



Teachers' Judgment of and Engagement in Bullying Behaviors: Results from a Self-Report Survey

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Introduction

- School bullying, in particular, peer bullying, has been extensively researched (Modecki, et al., 2014).
- Nearly twice as many students reported they experienced worse bullying from adults than peers (Whitted & Dupper, 2008).
- This discrepancy calls us to examine the prevalence and perception of teacher bullying behaviors in schools.

Methods

- **Participants:** 422 current K-12 teachers (Mage = 47.49, SD = 13.33) 67.3% identified as female and 24.6% as male. Participants were 5% Asian American, 3.6% Latinx, 0.2% Asian Pacific Islander, 6.9% Black, 0.5% Middle Eastern, 1.4% Native American, and 75.6% White.
- **Measure:** Online survey that included 26 questions about behavioral interactions with students.
- Teachers were asked to judge how appropriate each behavior was (0 = never appropriate to 4 = always appropriate).
- Teachers were also asked to indicate how often they witnessed other teachers engage in the behaviors (0 = never to 4 = daily).

Results

Table 1. Principal Component & Means and Item Level Correlations

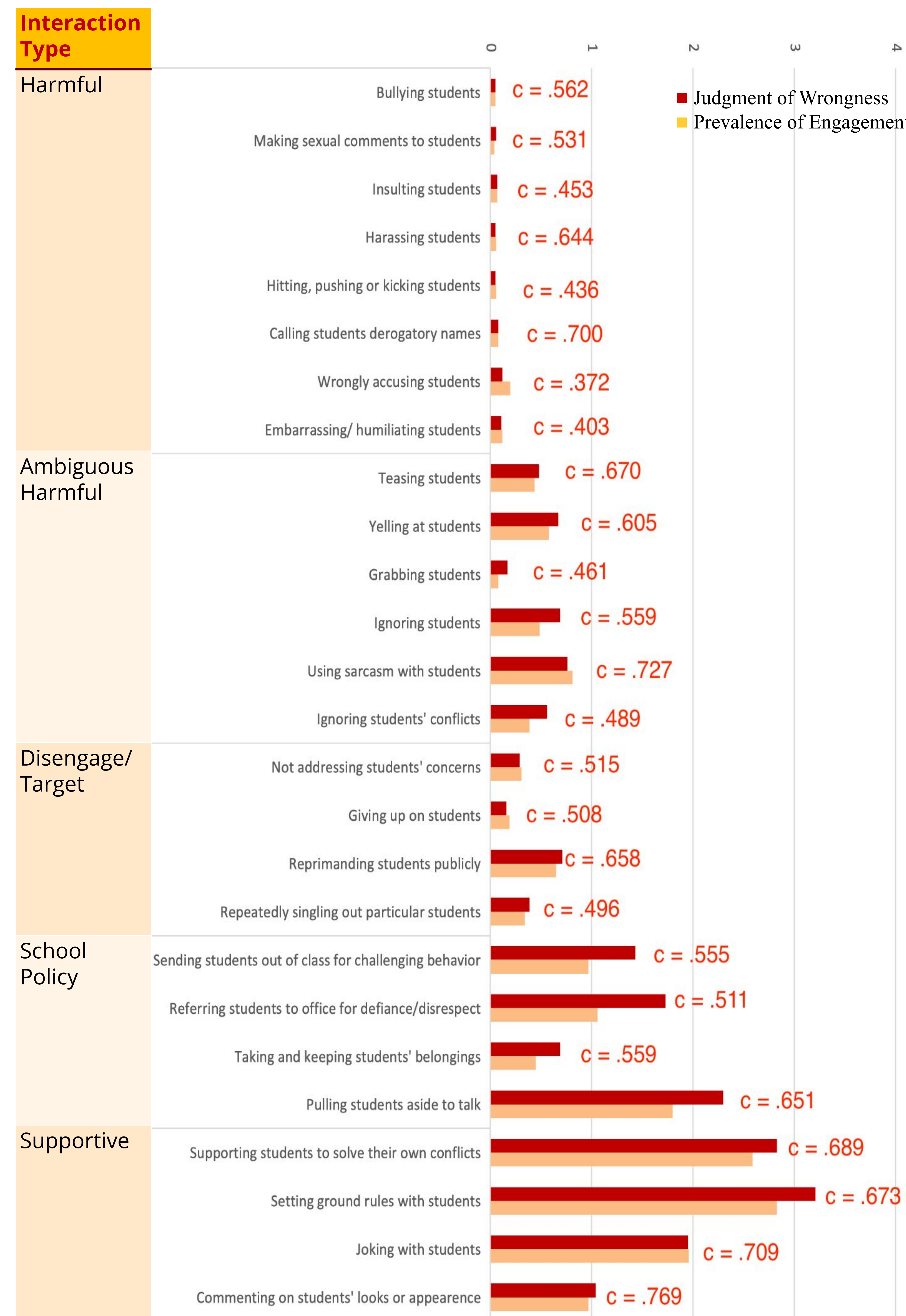


Table 2. Factor Level Correlation Matrix Between Judgement of Wrongness and Prevalence of Engagement

		Engagement				
		Harmful	Ambiguous Harmful	Disengage /Target	School Policy	Supportive
Judgment	Harmful	.610**	.303**	.390**	0.059	-.105*
	Ambiguous Harmful	.304**	.670**	.480**	.347**	.300**
	Disengage /Target	.292**	.430**	.616**	.229**	.176**
	School Policy	0.065	.440**	.285**	.660**	.470**
	Supportive	-0.049	.278**	.195**	.408**	.770**

Discussion

- Teacher bullying of students takes on many forms and is prevalent in this self report measure.
- The variations discovered in correlations between judgments of behavior and engagement in these behaviors show that there may be disconnect between perception and behavior in teacher bullying.
- Overall, high correlations were found for each behavioral types between judgment and engagement.

References

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