

**BAR-ILAN UNIVERSITY**

**The Bullying of Teachers by Principals  
at School:**

**The Causes, Examples and the  
Consequences.**

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# Summary

## 1. Goals and Research Questions

- a. Validation a model which describes the extent of the phenomenon of abusing, its realization, factors, and its consequences in the school frame.
- b. Validation of a tool to measure the extent of abusing teachers by principals in school.

## 2. Background

In the latest years changes have occurred in workers' rights and many workers have gathered in order to promote their rights. At the same time, the extension of authority of principals in an era of decentralization and competition creates a situation in which some of the principals overuse their authority while abusing their workers. The abuse exists in a "gray" area where the worker feels offended but has no means to prove it, and in many cases he prefers to restrain in fear he may be harmed if he stands on his rights. The abusing phenomenon of teachers by school principals, has been studied in the latest years (Blase & Blase ,2006) , but its extension, factors and consequences on the workers haven't been studied thoroughly yet. The objective of this research is to examine this issue.

## 3. Research Hypotheses

There will be a link between organizational factors in school and personal characteristics of the abused victim with the management style of the school principal to the extent of abuse. The extent of abuse will be connected to the trust of the teachers in their principal, the extent of civil behavior of the teachers and the amount of absenteeism from school.

#### **4. The procedure of Research** I

Each interrogatee was asked to fill in a questionnaire consisted of eight parts: a questionnaire of the leadership style of full range, a questionnaire of authentic leadership, a questionnaire of examination of personal and organizational factors to abusing teachers by principals, a questionnaire of civil behavior, a questionnaire of trust of teachers in their principals, a questionnaire of inappropriate behavior which deals with absenteeism and a questionnaire of biographic information. The interogatees were asked to answer the questionnaire anonymously. An analysis of routes to measure the validation of the estimated model.

#### **5. The examinees**

310 teachers, 158 primary school teachers (51%), 62 junior high teachers (20%) and 90 high school teachers (29%).140 teachers teach in the state education (45%) and 170 teachers teach in the religious state education (55%). 75 male teachers (24%) and 235 female teachers (76%) participated in the research.

#### **6. Results**

The model in general was validated; however some specific links in the model were not confirmed, though it was assumed they existed. A direct and significant connection was found between situational factors in the organization that encourage abuse to the extent of abuse. However, no connection was found between the personal features of the teachers to the extent of abuse. No significant connection was found between the leadership to abusing, but a significant negative connection was found between

formatting leadership to the extent of abusing. That is, the more the leadership was highly formatting oriented, the extent of abusing decreased. No significant connection was found between the authentic leadership to abusing. A nearly significant connection was found between the extent of abusing and the degree of trust in the principal, but no significant connection was found between abusing and civil behavior O.C.B. Additionally a negative connection was found between the extent of abusing and the number of days of teachers' absenteeism. No significant connection was found between the degree of trust teachers give in their principal and civil behavior and absenteeism.

## **7. The Theoretical and Applied Renovation**

For the first time a systemic model which interrogates the extent, factors and results of the phenomenon was examined. Apparently, the style of leadership is connected to abusing to a lesser extent from what was reported in academic literature. The evidence was found after other more dominant factors had been found. It turns out that unlike what was assumed, that abusing only partially affects the functioning of teachers while others aren't affected by it. This research calls for further research on deepening the issue in different styles of schools, in different levels, in different workload in schools. Furthermore, it is recommended to examine the abusing phenomenon among the teachers themselves , that is abusing between colleagues and parents' abusing of teachers.