn=62320)
- Oleweus, D. (1993). *Bullying at school: What we know and what we can do*. Victoria, Blackwell Publishing. Malden, MA.
- Orange, A. (2016). Teachers’ recommendations for dealing with workplace bullying in schools. *Texas Association of Teacher Educators*, 6, 80-92. Retrieved from: <https://txate.org/resources/Documents/2016-forum.pdf>
- Orange, A. (2018). Teachers’ perceptions of why they were mistreated. *The Educational Forum*, 82 (4), 390-405. doi: 10.1080/00131725.2018.1461523
- Parkes, D. (2004). Targeting workplace harassment in Quebec: On exporting a new legislative agenda. *Employee Rights & Employment Policy J423 (8) 2*, 1-33. Retrieved from: [https://commons.allard.ubc.ca/fac\\_pubs/241/](https://commons.allard.ubc.ca/fac_pubs/241/)
- Powell, J., Powell, A. & Petrosko, J. (2015). School climate as a predictor of incivility and bullying among public school employees: A multi-level analysis. *Journal of School Violence*, 14 (2), 217-244. doi: <https://doi.org/10.1080/15388220.2014.906917>
- Power, J., Brotheridge, C., Blenkinsopp, J., Bowes-Sperry, L., Bozionelos, N., Buzady, Z., Chuang, A., Drnevich, D., Garzon-Vico, A., Leighton, C., Madero, S., Mak, W., Matthew, R., Monserrat, S., Mujtaba, B., Olivás-Lujan, M., Polycroniou, P., Sprigg, C., Axtell, C., Holman, D., Ruiz-Gutierrez, J. & Nneddum, A. (2011). Acceptability of workplace bullying: A comparative study on six continents. *Journal of Business Research* 66 (3), 374-380. doi: 10.1016/j.jbusres
- Randall, P. (1997). *Adult Bullying: Perpetrators and Victims*. Routledge, N.Y.
- Rayner, C. Hoel, H. & Cooper, C. (2002) *Workplace Bullying: What we know, who is to blame and what can we do?* London, Taylor & Francis.
- Reddy, L., Espelage, D., Anderman, E., Kanrich, J. & McMahon, S. (2018). Addressing violence against educators through measurement and research. *Aggression and Violent Behaviour*. 42 (2018), 9-28. doi: <https://doi.org/10.1016/j.avb.2018.06.006>
- Riley, D., Duncan, D. & Edwards, J. (2011). Staff bullying in Australian schools. *Journal of Educational Administration*. 49 (1), 7-30. doi: 10.1108/09578231111102036



- Rubin, A. & Babbie, E. (2009). The ethics and politics of social work research. In *Research Methods for Social Work*. 7<sup>th</sup> Ed., Belmont, CA, USA, Brooks/Cole, Cengage Learning.
- Rudasill, K., Snyder, K., Levinson, H. & Adelson, J. (2017). Systems view of school climate: A theoretical framework for research. *Educational Psychology Review*, 30 (1), 35-60. doi: 10.1007/s10648-017-9401-y
- Salin, D. (2005). Workplace bullying among business professionals: Prevalence, organizational antecedents, gender differences and the role of organizational politics. *Perspectives Interdisciplinaires sur la travail et la santé*. (7) 3,1-14. doi: 10.4000/pistes.3159
- Salin, D. (2018). Workplace bullying and gender: An overview of empirical findings. In D’Cruz, P., Noronha, E., Caponecchio, C., Escartin, J., Salin, D. and Tuckey, M. (Eds). *Workplace Bullying: Dignity and Inclusion at Work* (2021), Singapore, Springer.
- Saunders, P, Huynh, A & Goodman-Delahunty, J., (2007). Defining workplace bullying professional lay definitions of workplace bullying. *International Journal of Law and Psychiatry*, 30 (4-5), 340-354. doi: 10.1016/j.ijlp.2007.06.007
- Serafeimidou, A & Dimou, M. (2016). *Workplace bullying with special emphasis on the Greek public sector – a review article*. Presented at the 11<sup>th</sup> Mibes Conference, Heraklion, Crete. Retrieved from: [https://www.researchgate.net/publication/323726504\\_Workplace\\_bullying\\_with\\_special\\_emphasis\\_in\\_the\\_Greek\\_public\\_sector-a\\_review\\_article](https://www.researchgate.net/publication/323726504_Workplace_bullying_with_special_emphasis_in_the_Greek_public_sector-a_review_article)
- Shaw, S. (2017). *Teachers’ perceptions of the manifestation of horizontal workplace bullying in the K-12 setting* (doctoral dissertation, University of Pittsburgh, Pittsburgh). Available at: <http://d-scholarship.pitt.edu/32831/>
- Smith, P. (2013). School Bullying. *Sociologia, Problemas e Praticas*, 71, 81-98. Retrieved from: <https://journals.openedition.org/spp/988>
- Σωτηρίου, Α. & Ιορδανίδης, Γ. (2015). Σχέσεις μεταξύ του σχολικού κλίματος και της επαγγελματικής ικανοποίησης των δασκάλων. *Προσχολική και Σχολική Εκπαίδευση*, 3 (1). 80-100. dDoi: <https://doi.org/10.12681/ppej.116>
- Subedi, B. (2016). Using Likert type data in social science research: Confusion, issues and challenges. *International Journal of Contemporary Applied Sciences*, 3 (2), 36-39. Retrieved from: <https://ijcar.net/assets/pdf/Vol3-No2-February2016/02.pdf>
- Swearer, S. & Espelage, D. (2004). Introduction- A social-ecological framework of bullying among youth. In *Bullying in American Schools: A Social-ecological Perspective on Bullying and Prevention*. (pp. 1-12). Lawrence Erlbaum Associate Publishers.

- Thapa, A., Cohen, J., Guffey, S. & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83 (3), 357-385.  
doi:10.3102/0034654313483907
- Woudstra, M., van Rensburg, E., Visser, M. & Jordaan, J. (2018). Learner-to-teacher bullying as a potential factor affecting teachers' mental health. *South African Journal of Education*, 38 (1), 1-10. doi: 10.15700/saje.v38n1a1358
- Yahn, M. (2012). The social context of bullying. *Encounter: Education for Meaning and Social Justice*, 25 (4), 1-9. Retrieved from:  
[https://www.academia.edu/24258791/The\\_Social\\_Context\\_of\\_Bullying](https://www.academia.edu/24258791/The_Social_Context_of_Bullying)
- Yang, C., Jenkins, L., Fredrick, S., Chen, C., Xie, J. & Nickerson, A. (2017). Teacher victimization by students in China: A multi-level analysis. *Aggressive Behaviour*, (2018) 1-12. doi: 10.1002/ab.21806
- Zapf, D. (1999). Organizational, work group related and personal causes of mobbing/bullying at work. *International Journal of Manpower*, 20, 57-69.  
doi:10.1108/01437729910268669
- Zullig, K., Koopman, T., Patton, J. & Ubbes, V. (2009). School climate: Historical review, instrument development and school assessment. *Journal of Psychoeducational Assessment*, 28 (2), 139-152. doi: 0.1177/0734282909344205

## Appendix A - Questionnaire

### Διερεύνηση της σχέσης του εκφοβισμού προς εκπαιδευτικούς και του σχολικού κλίματος

Σκοπός της παρούσας έρευνας είναι η διερεύνηση της σχέσης του εκφοβισμού προς εκπαιδευτικούς και του σχολικού κλίματος. Το παρόν ερωτηματολόγιο απευθύνεται σε εκπαιδευτικούς πρωτοβάθμιας και δευτεροβάθμιας εκπαίδευσης με διδακτική εμπειρία σε σχολεία της Ελλάδας.

Η έρευνα διεξάγεται στα πλαίσια εκπόνησης διπλωματικής εργασίας για την απόκτηση μεταπτυχιακού τίτλου σπουδών «Επιστήμες της Αγωγής με Νέες Τεχνολογίες» του Παιδαγωγικού Τμήματος Δημοτικής Εκπαίδευσης του Πανεπιστημίου Δυτικής Μακεδονίας.

- Όλα τα στοιχεία και οι απαντήσεις σας είναι ανώνυμες και εμπιστευτικές. Όλες οι πληροφορίες που θα συλλεχθούν από τη μελέτη θα χρησιμοποιηθούν αποκλειστικά για ερευνητικούς σκοπούς.
- Συμμετέχετε στην έρευνα απολύτως εθελοντικά και, εάν το θελήσετε, θα μπορέσετε να αποσύρετε την συμμετοχή σας οποιαδήποτε στιγμή.
- Θα χρειαστείτε περίπου 15 λεπτά να το συμπληρώσετε.

Η συμβολή σας στην ολοκλήρωση της εργασίας είναι πολύ σημαντική και σας ευχαριστώ θερμά για το χρόνο σας.

- 
1. «Έχοντας διαβάσει και κατανοήσει τις παραπάνω πληροφορίες, συναινώ στη συμμετοχή μου στην παρούσα έρευνα». \*

Συμφωνώ

## Δημογραφικά στοιχεία

2. Φύλο \*

- Άντρας  
 Γυναίκα

3. Ηλικία (Παρακαλώ συμπληρώστε την ηλικία σας σε έτη) \*

---

4. Επίπεδο σπουδών (Παρακαλώ συμπληρώστε το ανώτερο επίπεδο σπουδών σας) \*

- Απόφοιτος Παιδαγωγικής Ακαδημίας  
 Πτυχίο ΑΕΙ/ΤΕΙ  
 Μεταπτυχιακό  
 Διδακτορικό

5. Έτη διδακτικής προϋπηρεσίας σε σχολείο \*

- <1  
 1-5  
 6-10  
 11-15  
 16-20  
 >20

6. Σχέση Εργασίας \*

- Μόνιμος/η  
 Αναπληρωτής/τρια

7. Είδος σχολείου \*

- Δημόσιο  
 Ιδιωτικό

8. Μέγεθος σχολικής μονάδας στην οποία υπηρετείτε \*

- Λιγότεροι από 60 μαθητές
- 60-200 μαθητές
- Περισσότεροι από 200 μαθητές

9. Βαθμίδα Εκπαίδευσης όπου κυρίως εργάζεστε \*

- Νηπιαγωγείο
- Δημοτικό
- Γυμνάσιο
- Γενικό Λύκειο
- Επαγγελματικό Λύκειο

10. Νομός Σχολείου \*

---

11. Ειδικότητα \*

---

12. Διδασκόμενο μάθημα

---

13. Αριθμός μαθητών στην τάξη \*

---

## Εκφοβισμός κατά των εκπαιδευτικών

14. Πόσο συχνά τα τελευταία 3 χρόνια σας έχει συμβεί κάποιο από τα παρακάτω από το/τη διευθυντή/ντρια του σχολείου; \*

	Ποτέ	Περιστασιακά	Μηνιαία	Εβδομαδιαία	Καθημερινά
Ταπείνωση δημοσίως	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Συκοφάντηση	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Σωματική επίθεση	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Φωνές	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Εξαπόλυση ύβρεων εναντίον σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Προσβολές	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Υποτίμηση της άποψής σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Βίαιη απειλή	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Κατηγορίες για έλλειψη προσπάθειας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Απαξίωση	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Διαδικτυακός εκφοβισμός (μέσω ηλεκτρονικού ταχυδρομείου, κινητού τηλεφώνου, ιστοσελίδας κλπ.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Φυσική απομόνωση	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Απόκρυψη πληροφοριών	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Πόσο συχνά τα τελευταία 3 χρόνια σας έχει συμβεί κάποιο από τα παρακάτω από συνάδελφο/ισσα;

	Ποτέ	Περιστασιακά	Μηνιαία	Εβδομαδιαία	Καθημερινά
Ταπείνωση δημοσίως	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Συκοφάντηση	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Σωματική επίθεση	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Φωνές	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Εξαπόλυση ύβρεων εναντίον σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Προσβολές	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Υποτίμηση της άποψής σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Βίαιη απειλή	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Κατηγορίες για έλλειψη προσπάθειας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Απαξίωση	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Διαδικτυακός εκφοβισμός (μέσω ηλεκτρονικού ταχυδρομείου, κινητού τηλεφώνου, ιστοσελίδας κλπ.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Φυσική απομόνωση	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Απόκρυψη πληροφοριών	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Πόσο συχνά τα τελευταία 3 χρόνια σας έχει συμβεί κάποιο από τα παρακάτω από μαθητή/τρια;

	Ποτέ	Περιστασιακά	Μηνιαία	Εβδομαδιαία	Καθημερινά
Ταπείνωση δημοσίως	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Συκοφάντηση	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Σωματική επίθεση	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Φωνές	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Εξαπόλυση ύβρων εναντίον σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Προσβολές	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Υποτίμηση της άποψής σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Βίαη απειλή	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Κατηγορίες για έλλειψη προσπάθειας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Απαξίωση	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Διαδικτυακός εκφοβισμός (μέσω ηλεκτρονικού ταχυδρομείου, κινητού τηλεφώνου, ιστοσελίδας κλπ.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



17. Πόσο συχνά τα τελευταία 3 χρόνια σας έχει συμβεί κάποιο από τα παρακάτω από γονέα;

	Ποτέ	Περιστασιακά	Μηνιαία	Εβδομαδιαία	Καθημερινά
Ταπείνωση δημοσίως	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Συκοφάντηση	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Σωματική επίθεση	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Φωνές	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Εξαπόλυση ύβρεων εναντίον σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Προσβολές	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Υποτίμηση της άποψής σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Βίαιη απειλή	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Κατηγορίες για έλλειψη προσπάθειας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Απαξίωση	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Διαδικτυακός εκφοβισμός (μέσω ηλεκτρονικού ταχυδρομείου, κινητού τηλεφώνου, ιστοσελίδας κλπ.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Με ανησυχία το φαινόμενο του εκφοβισμού κατά των εκπαιδευτικών. \*

	1	2	3	4	5	
Διαφωνώ απόλυτα	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Συμφωνώ απόλυτα

19. Νιώθω ότι ο/η διευθυντής/ντρια του σχολείου αντιμετωπίζει ως σοβαρά τα συμβάντα εκφοβισμού κατά των εκπαιδευτικών. \*

	1	2	3	4	5	
Διαφωνώ απόλυτα	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Συμφωνώ απόλυτα

20. Υπάρχει μια επίσημη διαδικασία αντιμετώπισης συμβάντων εκφοβισμού κατά εκπαιδευτικών στο σχολείο όπου εργάζομαι. \*

	1	2	3	4	5	
Διαφωνώ απόλυτα	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Συμφωνώ απόλυτα

21. Νιώθω ότι υπάρχει στήριξη από τους/τις συναδέλφους/ισσες για θέματα που αφορούν τον εκφοβισμό κατά των εκπαιδευτικών. \*

	1	2	3	4	5	
Διαφωνώ απόλυτα	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Συμφωνώ απόλυτα

22. Νιώθω ότι υπάρχει στήριξη από τον/την διευθυντή/γυρια του σχολείου για θέματα που αφορούν τον εκφοβισμό κατά των εκπαιδευτικών. \*

	1	2	3	4	5	
Διαφωνώ απόλυτα	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Συμφωνώ απόλυτα

23. Έχω κάνει επίσημη αναφορά για συμβάν εκφοβισμού που μου έχει συμβεί. \*

- Ναι  
 Όχι  
 Δεν έχω πέσει θύμα σε συμβάν εκφοβισμού

24. Έχει τύχει να μην αναφέρω συμβάν εκφοβισμού που μου έχει συμβεί. \*

- Ναι  
 Όχι  
 Δεν έχω πέσει θύμα σε συμβάν εκφοβισμού

25. Αν απαντήσατε "ναι" στο προηγούμενο ερώτημα, σας παρακαλώ επιλέξτε το λόγο/τους λόγους που επιλέξατε να μην κάνετε αναφορά του συμβάντος (αν επιλέξετε "Άλλο", παρακαλώ προσδιορίστε τους άλλους λόγους).

- Δεν γνωρίζω την διαδικασία αναφοράς.  
 Δεν το θεώρησα απαραίτητο να το αναφέρω.  
 Ένωσα πίεση για να μην αναφέρω το συμβάν.  
 Φοβόμουν πιθανές κυρώσεις εναντίον μου.  
 Φοβόμουν πιθανές κυρώσεις εναντίον του θύτη.  
 Πίστευα ότι μπορούσα να αντιμετωπίσω την κατάσταση μόνος/η μου.  
 Η διαδικασία αναφοράς για τέτοια συμβάντα είναι πολύ χρονοβόρα.

Άλλο:  \_\_\_\_\_

26. Θεωρείτε ότι τα συμβάντα εκφοβισμού κατά των εκπαιδευτικών έχουν αυξηθεί τα τελευταία έτη; \*

Ναι

Όχι

27. Αν επιλέξατε "ναι" στην προηγούμενη ερώτηση, παρακαλώ προσδιορίστε τον λόγο/τους λόγους που θεωρείτε ότι έχουν αυξηθεί τα συμβάντα εκφοβισμού κατά των εκπαιδευτικών.

---

28. Την περίοδο της πανδημίας, νιώσατε πιο έντονα το φαινόμενο του εκφοβισμού κατά των εκπαιδευτικών; \*

Ναι

Όχι

29. Κατά την άποψή σας, ποια μέτρα θα μπορούσε να λάβει η σχολική διοίκηση ή το Υπουργείο Παιδείας για την αντιμετώπιση του εκφοβισμού κατά των εκπαιδευτικών;

---

---

---

**Σχολικό  
κλίμα**

Στις παρακάτω δηλώσεις, σημειώστε τον αριθμό που δείχνει την συχνότητα με την οποία συμβαίνει στο σχολείο σας αυτό που λέει η κάθε δήλωση.  
(1: Σπάνια, 2: Λίγες φορές, 3: Αρκετές φορές, 4: Πολλές φορές, 5: Πάντα).

30. Σ' αυτό το σχολείο οι εκπαιδευτικοί συνεργάζονται μεταξύ τους για το σχεδιασμό εκπαιδευτικών δραστηριοτήτων ή προγραμμάτων. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

31. Οι μαθητές σέβονται τους εκπαιδευτικούς σ' αυτό το σχολείο. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

32. Σ' αυτό το σχολείο τα μέσα διδασκαλίας (βιβλία, εποπτικά, ΤΠΕ) είναι άμεσα διαθέσιμα. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

33. Σ' αυτό το σχολείο οι εκπαιδευτικοί προσκαλούνται να λάβουν μέρος στη λήψη των αποφάσεων. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

34. Νέες και διαφορετικές ιδέες διδασκαλίας δοκιμάζονται σ' αυτό το σχολείο. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

35. Σ' αυτό το σχολείο υπάρχει καλή επικοινωνία μεταξύ των εκπαιδευτικών. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

36. Οι μαθητές είναι συνεργάσιμοι με τους εκπαιδευτικούς σ' αυτό το σχολείο. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

37. Στη σχολική βιβλιοθήκη βρίσκω υλικό που καλύπτει τις ανάγκες της εκπαιδευτικής διαδικασίας. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

38. Σ' αυτό το σχολείο ο/η διευθυντής/ντρια αποφασίζει από μόνος/η του/της για ό,τι αφορά το σχολείο. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

39. Σ' αυτό το σχολείο ευνοείται η καινοτομία. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

40. Σ' αυτό το σχολείο μου δίνονται ευκαιρίες να συνεργαστώ με άλλους εκπαιδευτικούς. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

41. Οι μαθητές σ' αυτό το σχολείο έχουν καλούς τρόπους συμπεριφοράς. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

42. Σ' αυτό το σχολείο έχουμε στη διάθεσή μας σύγχρονα εποπτικά μέσα και υλικά διδασκαλίας. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

43. Σ' αυτό το σχολείο ο/η διευθυντής/ντριά συζητά με τους εκπαιδευτικούς και λαμβάνει υπόψη του/της τη γνώμη των εκπαιδευτικών πριν πάρει κάποια απόφαση για το σχολείο. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

44. Σ' αυτό το σχολείο είμαστε πρόθυμοι να δοκιμάσουμε νέες διδακτικές προσεγγίσεις. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

45. Σ' αυτό το σχολείο οι εκπαιδευτικοί συνεργάζονται μεταξύ τους για την αντιμετώπιση των προβλημάτων. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

46. Σε αυτό το σχολείο οι μαθητές επιδιώκουν τη μάθηση και συμμετέχουν πρόθυμα στο μάθημα. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

47. Σ' αυτό το σχολείο έχουμε στη διάθεσή μας όλα τα εκπαιδευτικά μέσα και υλικά διδασκαλίας που χρειαζόμαστε. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

48. Οι εκπαιδευτικοί σ' αυτό το σχολείο εφαρμόζουν καινοτόμες διδακτικές προσεγγίσεις

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

49. Σ' αυτό το σχολείο οι εκπαιδευτικοί των τμημάτων συνεργάζονται μεταξύ τους. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

50. Η συνεργασία μεταξύ των εκπαιδευτικών προωθείται σ' αυτό το σχολείο. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

51. Οι γονείς ενδιαφέρονται για την πρόοδο του παιδιού τους σ' αυτό το σχολείο. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

52. Το σχολείο είναι καθαρό και καλά συντηρημένο.

	1	2	3	4	5	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

53. Οι μαθητές είναι ασφαλείς σε αυτό το σχολείο. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

54. Οι γονείς σέβονται τους εκπαιδευτικούς σ' αυτό το σχολείο. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

55. Οι μαθητές ενθαρρύνονται να συμμετέχουν σε εξωσχολικές δραστηριότητες σ' αυτό το σχολείο. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

56. Νιώθω ασφαλής σε αυτό το σχολείο.

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

57. Σ' αυτό το σχολείο εφαρμόζεται ο κώδικας καλής συμπεριφοράς. \*

	1	2	3	4	5	
Σπάνια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Πάντα

58. Θα θέλατε να προσθέσετε κάτι άλλο σε σχέση με τον εκφοβισμό των εκπαιδευτικών ή/και το σχολικό κλίμα;

---

---

---





## **Creative Commons License Deed**

**Attribution-NonCommercial-NoDerivatives 4.0  
International (CC BY-NC-ND 4.0)**

This is a human-readable summary of (and not a substitute for) the [license](#).

### **You are free to:**

**Share** — copy and redistribute the material in any medium or format

The licensor cannot revoke these freedoms as long as you follow the license terms.

### **Under the following terms:**

**Attribution** — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

**NonCommercial** — You may not use the material for commercial purposes.

**NoDerivatives** — If you remix, transform, or build upon the material, you may not distribute the modified material.

**No additional restrictions** — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

### **Notices:**

You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation.

No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material.

# School-Level Environment Questionnaires (SLEQ)

## School-Level Environment Questionnaire (SLEQ) and Revised School-Level Environment Questionnaire



The SLEQ is specifically designed to measure teachers' perceptions of their school environment. Due to the evolving nature of the research, a few of the original items and scales have been changed. The SLEQ currently measures student support, affiliation, professional interest, staff freedom, participatory decision making, innovation, resource adequacy, and work pressure. The questionnaire consists of 56 items, each scored on a 5-point Likert scale. The SLEQ is reliable and valid, and it has been used in school studies in Australia, South Africa, and the United States. A shorter revised version is available with 21 items across five subscales: Collaboration, Decision Making, Instructional Innovation, Student Relations, and School Resources. This shorter questionnaire, which tests teacher perceptions of those categories, was found to be reliable and valid when tested with 2,558 teachers in elementary, middle, and high schools across "a large urban school district in the southwestern United States as part of a larger survey" (Johnson, Stevens, & Zvoch, 2007, p.835). The questionnaire is free, requiring only a citation for use.

Pros for Schools	Cons for Schools
Tested across South Africa, Australia, and USA Shorter version available	Shorter version not yet tested widely

### Suggestions for Further Research

Fisher, D. L., & Fraser, B. J. (1990). Validity and use of the School-Level Environment Questionnaire. <https://doi.org/10.1080/00131644.1990.10555555>