PERCEPTIONS OF RETIRED TEACHERS ON WORKPLACE BULLYING:

IMPACT OF SCHOOL ADMINISTRATORS' BULLYING

BEHAVIORS ON TEACHERS

Doctoral Dissertation Research

Submitted to the Graduate Faculty of

Argosy University, Phoenix Campus

College of Education

In Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Teaching and Learning

By

Annette Marie Lyons

July 2015

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Dissertation Committee Approval:

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ABSTRACT

The purpose of this phenomenological study was to understand the meaning and core of the perceptions of retired elementary-school teachers' lived experiences of workplace bullying and the impact of school administrators bullying behaviors on elementary-school teachers. Workplace bullying in educational institution in the United States has been an overlooked topic, yet a widespread concern. In the last 10 years, workplace bullying among adult has become prevalent in the U.S. workplace. This qualitative study used a phenomenological design to generate a topic about the perceptions of retired teachers on workplace bullying, the impact of school administrators' bullying behaviors on retired elementary-school teachers. The stance was on understanding and identifying the experiences of retired teachers of elementary-school teachers who had been targets of workplace bullying. A vital element in this study was to uncover what impact the bullying behaviors had on these retired teachers. Additionally, this research explored whether or not the organizational culture in these schools influenced the bullying behaviors. Targets of workplace bullying often times experience psychological and physical illnesses, anxiety, and stress as a result. Targets of workplace bullying and abuse do not have a voice or chance to recover from these malicious conducts because there are no processes set in place to ensure this does not happen in the workplace. The participants in this study recommended some avenues and processes that can take place in educational organizations that can assist in lessening the abuse in schools.

ACKNOWLEDGEMENTS

One of my favorite quotes is Martin Luther King, Jr.'s "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy," and that adage is a symbol that drives my existence. However, I find it very hard to understand how others can stand without a conscience or a sense of right and wrong, when others are harmed. This dream of earning a doctorate was initially discovered when I saw the look in my mother, Jannie Houston's, eyes when I received my master's degree. This prompted me to continue on and pursue my doctorate. I love you, and thank you for sowing the seed that kept me on my predestined path. I worked through the laborious charge of fostering ideas for my dissertation, researching the subject of workplace bullying, and devising the results. I had constructive and invaluable supervision and support from my dissertation chair, Dr. Marian Orr, and my committee. I would like to thank you Dr. Orr for encouraging me to hang in there through the tough times, and providing valuable feedback. Thank you, Dr. Linda James and Nancy Hoover for agreeing to become a member of the committee. I would like to give a special thanks to my advisor, Kelly Maria Corazon, for providing thoughtful, concerned, kind, attentive, and insightful guidance since I began the doctoral program at Argosy University. Dr. Jeannette Reyes, a fellow student, friend, and colleague who encouraged me to keep writing. I appreciate and thank you all for all of you advice and consistent direction. I love you Jeannie, Eric, Terry, Tawania, and Sam, my siblings. One of my greatest sources of happiness and loves of my life are my children, Richie, Hardrick, Micah, and Rayganne. I love you until forever. I would also like to say thank you to a friend who was there for me more than he knows, Clayton Taylor. Thank you all from the bottom of my heart.

DEDICATION

My dissertation is dedicated to the targets of workplace bullying who participated in this study. They nobly and unselfishly shared their stories with me, even though it intermittently unblocked hurts they wanted to forget. These courageous, daring, and brave souls repeatedly conveyed that they wanted to have a voice to speak about the abusive behavior they suffered through. They feel that this process could assist in terminating workplace bullying.

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CHAPTER ONE: INTRODUCTION

Bullying in the workplace is detrimental to both the target and establishment. Schools are affected by changes that involve administrators, teachers, and other stakeholders in the name of reformation. These changes can allow for competition, unprofessionalism, unethical behaviors, and a lack of character. Globally, a significant area of research has focused on workplace bullying, without physical harm, specifically in Europe, Australia, and South Africa (Blase & Blase, 2006). Many studies on bullying (Einarsen, Hoel, Zapf, & Cooper, 2003; Namie & Namie, 2003) have clearly illuminated the anguish, psychological and physical distress, health issues, emotional damage, and career sabotage experienced by targets. Workplace bullying in educational organizations is a new phenomenon in the United States. It may become difficult to pinpoint bullies, bullying behaviors, and implement preventative measures if this phenomenon is not examined. The focus of this phenomenon provides an opportunity to comprehend the actions and behaviors that trigger bullying, hostility, and cruelty against others.

Problem Background

Most organizations have standard operating procedures; a vision, mission, and rules. Most organizations have a human resources (HR) department that employees may seek out to discuss problems, initiate grievances, convey concerns of maltreatment, and report any violations that are depicted as unethical or discriminatory. The merging of financial awareness, escalating opposition, economizing, and the existing custom for strong, vigorous, daring leadership traits has created a society in which bullying can flourish, yielding potentially unproductive work environments (Kelly, 2006).

Organizations that tolerate confrontational problems that make people feel defenseless, and powerless suppress open and honest relationships. The targets can be made to feel abandoned and pathetic when they attempt to tackle the issues in the workplace. This makes it difficult for the target to seek help from outside authorities. HR occasionally sides with leadership against employees, so the victims' voices and complaints are stifled even more. These work environments disseminate instability, panic, and humiliation that threaten workers who are afraid to verbalize the bullying, and foster a voiceless society of teachers who are silent (McAvoy & Murtagh, 2003). Most organizations experience difficulty identifying the injurious results of bullying on the job, and they are not always cognizant of methods that effectively mediate the problem (Salin, 2003a). The conduct characterized by workplace bullying consists of a pattern of mistreatment, verbal, and nonverbal hostility.

Research on bullying indicates that bullying is associated with disrupting labor and union relations, social groups, culture, and the work environment, which can ultimately initiate different forms of violence (Dejours, 1998; Le Goff, 2000). The destabilization of these relationships in organizations can cause issues between companies, alliances, and stakeholders (Dejours, 1998; Le Goff, 2000). Dejours (1998) determined that bullying is seldom a single situation surrounding a single person. Bullying can affect all aspects of an organization if it is not controlled.

Leyman (1996a) developed a synopsis of 45 behaviors that make up five different groups that differentiate bullying actions in the workplace. These behaviors and actions attempt to (a) prevent the target from communicating and conveying thoughts that they feel are relevant, (b) exclude the target, (c) devalue the target in respect to colleagues, (d)

disrespect and demean the target on the job, and (e) compromise the well-being of the target.

Bullying can reduce an employer's capability to perform at a level that is productive to the organization. Bullying can be described as a hindrance to an organization's ability to effectively, cooperatively, and collaboratively function. It is indicated that bullying can impact targets vertically or horizontally, and disrupt productivity and relationships among leaders and coworkers (Cru, 2001; Leyman, 1996b). Cru (2001) opined that leaders are directly involved in bullying, and some are responsible for the dismantling of the camaraderie in organizations. Cru addressed the problem with leadership and the methods in which they condemn and disapprove bullying, but, in contrast, they encourage it through conduct, actions, behaviors, lack of leadership or management skills, and by ignoring the bullying.

A study conducted by Soares (2002) measured psychological distress on a scale devised by Santé Quebec that was derived from Ilfeld's Psychiatric Symptoms Index B. The scale consists of four features: anxiety, depression, aggressiveness, and cognition (Soares, 2002). The test does not measure mental incapacities, but it characterizes the strength and intensity that determines psychological distress (Soares, 2002). Perreault and Leigh (1989) determined that "psychological distress is to mental health what fever is to infectious diseases: a measurable symptom, an obvious sign of a health-related problem, but which by itself cannot explain the etiology or the severity of the problem." Soares's study determined that targets of bullying experience a high percentage of psychological distress as compared to workers who do not experience bullying.

Workplace bullying has become a prevalent problem in the United States that creates unseen expenses caused by employee security, health, safety, happiness, and efficiency (Williams, 2011). This phenomenon is not only destructive to the target and other employees, it is also the cause for billions of dollars being charged to U.S. institutions annually (Gardner & Johnson, 2001; Sypher, 2004). Williams (2011) defined bullying as psychological harassment and emotional abuse that includes the intentional mindful ability to offend, distress, and critically hurt a person. The bullying is exhibited by confrontational acts and negative comments rather than with forceful violence. In its more brutal constructs, bullying causes a multitude of health problems. Blase and Blase (2007) stipulated that workplace bullying can cause physical harm to the body such as insomnia, migraines, back tension, tiredness, sickness, fluctuation in weight, digestive issues, heart palpitations, blotchy skin, ulcers, alcoholism, drug abuse, and death.

Bullying behaviors do not only persist on the playground but also in the boardroom, and among leaders and staff. Bullying in educational organizations among administration and employees in American schools is on the rise (Nansel et al., 2001). Workplace bullying is described as a problem that includes adverse conduct such as degradation, demeaning, teasing, being disregarded, exclusion, verbal and nonverbal abuse, forcing the subject to consider resigning, reproaching the subject, and monitoring subjects in extreme, unwarranted fashions (Simons, 2008).

Workplace bullying has intensified in the academic arena during the past decade. This problem is so extensive that in some school districts the costs of defending these acts have skyrocketed. Because of bullying, some targets quit the organizations they work for, act out in an unprofessional manner, become insubordinate and inactive in the

schools, and lose their passion for that specific career. Education is an organization where the professionals are viewed as role models within the educational setting and the community. There is a limited amount of research that has examined bullies taking responsibility for their maltreatment of other adults in the workplace. When workplace bullies are not held responsible, the bullying continues.

The United States has legislations, laws, and policies that offer safe havens for those who are treated unethically or discriminated against. In recent years, the government has participated in trying to hinder and inhibit bullying and more severe forms of aggression in organizations (Fisher-Blando, 2008). However, there is no known legislation or law that regulates bullying between leaders and subordinates (Fisher-Blando, 2008). Legislation safeguards whistle-blowers, people with disabilities, or those of a different socioeconomic status, but not those who experience workplace bullying (Fisher-Blando, 2008).

The Civil Rights Act safeguards and protects workers in hostile environments. However, most programs do not address 75% of bullying occurrences (Namie & Namie, 2003). Bullying is not a remote or unusual phenomenon. Workplace bullying has affected 37% of all adults in America (Workplace Bullying Institute [WBI], 2007). Workplace bullying is prevalent in America and it consistently forces professionals into distressing situations (WBI, 2010). Workplace bullying has affected as much as 34.4% of the American labor force, which is about 53 million workers (WBI, 2010). Consequently, bullies are persistent in offending and insulting their targets until the targets seek employment elsewhere (Georgakopoulos, Wilkin, & Kent, 2011).

It is imperative that organizations safeguard victims and targets of abuse from the emotional nuisance of workplace bullies (Einarsen & Mikkelsen, 2003). Continual and recurrent dealings with bullies beyond a 6-month period may be categorized as bullying and mobbing. Bullying is an intensified practice in which the target is antagonized, considered substandard, second rate, and the target of ongoing undesirable exploits (Einarsen & Mikkelsen, 2003).

Research conducted on safety and workplace bullying in organizations is necessary. In several countries, health, safety, and bullying are not high priorities or a responsibility (Barron, 1998). The management of workplace bullying, health, and safety is important and it is the responsibility of all leaders. Bullying has negative, adverse, and destructive impacts on the target. The effects of bullying include stress, depression, low self-esteem, low job satisfaction, and psychological disorders (Einarsen & Mikkelsen, 2003; Zapf & Gross, 2001). Victims of bullying tend to internalize the trauma they feel and, under these emotional, rigid, and sensitive circumstances, it can bring on physical and psychological illnesses. Physically, targets can encounter tension headaches, ulcers, weight fluctuation, high blood pressure, and other aches and pains throughout the body. Psychologically, targets can experience depression, stress, insomnia, sleep deprivation, and so forth. The risk management procedures used for detecting threats and dangers, evaluating probable effects, and executing and employing programs is central to management routines around the world (Spurgeon, 2003). Risk management that is used to control chemical and equipment issues in the workplace is the same practice that can be used to combat workplace bullying (Caponecchia & Wyatt, 2007).

Prior research indicates that a profoundly different form of manager to subordinate rapport is necessary in this era of a progressively constricted work industry (Glendinning, 2001). Changes in education that include standardized testing, common-core curriculum, teacher evaluations, funding, globalizations, and student achievement are specific reasons why managers and subordinates must work collaboratively and cooperatively to increase learning. Bullying in an organization is regarded as more distressing and alarming for workers than any other form of work-induced tension (Einarsen, 1999). Change in an educational institution can cause turmoil, particularly if there is a lack of effective management. Leaders are responsible for setting the example for employee behavior.

Most incidents of bullying are not caused because the targets fail to meet the expected criteria of the school, but because they meet and exceed the challenges. Richardson and McCord (2001) stated that bullies not only restrain creativity and inventiveness that permeates the working environment, they often pursue the most skilled and talented employee because it is that employee who is most intimidating to bullies. When targets disclose maltreatment to higher authorities, there are usually no findings of the incident. This suggests that bullies are difficult to recognize because they disguise and portray themselves as courteous, considerate, and accommodating (Richardson & McCord, 2001). Richardson and McCord (2001) further stated that workplace bullying is gaining more notoriety due to the adversities it causes, which means that laws might be enacted to criminalize workplace bullying. Most organizations desire and anticipate legislation and laws that may assist in eliminating bullying in these institutions (Richard

& McCord, 2001). Organizations can thrive when the origin of these issues are exposed (Richardson & McCord, 2001).

Bullying can be deliberate, disrespectful, repeated, and interpreted as a means to degrade, demean, and isolate a person. Acts that prevail in this manner promotes unethical and unprofessional behaviors. Working in organizations that encompass individuals who are involved in these practices provide atmospheres that are void of character, integrity, and intellect. This study aimed to shed light on this phenomenon and change current research conducted on bullying in the academic arena. This study intended to explore perceptions of retired teachers on workplace bullying and the impact school administrators' bullying behaviors have on elementary-school teachers.

Purpose of the Study

The purpose of this qualitative phenomenological study is to explore the perceptions of retired teachers' lived experiences with workplace bullying, and to identify school administrators' bullying behaviors and the perceived impact that these behaviors have on teachers. The study sought to investigate bullying and the perceived impact it has on the organizational culture. This study may be used as a guide for leaders to transform organizational culture and provide methods to reduce workplace bullying. Bullying is more than a form of hostile aggression and harassment; it is regarded as assault due to the combination of trauma, hassle, and strain that harms the health of the individual being bullied (Kivimaki et al., 2003).

This study explored and identified retired teachers' lived experiences with workplace bullying from their points of view. The study aimed to identify and explore behaviors that were perceived by teachers as bullying. This study explored the impact,

perceptions, and perspectives of retired teachers concerning school administrators'
bullying behaviors. The study sought to define workplace bullying based on the
participants' understanding. This study also investigated the effect bullying had on the
participants, physically. This study may further develop theories that may support
organizations in mollifying bullying.

In 2007, the WBI study showed that approximately half of U.S. employees, 54
million individuals, experienced workplace bullying as targets or onlookers (WBI-Zogby
International, 2007). For the current study, a qualitative phenomenological design
allowed the researcher to explore the perceptions of retired teachers on workplace
bullying and administrators' bullying behaviors based on the experiences of the specific
targets. The qualitative phenomenological design permitted the researcher to study how
workplace bullying affects the targets, and other aspects of the organizational culture.
The phenomenological design had the advantage of the researcher being able to interview
participants and conduct follow-up interviews that allowed additional questions for
clarity, which are not obtainable when collecting quantitative data (Salkind, 2003).

This qualitative phenomenological study investigated qualified participants who
had personal experiences in the phenomenon. The study examined five retired teachers
in the Central Florida and surrounding area using 24 semi-structured interview questions.
The responses were analyzed using NVivo 10, a qualitative data analysis software
program that was used to dissect, explore, reference, and convey the results of the study.
This program broke the data down into manageable, categorically grouped, and themed
documents for efficient and precise analysis.

Research Questions

The purpose of this phenomenological study was to understand the meaning and core of the perceptions of retired elementary-school teachers' lived experiences of workplace bullying and the impact of school administrators' bullying behaviors on elementary-school teachers. Due to the escalation in the number of reported incidents of bullying and grievances within the workplace and in the United States, it is crucial to diagnose the origins of bullying. It is imperative that these institutions advocate moral and proper principles in the work environment to boost productivity and foster advantageous work ethics (Hemmings, 2013). The overarching research questions (RQs) that are the foundation for this study are as follows:

RQ 1: What are retired elementary-school teachers' perceptions of why school administrators bully?

RQ 2: How do retired elementary-school teachers perceive the impact that bullying had on them from school administrators' bullying behaviors in their work settings?

RQ 3: How do retired elementary-school teachers describe school administrators' bullying behaviors in their organizations?

RQ 4: What are the perceptions of retired teachers who experienced workplace bullying concerning the effects on them physically and psychologically?

Assumptions, Limitations, Delimitations

Due to the complex disposition of the study, it is critical to the study that descriptions of the lived experiences provided by the participants were reported thoroughly and truthfully. All participants were treated respectfully and assured that the

information was secure and private. The participants were assured that their comments were protected and kept confidential (Creswell, 2006). The participants may have had some initial doubts and fears about sharing their experiences. The researcher asked questions more than once for clarity and accuracy. The researcher established a good rapport with the participants by thanking them for their participation in the study, accommodating them as much as possible, answering questions and clearing up any misunderstandings, and by making them feel comfortable. The researcher also ensured privacy and discretion of all aspects of the study. An assumption of this study was that the participants may have conveyed different interpretations of the bullying behaviors imposed on them by their individual school administrators.

There were no limitations with choosing participants who were unreliable. Due to the sensitive nature of the topic, the limitation of using participants who still worked in the educational institution made it difficult to get the study approved, so retired teachers were used in this study. Workplace bullying is a controversial problem. The privacy, confidentiality, and safety of the participants was not intimidating for the participants; they were excited about having a voice to tell their story about the abuse they encountered. The method of recruitment was through the snowball sample technique, so the assumption that the participants would have issues with utilizing e-mails, Internet, or have computers as determined in the initial method of recruitment was not a limitations to the study. The researcher recognized that the participants were not guided, manipulated, or made any changes based on outside stimuli. The inquiry form of study provides a way of viewing studies that builds from meanings shared and seen, and looks at individual perspectives and the significance of interpreting the intricacies of the problem (Creswell,

2008). The data analysis was influenced by the participants' perceptions, views, and opinions of the world in which they live.

The location for this study was Central Florida and the surrounding area. A delimitation was that the study was confined to elementary schools in that particular area and not in the surrounding areas. The study focused on the perceptions of retired elementary-schools teachers' lived experiences of workplace bullying, and the impact of administrators' bullying behaviors on these teachers. This can be viewed as a delimitation because it did not include all school levels. Conducting this study locally was practical and financially beneficial for the researcher and the participants. It was imperative that the researcher remained neutral and unbiased as the interviewer, and did not influence the participants' choice to participate. This study included five participants. The number of participants and the representations of different groups may have inhibited transferability of the findings and created delimitations in the research.

Definitions of Terms

- *Workplace bullying*: Conscious, reoccurring, health-degrading ill-treatment of an individual by one person or a group of people that progresses into insults, both verbally and nonverbally, with demeaning that is demoralizing, controlling, hostile, and mortifying; interrupts and inhibits the attainment of everyday operations; or a blend of transactions (WBI, 2010).

- *Behavior:* The method in which a person acts or conducts themselves ("Behavior," n.d.).

- *Downwards bullying*: Arises when leaders bully an employee who is considered a subordinate (Branch, Ramsay, & Barker, 2007).

- *Incivility*: A method of uncharacteristic conduct that spans from cruelty to disrespect, which may or may not include hurting the target (Pearson, Anderson, & Porath, 2005).

- *Workplace mobbing:* Negative workplace behavior by a perpetrator to a recipient; also known as workplace bullying (Leymann & Gustafsson, 1996).

- *Perpetrator:* The individual whose behaviors toward a target are defined as workplace bullying. This individual is also called the bully (Zapf, 1999).

- *Target:* The recipient of the workplace bullying behavior conducted by the perpetrator (Einarsen, 1999).

- *Workplace aggression:* Includes a wide range of counterproductive workplace behaviors that rely specifically on the intention of the perpetrator to inflict harm on the recipient (Neuman & Baron, 2005).

- *Workplace bully:* An individual, who possesses power, who identifies another individual to receive systematic negative workplace behavior that occurs on multiple occasions over an extended period of time and results in psychological and physical consequences for the target (Branch et al., 2007).

- *Workplace deviance:* Conduct that is intentional and is distinctive compared to normal behavior that jeopardizes and impedes workers in the workplace (Appelbaum, Deguire, & Lay, 2005).

- *Organizational culture:* Organizational culture includes the mindset, consciousness, feelings, views, attitudes, practices, philosophies, beliefs, and standards of an organization. Organizational culture is viewed as having a

collective set of values, norms that are consistent, and professional interactions that are productive (Šimanskien & Paužuolienė, 2010).

Importance of the Study

The importance of exploring and identifying workplace bullying within an educational organizations is to provide information that legislators, school districts, and administrators may utilize to assist in diminishing the problem. A more detailed understanding of workplace bullying, bullying behaviors, and organizational culture can present avenues to safeguard and guarantee the targets' civil rights are not violated. The findings from this study may assist in relationship building in educational organizations among administrators and teachers. The study may offer reliable and valid evidence that legislators can use to take on a genuine position to stand against workplace bullying.

There have been several studies conducted on bullying among children on playgrounds. However, studies conducted concerning workplace bullying in educational organizations, specifically when the bullying is initiated by school administrators, is limited. Conducting a study that explores the impact school administrators' bullying behaviors have on elementary-school teachers will add to the current body of research concerning workplace bullying. Understanding reasons for bullying and methods to prevent bullying in schools can bring about change to this growing phenomenon. Teachers as well as students endure mistreatment and actions induced by other people (Bradshaw & Figiel, 2013). These actions can have shocking and harmful outcomes that can be distressing to the teacher, which can ultimately be transferred to the students (Bradshaw, Waasdorp, & O'Brennan, 2010).

Victims of bullying have rights that protect them from abuse and exploitation by leaders in organizations. The harm that workplace bullying may cause extends beyond psychosocial and physical hurt. The emotional anguish may produce damage and destruction, mentally. The stories of the mistreatment triggered by bullying in the workplace are countless and typically untold. This study coherently explored workplace bullying and assisted in deciphering the damage that can promote change. This study attempted to collect information from participants who had personal experiences with bullying (Lutgen-Sandvik, Alberts, & Tracy, 2006).

Teachers may feel that they do not have a voice and are imprisoned in organizations that involve unethical supervisors that are callous and vile. This study sought to provide an amplified consciousness of the bullying conduct and behaviors that school administrators may personify. When educational institutions are equipped with a more profound understanding of workplace bullying, these organizations may be able to influence current cultures that contribute to safety and professionalism. The findings contained herein may expand the knowledge of workplace bullying carried out by leaders in educational institutions.

CHAPTER TWO: REVIEW OF THE LITERATURE

The purpose of this qualitative study was to research the perceptions of retired teachers and the impact of school administrators' bullying behaviors on retired elementary-school teachers. This chapter provides a discussion of the literature about workplace bullying. Further, this chapter describes the theoretical framework of this study, which is based on the organizational-leadership theory. A historical review of bullying, research on workplace bullying, and the pervasiveness of workplace bullying in America is discussed in this chapter. The literature review includes current findings of workplace bullying, alternative viewpoints, and defines workplace bullying as discussed in this study. This chapter describes and discusses adult bullying, bullying characteristics, workplace bullies, and the attributes of the target. Additionally, the work setting and the effects of bullying on organizational efficiency is discussed. This chapter is further intended to show how bullying affects health, job satisfaction, and physical and mental issues. Raver (2004, p. 8) stated that the awareness concerning the research on the "dark side" of workplace bullying in organizations has thrived. This study intended to "fill a gap or void in the existing literature" (Creswell, 2005, p. 64) and investigate the subject comprehensively; it provided witnesses and targets with a voice, which this review indicated is absent in the present literature.

Organizational-Leadership Theories

The phenomenon of bullying has prompted extensive reactions around the world (Patton, 2002; Värtia-Väänanen, 2003). Workplace bullying is a widespread phenomenon that has permeated throughout most organizations. Researchers are working to understand the issues of workplace bullying (Patton, 2002; Vartia-Väänänen,

2003). Workplace bullying usually occurs in environments built on relationships and camaraderie. The costs attached to bullying can become a concern to organizations. Research on workplace bullying conducted internationally has been the catalyst for studies in America (Mueller, 2006). Academic research concerning workplace bullying has only recently been developed despite the numerous articles, records, manuscripts, and reports that have explicitly illuminated the agony, grief, psychological anguish, fatigue, stress, depression, and professional sabotage endured by targets (Mueller, 2006). The governments in these countries support and fund programs that prevent this type of conduct and have instituted anti-bullying laws (Mueller, 2006). Keashly and Jagatic (2003) show that the most crucial assessment of the frequency of bullying in America stems from a study conducted in 2000 that randomly tested the population of Michigan. The study concluded that more than 16% of the participants reported that their daily activities are inhibited due to workplace violence and that approximately 1 out of 6 employees in the workforce is bullied (Keashly & Jagatic, 2003).

Throughout the past 15 years there have been a number of global studies and theoretical methods centered on the issue of workplace bullying (Blase & Blase, 2003). Meaningful and consequential research has been developed internationally (Blase & Blase, 2003). Regulation and structural rules describing mistreatment in the workplace have also surfaced in numerous countries. Current research suggests that bullying is prevalent internationally. The United States has a society made of different cultural backgrounds. The American workforce is becoming more and more diverse due to the influx of people coming to the United States. Most organizations are not prepared to take on issues dealing with problems that arise based on discrimination and equality. These

organizations may not understand the different backgrounds, ethnicities, and cultures. Therefore, workplace bullying can surface. Consequently, these organizations represent the systems, practices, and causes for hostility, anger, and belligerence of the general society (Newman-Carlson & Horne, 2004).

Actions, behaviors, occurrences, and many other aspects that illustrate perplexing conduct that influences and promotes maltreatment among adults in organizations is widespread. America trails European countries in studies concerning bullying (Cortina, 2003). Workplace bullying is avoided and masked by the influx of issues surrounding global competition, economical efficiency, and politics. Namie and Namie (2003) noted that due to other international news and problems, bullying and mistreatment of coworkers are overlooked.

Bateman and Snell (2010) stated that organizational culture encompasses established norms that consist of a common language, aims, routines, and procedures. An effective organizational culture encourages and recognizes professional and unprofessional conduct that prevents productivity (Bateman & Snell, 2010). Some organizational cultures promote adverse behaviors that are deemed workplace bullying. Organizational leaders should address, monitor, and control these practices internally, by first setting the example (Bateman & Snell, 2010). Vision statements and goals should be implemented in organizations and should articulate and maintain provisions that focus on proper and improper behaviors by acknowledging and supporting professionalism through a reward system (Bateman & Snell, 2010). Bateman and Snell (2010) further stated there is a necessity to inhibit insensitive conduct emanating from leaders down to subordinates.

The 21st century standards to have every student prepared for college have delivered expectations that are overwhelming, but critical to success globally (Shockley-Zalabak, 2012. If people are to conquer these expectations successfully, there must be a permeation of cooperation, collaboration, and character, especially in the organizational structure (Shockley-Zalabak, 2012). The provisions necessary to endure the issues that stem from multifaceted and compound tasks are frequently linked to conflict and discord (Shockley-Zalabak, 2012). Financial stimulation and burdens around the world, increased diversity, transforming technology, a growing consciousness of organizational connections to people around the world, and a group of other influences assist in building relational constructs (Shockley-Zalabak, 2012). Workplace bullying is comprised of more than hostile and belligerent conduct. Bullying actions can diminish a targets' well-being, capability to perform duties on the job, psychological health, self-confidence, dignity, and monetary states (Namie & Namie, 2003; Prentice, 2005). Bullies have a damaging affect upon the organization (Namie & Namie, 2003; Prentice, 2005). Effectiveness, safety, and success can be demolished when bullying infiltrates and organization (Prentice, 2005). Organizations frequently include people with indistinct temperaments who are determined to condemn, disparage, demean, and to defeat other people (Prentice, 2005). Some organizational supervisors neglect to acknowledge bullying and they have been known to be the perpetrators (Prentice, 2005).

Countries abroad identify and acknowledge workplace bullying more often than in United States (Espelage & Swearer, 2003). There is an abundance of information and government views on the topic of workplace bullying in Europe and limited resource in America (Espelage & Swearer, 2003). Leaders who ignore or disregard concerns of

workplace bullying discount the financial consequences (Prentice, 2005). Thoughtless leaders can misinterpret threatening and forceful bullying as sound leadership or cause disadvantages among workers (Prentice, 2005). Furthermore, leaders might deem that menacing acts of bullying encourage camaraderie (Prentice, 2005). The current literature indicates bullying triggers regression in employee optimism, undue absences, loss in productivity, and the demise of other meaningful components in organizations (Prentice, 2005).

Historical Overview

The history of bullying is extensive. Researchers in the past focused primarily on bullying in schools, among adults, and the mistreatment of the feeble and by the most powerful (Rigby, 2002). While a considerable amount of research has been organized concerning the consequences of bullying among adults on the job, a large portion of this literature has been conducted in European nations where workplace bullying is deemed a problem and a safety issue for all stakeholders (Mueller, 2006; Needham, 2003). These nations have initiated methods to inhibit bullying in the workplace.

Bullying is prevalent in many organizations and it is not a new phenomenon in the workplace (Lutgen-Sandvik & Sypher, 2009). Bullying can happen when one or more persons have control over another. Beginning in the late 1950s through the 1980s, behavioral and political scientists examined and reviewed bullying behaviors and their multifaceted effects on individuals' lives and work environments (Bachrach & Baratz, 1962). The different types and forms of workplace bullying is supported by Bachrach and Baratz's (1962) discussion on the topic of power and dominance as it relates to people and their positions and levels of hierarchy in organizations. The interactions

among organizations and the employees can be connected to the U.S. history of labor and employment laws, which is comparable to the master-servant relationship (Lutgen-Sandvik, 2008; Namie & Namie, 2003). The compounded consciousness of diverse groups of people who suffered torment in the work environment may have prompted the widespread civil rights movement. These actions may have commanded transformation and revolution of legal rights for all people.

The U.S. civil right laws were enacted during the 1960s concerning the rights of all people surrounding gender and race matters that carry and mirror the exact undesirable influences of workplace bullying, such as threats and verbal and physical mistreatment. Dreier (2007) explained that Dr. Martin Luther King, Jr. was an American leader and activist of the civil rights campaign during the 1960s. Dr. King assisted people of all backgrounds in identifying the significance of labor unions with safeguards from discrimination, ill treatment, and other benefits (Dreier, 2007). Through collective bargaining procedures between organizational leaders and employees, unions could ensure that the maltreatment ceases and the power is returned to the worker (Yamada, 2000).

Leymann (1996a), a Swedish psychologist, was one of the first to initiate a study explicitly geared towards the distinct behaviors of workplace bullying in the 1980s. Leymann (1996a) described bullying as mobbing. The conduct of bullying can be interpreted as degrading and vicious by the people who experience bullying (Leymann, 1996a). Denenberg and Braverman (1999) asserted that in the discipline of organizational behavior, risk management, and analyzing organizations that are inclined to violence in the United States, violence emerged more in the 1990s. The decrease in

financial and fiscal markets and the reduction in teacher-coalition affiliation following the 1980s harmed these groups' administrative and arbitration capabilities (Wallerstein & Western, 2000). Because of the decline in these negotiations, many coalitions were unable to assist employees as needed.

Yamada (2000, p. 1) identified bullies as dictators or tormentors who are superiors, and others who "inflict psychological abuse on their coworkers," making this a critical issue to workers. The weakening of labor unions and the diversity of the workforce may have compounded the number of bullies and the bullying opportunities. Subsequently, these actions can lead to the loss of highly qualified teachers, the increase of teacher turnover rate, a change in profession, job loss, and early retirement.

The Ramifications of Bullying Behaviors on Mental and Physical Health

Kivimaki et al. (2003) stated that there are many medical illnesses that are related to workplace bullying. Research has indicated that physical and psychological illnesses are associated with workplace bullying. Researchers who studied workplace bullying indicated that of the more than 10,000 faculty, staff, and maintenance personnel investigated, more than 74% revealed that they had related causes of medical issues that were based on stress to depression, anxiety to trauma, and cardiovascular disease (Kivimaki et al., 2003).

Olweus's, who was one of the first researchers to study workplace bullying, work indicated that bullying could be considerably decreased in educational organizations through deterrent and preemptive procedures (Rigby, 2002). The Olweus Bullying Prevention Program viewpoints are grounded in empirical research in which philosophy and basic application are meticulously incorporated (Rigby, 2002).

Andrea Adams, British broadcaster and journalist, established and realized the implication of workplace bullying caused by adults in the United Kingdom and its significant damaging effect on an individual's well-being, life, and temperament (Rigby, 2002). The first two installments about bullying were broadcast on BBC radio and received an overwhelming response (Rigby, 2002). In 1992, Adams wrote the book *Bullying at Work*, that proposed methods to assist in dealing with the traumatic, often dividing incidences encountered by adults of different genders (Rigby, 2002).

Workplace Bullying Research

Murphy (2013) conducted a qualitative phenomenological study that examined and revealed the different forms of workplace bullying centered on the participants' insights and experiences. Murphy further expressed that the absence of applicable procedures to address workplace bullying poses a problem for people in the American workforce. The lack of mechanisms and controls that address bullying prevention make it difficult for targets to report the bullying for fear of being further harassed, seen as pathetic, or being terminated. The investigation consisted of 24 managers and personnel from several institutions living in the Charlottesville, Virginia area (Murphy, 2013). The outcome divulged the notion that the obligation lies with all who are involved. Additionally, it disclosed that bullying was ubiquitous in this organization and encompassed conduct that exhibited behaviors conducive to threats and verbal and nonverbal mistreatment, which consisted of shouting, hollering, swearing, taunting, and causing pressure and strain to make targets feel devastated and wanting to avoid others and that particular atmosphere (Murphy, 2013). The participants in this study revealed that they had seen specific acts of bullying by a leader and the act that stood out the most

for them from their leader was fear of termination (Murphy, 2013). This led to a shared effort to alleviate bullying, and it created a paradigm shift in the organization (Murphy, 2013). Findings from Murphy's study afford institutions the opportunity to accurately examine bullying and appropriately stand against bullying in the workplace (Murphy, 2013).

Finck (2013) conducted an auto-ethnography study to investigate his personal account with workplace bullying utilizing current research, theory, and an initial review of how other colleagues view and describe workplace bullying. The investigation included conveyed discussions, linked involvements of the participants, and their conduct and actions surrounding the problem (Finck, 2013). The investigation consisted of two phases. Phase 1 involved two in-depth discussions acquiring an extended level of qualitative evidence, where diagnostic notes materialized based on local and institutional traditions (Finck, 2013). Phase 2 was comprised of his encounter with bullying in a higher-learning institution. There were four constructs offered sequentially, which consisted of graduate studies, initial and middle professional experiences, and doctoral studies (Finck, 2013). Finck (2013) noted that the documents were continually examined for clarification by continuously assessing, and evaluating his personal experiences, the literature, and interviews. Finck stipulated that numerous topics and subjects surfaced from the study that were equally situated between the target and the bully such as bullying actions, position and power, organizational structure, and cultural constructs and the impact on the target. The similarities between Finck's personal encounters, literature, and the bullying experiences were consistent with, and a result of, organizational structures that reinforced and safeguarded workplace bullies (Finck, 2013). Many levels

of hierarchy in these organizations encouraged bullying conduct, which caused health issues, blatant attacks, power, and position (Finck, 2013).

Pervasiveness of Workplace Bullying in America

Different descriptions of workplace bullying have compounded during the last 25 years. In 1973, a study was conducted by Northwest National Life Insurance. This study revealed that 25% of employees in the United States stated that they were targets of bullying behaviors such as verbal and nonverbal abuse, intimidation, violence, hostility, and several other unsolicited behaviors (O'Leary-Kelly, Griffin, & Glew, 1996). Keashly and Jagatic (2003) examined the population of Michigan and inquired if anyone had undergone "emotionally abusive behavior at the hands of a fellow worker" (p. 35). The results indicated that 27% of the population stated that they were exposed to bullying on the job in the previous year, and 59% stated that they were victimized by a colleague. In 2007, an investigation assigned to Zogby International by the Bullying Institute determined that bullying is global (Keashly & Jagatic 2003). Zogby piloted 7,740 electronic dialogues, with a portion of employees being from the United States, and deemed that 37% of the employees stated that they were interfered with, disrupted, mistreated, degraded or embarrassed by a colleague sometime during their time on the job (Keashly & Jagatic, 2003). Keashly and Jagatic (2003) determined that the Zogby report may have been inconsistent between studies due to the details or limitations of the data. The specific actions recorded in the Zogby report conflicted with the overall question of abuse in the study (Keashly & Jagatic, 2003). The data collected on the Zogby report was aligned, however, with the results of the research performed around the world (Keashly & Jagatic, 2003).

Einarsen and Raknes (1997) studied 464 naval men in Norway, and ascertained that 22% of the subjects had been victims of bullying behaviors such as ignoring, mocking, excluding, or spreading rumors on a monthly basis within a 6-month period. Additionally, Tehrani's (2004) investigation of 165 healthcare specialists in Britain established that 40% of the participants had been victims of bullying actions. Similarly, a study of workplace bullying in health-care companies determined that 38% of the subjects stated that they were bullied by their boss (Rutherford & Rissel, 2004).

Current Findings

Current methodologies have embraced an environmental view that investigates the entire perspective of the circumstances where bullying can transpire based on leadership on the job (Namie, 2003). Studies on bullying behavior and harassment have stated that all tyrants are motivated by an obsession to pursue others through a desire to manipulate and control (Brunner & Costello, 2003; Namie & Namie, 2003). Although the belief is that bullying is initiated by the bully, psychological research stipulates that bullying can be a personality of the target (Persaud, 2004). Some researchers believe the targets are foreseeable and known in the workplace (Persuad, 2004). Judge (2006) indicated that bullies lack confidence and are apprehensive so they target people who are more proficient and skilled. The leadership or management in an organization can instigate bullying and the bully can mirror the actions of their leaders (Judge, 2006). Bullies tend to refuse to acknowledge the wrong that they commit. Anybody can be bullied, but the most capable and experienced are victimized because the bullies are intimidated and bullying behavior permits bullies to feel powerful (Namie & Namie,

2011). Bullying ploys can be harmful to a target's job status and impede the target physically, psychologically, and financially (Namie & Namie, 2011).

Workplace Bullying Viewpoints

Behaviors such as bullying should be investigated due to possible accrual of expenses and allocations of funds allowed for a particular organization. Organizations must have a duty to address bullying in the workplace. These organizations should be accountable for maintaining the preservation of the culture and the environment, including the behavior and safety of the employees. Ford (2005) stated that bullying is more widespread than sexual harassment. Legal costs can be considerably high in these organizations due to employee turnover, absenteeism, and unfair practices under the law. These organizations can lose the most pertinent and significant employees (Mattice & Garman, 2010). Costs generated due to the execution of health programs to assist employees can cause premiums to increase significantly (Mattice & Garman, 2010).

Targets of bullying often communicate their experiences to their HR department, which provides substantiated proof of bullying in the organization. Bystanders should recognize the bullying that takes place in organizations. Namie (2003) stated, "Fear-driven workplaces with poor morale undermine employee commitment and productivity" (p. 5). It is difficult for organizations to recruit and keep good employees when bullying is ignored and is a part of the organizational culture (Namie, 2003; Reddy, 2005). Arguments can be formulated suggesting that bullying is a method used to inspire and foster competition among employees in the work environment (Rigby, 2002).

Researchers (Einarsen & Mikkelsen, 2003; Quine, 1999) utilized preemptive hostility that consisted of calm, objective, focused aggravating behavior, and then used

the expression, responsive behavior when the offense changed to persistent, enraged behavior. When bullies are not held responsible for their actions, a toxic workplace can be formed. Organizational supervisors, managers, leaders, and human resource representatives can be reluctant about and dissuaded from examining the problem of bullying. Taking action against the issue consists of completing paper work, discussing the issue, and possibly relieving someone of his or her job duties. Leaders who disregard and overlook bullying in their organizations are protecting themselves and their jobs (Namie & Namie, 2003). Most organizational leaders do not have the skills, competence, or may not be familiar with bullies, behaviors, or grievances presented by the victims of bullying.

Workplace Bullying Defined

Einarsen (1999) defined bullying as recurrent behaviors and actions aimed at one or more employees, unsolicited by the target, and that may be accomplished intentionally or involuntarily. It can also unambiguously instigate undignified insults and suffering, and that may restrict productivity and trigger an objectionable working culture (Einarsen, 1999). Bullying is a need for the offenders to hunt and deliberately dominate the target in a calculating manner that entails concerns for the target (Namie & Namie, 2011). The bully typically recruits additional people to join in and participate in the bullying, and regardless if they decide to participate or not, the bullying intensifies and undermines the benefits that are linked to productivity and professionalism in the organizations (Namie & Namie, 2011).

Namie (2003) determined that bullying in the workplace is common; however, to comprehend it, one would have to recognize the distinction between innocuous vulgarity,

impoliteness, insensitivity, goading, and other established forms of relational and social

torture. He also believed that bullying is a practice of viciousness, but seldom includes

combativeness, killing, or assault (Namie, 2003). Bullying is typically nonfatal,

nonphysical torment (Namie, 2003). Research has shown that bullying may not have a

respect of person, which means that all people at all levels are subject to the

mistreatment. Bullying can permeate peripheries of gender and structural status.

Workplace bullying is described as a blurred, ambiguous relational aggression

that is intentional, recurrent, and amply harsh as to offend the individual's vigor, strength,

or financial standing. Additionally, it is motivated by the culprits' desires to dominate

and to manipulate the targets, while undercutting authentic organizational concerns.

Throughout the past 15 years, there has been an excess of global studies and theoretical

methods centered on the issue of workplace neglect (Blase, 2009). In-depth research

surrounding this phenomenon has been developed internationally (Blase, 2009). Some

regulation and structural rules describing maltreatment in the workplace have also

surfaced in numerous countries.

Workplace bullying is not often spoken of in today's society; neither has it been

found to be a serious issue among administrators and teachers. Bullying causes undue

stress for the target (Field, 1999). Experiencing isolation, intimidation, exclusion,

discrimination, and racism in a school system among adults in the 21st century is

embarrassing and humiliating (Field, 1999). In 1994, a study piloted at a Finnish

university (Bjorkqvist, Osterman, & Hjelt-Back, 1994) analyzed 338 workers who had

undergone workplace bullying and one outcome of this study determined that the issues

that existed among the coworkers was jealously of job opportunities and status, which is considered the major source of bullying among coworkers.

Einarsen's (1999) research reinforced the assumption that jealousy is a major underlying component in workplace bullying, and he discovered that this transpires because the victims are seen as workaholics, thorough, extremely skilled, committed, and responsible. Therefore, the bullies conclude that the target's ability to work hard is condescending or narcissistic. Consequently, in an attempt to stay relevant on the job, the bully reacts unprofessionally by demeaning the target, excluding the target, suppressing significant information, or creating unattainable goals (Einarsen & Mikkelsen, 2003; Harvey & Keashly, 2003). Einarsen and Mikkelsen (2003) determined that the bully and the target deemed that they were deficient in skills that implore managing communication and interpersonal control.

From an organizational standpoint, Salin (2003a) speculates that there are constructs that lead to and permit practices that allow people to bully. These dynamics may provide a rationalization for why bullying occurs (Salin, 2003a). In part, changing atmospheres (Baron & Neuman, 1998; Salin, 2003a; Rayner, 1998; Sheehan, 1999) such as scaling back (Salin, 2003a; Vickers, 2002; Zapf, 1999) and adjusting job duties (Baron & Neuman, 1998) are major causes of workplace bullying. When these kinds of structural changes arise, personnel may develop an intensified awareness of uncertainty on the job, imagine losing control, or that their assignments are multiplying (Harvey & Mikkelsen, 2006), and this may elicit bullying behavior in the workplace (Salin, 2003a). Adjustments in the structure of the labor force or an increase in diversity are additional

explanations for the increase in workplace bullying (Baron & Neuman, 1998; Harvey, Treadway, & Heames, 2007).

Namie (2003) pronounced that there are obvious and confirmed descriptions of an organization that is considered a bully-inclined workplace. Most organizations are compelled to produce the figures that make them stand out among the rest. The decrease in the economic status in different organizations and the demand to cut personnel and salaries in educational institutions may spearhead callousness, cruelty, and produce an environment of ruthlessness and derision. Bullying is a driven demand to transfer hostility and it is coupled with the representation of insufficiency and lack of professionalism that is propelled onto targets through power, suppression, condemnation, rejection, and exclusion (Field, 1999).

Astonishingly, investigation of bullying in universities is rarely performed and ignored when studied by researchers in that setting (Keashly & Neuman, 2010). The omission of this evidence is overlooked intentionally for several purposes. It is positioned against consistent proof of supplementary practices, and characteristics of aggressive and degrading conducts at these universities, such as student and staff discourteous manners in class settings (Braxton & Bayer, 2004). Additionally, the value of social interactions, such as dedication and commitment to a single cause, and a respect for matched power, is an imperative dynamic in job satisfaction (Norman, Ambrose, & Huston, 2006). The massive collected works and sources on discord and substandard professionalism in universities (Cameron, Meyers, & Olswang, 2005; Euben & Lee, 2006; Holton, 1998) emphasizes the organizational and relational instances for conflict, and possibility for opposition in these locations. Conclusively, aggression in the

academic world is partially founded on the countless structural functions that intensify the chances of adverse activities in educational organizations (Neuman & Baron, 2003; Twale & De Luca, 2008).

Bullying is a nonstop relinquishment of accountability, such as rejection, blame, fabrication of ill-treatment, and prolonged by a fearful environment, lack of knowledge, irrelevance, suppression, distrust, deceit, avoidance of responsibility, acceptance, and incentive or advancement for the bully (Field, 1999). In 1994, the Manufacturing Science and Finance Union determined that the word *bullying* was used to describe a repeated pattern of negative, intrusive, volitional behavior against one or more targets and comprised constant, trivial, nit-picking criticism, refusal to value and acknowledge, undermining, discrediting and a host of other behaviors (Field, 1999). Bullying is a persistent, unwelcomed behavior, mostly using unwarranted or invalid criticism, fault finding, exclusion, isolation, being singled out and treated differently, being shouted at, humiliated, excessive monitoring, and having verbal and written warnings imposed (Field, 1999). In the workplace, bullying generally concentrates on malformed or contrived assertions of inadequacy (Field, 1999). Although studies have haphazardly and methodically ignored bullying in the academic arena, this has not been the paradigm consistent with accepted technological routes and established written works. *The Chronicle of Higher Education* has issued several current editorials and critiques on intimidation and maltreatment that transpires in schools (Fogg, 2008; Gravois, 2006). This infers that bullying in the workplace is prevalent and that there should be a collaborative effort by researchers to purposely attend to this phenomenon.

Adult Bullying

Bullying is rarely reported, whether it is physical or verbal, and the workplace affords occasions for extensive and varied concealed and threatening practices (Namie & Namie, 2003). Many researchers define workplace bullying as harassment, psychological horror, abuse emotionally, oppression, persecution, and victimization (Needham, 2003; Rigby, 2002). Bullies abuse their colleagues with language and both verbal and nonverbal actions as an alternative to physical fighting (Davidson & Dougherty, 2003). Subtle bullying, from all levels, is practically in every organization (Namie & Namie, 2003).

Studies on bullying in schools and workplace bullying are comparable in the meaning and characterization (Rigby, 2002). DeVoe and Kaffenberger (2005) acknowledged that bullying is comprised of three critical components "(1) the behavior is aggressive and negative and meant to harass; (2) the behavior is carried out repeatedly; and (3) the behavior occurs in a relationship where there is an imbalance of power between the parties involved" (p. 1). There are four leading components that cause harassment in the workplace: (a) inadequate training and foundational framework, (b) lack of professionalism and substandard conduct shown by leaders, (c) a publicly subjected perception of the target, and (d) a minimal ethical model set in the organization (Leymann, 1993). When one or more people single out or subject a person to undesirable or adverse actions continually and over a period of time, the target is being bullied (Olweus, 1999). The most significant and distinctive characteristic is that the adult bullies' behaviors harm victims' well-being, personalities, confidence, personal

connections with friends and relatives, finances, employment, or blend of some or all (Namie & Namie, 2003).

Prior research indicates several studies concerning bullying among children and a limited amount of studies concerning workplace bullying in educational organizations among adults. Understanding reasons for bullying and methods to prevent bullying in schools can bring about change to this phenomenon. Workplace bullying has affected as much as 34.4% of the American labor force, which is about 53 million workers (WBI, 2010). Educational organizations have addressed bullying in several states by supporting and introducing laws since 2003 by the Healthy Workplace Bill Campaign (WBI, 2007). Freedom From Workplace Bullies Week 2012, broadcasted from the National Press Club in Washington, DC, has heightened the comprehension of the bullying epidemic (Yamada, 2012).

Leader Responsibility

Bullying, employee well-being, and safety are not at the top of the list of organizational urgent concerns (Barron, 1998). Overseeing bullying on the job, safety, and health is critical and it is the charge of all managers. Bullying has detrimental, harsh, and injurious influences on the target. Einarsen and Mikkelsen (2003) and Zapf and Gross (2001) stated that the consequences that the target has to go through consists of constant worry, misery, sadness, insecurity and emotional turmoil. Targets of bullying are inclined to suppress the suffering they undergo in these complex, demonstrative, strict conditions, which can produce bad health. Prior research also indicates that a profoundly different form of manager to subordinate rapport is necessary in this era of a progressively constricted work industry (Glendinning, 2001). Changes in education that

include standardized testing, common core curriculum, teacher evaluations, funding, globalizations, and student achievement are specific reasons why managers and subordinates must work collaboratively and cooperatively to increase learning. Bullying in an organization is assumed to be more distressing and alarming for workers than any other form of work induced tension (Einarsen, 1999). Change in an educational institution can cause turmoil, particularly if there is a lack of effective management. Leaders are responsible for setting the example for employee behavior.

Characteristics of a Bully

Bullying in the workplace is often indirect and can be very tough to uncover or identify. Bullying conduct is a misuse of authority and a plea to threaten and taunt others (Namie & Namie, 2003; Rayner, Hoel, & Cooper, 2002). The conduct of bullies has been categorized and is based on forms of different behavioral disorders that may have manifested in bullies early on (Vartia-Väänänen, 2003). Compulsive and egotistical conduct of bullies in the workplace is an indication that they may not have any regard for the livelihood of others, which suggests that they place their needs and wants as priority, overlooking the mission of the organization (Fischer-Blando, 2008). Bullies frequently perceive inoffensive deeds of their coworkers as adverse and they pursue vengeance for these alleged incidents through threats or physical action (Middleton-Moz & Zadawski, 2002). There is a consensus that bullies are self-absorbed, callous, spiteful, and apprehensive. They are often incapable of taking the initiative to accomplish tasks and are threatened by colleagues who are highly skilled (Kitt, 2004). Bullies who use aggressive behaviors to display sureness are typically known within the organization, but are infrequently conveyed to higher authorities (Needham, 2003).

The Bellingham, Washington's Workplace Bullying and Trauma Institute revealed bullying often originates from self-doubt, and even resentment of other colleagues (Schachter, 2004). Bullies can be docile or violent, but are seldom confident. Bullies are hard to uncover while being interviewed. Many organizations disburse excessive premiums and annual fees for insurance to guard against bullying, harassment grievances, and other complaints. Organizations can save money if they become cognizant and conscious when they interview potential employees. Many bullies are not capable of being charismatic, inspirational, or pleasant so they are inclined to threaten others (Furnham, 2004). Leaders must be assured and convinced that new hires do not change the atmosphere of the organization in a negative manner. Most workplace bullies attempt to hide insufficiency and incompetence (Namie & Namie, 2003). Most bullies lack intellect and are deprived of coping mechanisms (Goleman, 2005). Bullies have a necessity to dominate, and blame others for things that go amiss, while ignoring the role they played in the chaos (Schachter, 2004). Bullies, who are close to being identified or divulged, pretend to be victimized and try to shift the attention back to them, which is an example of manipulation. Bullies tend to cry in order to get people to feel sorry for them (Fischer-Blando, 2008). Serial bullies, particularly females, are known for craving attention by portraying themselves as the one being targeted, and the actual target as the one causing the problems (Fischer-Blando, 2008). Targets of bullying are usually considered and characterized as overly suspicious, unreasonable, and paranoid (Bully OnLine, n.d.). The work environment in situations where bullying exists is immobilized by trepidation, unable to generate consistent significant work, and in danger of decrease

in productivity with detrimental health situations and an escalation of responsibility for

occupational hazards (Namie & Namie, 2003).

Workplace Bullies

Namie and Namie (2003) stated, "People arrive at bully-hood by at least three

different paths: through personality development, by reading cues in a competitive,

political workplace, and by accident" (p. 14). There are various types of bullies. Leaders

should be able to identify the many indicators of bullying because it can assist in

managing the problem (Fischer-Blando, 2008). Deceptive bullies are knowledgeable and

they take the time to learn how to hurt others; their personalities emerge as the skilled,

craving attention, usually argumentative with others, and critical, while displaying

hostility with cynicism or being accusatory behind the backs of others (Fischer-Blando,

2008). Fischer-Blando (2008) deemed that the interrupter continually takes over the

conversation while others are talking, and the bulldozer steamrolls and try to demolish

any new and innovative developments in the organization because he or she is terrified of

change.

Fischer-Blando (2008) stated, "The promotion-seeking bully may have once

seemed like a normal, non-threatening, easy-to-get-along-with employee" (p. 33). The

bully who seeks recognition and promotions and acquire some control, becomes "power

drunk," preoccupied with attaining more control, and consistently strategizes and

contemplates how to increase his or her position in the hierarchy (Prentice, 2005, p. 1).

The insistent behaviors of a bully who is demanding and under stress are momentary

(Prentice, 2005). The bully does not ordinarily have a bullying nature or temperament;

however, the bad conduct is usually a result of being overwhelmed by demands that are

work related or from personal strains (Fischer-Blando, 2008). Prentice (2005) stated, "The pressurized bully has temporarily lost the skills to separate his or her stressful feelings from social interactions with other people" (p. 1).

Attributes of the Target

Bullies usually single out who they desire to bully. Bullies do not try to terrify everybody in the organization. The dynamics that come in to play when bullies intend to choose their targets consist of the bully's incompetence, self-confidence, the bully's work level, and his or her capability to bully without having to take responsibility or being held accountable for the behavior (Fischer-Blando, 2008). Other factors consist of the target's individual disposition and his or her opposition or refusal to accept the perpetrated acts (Namie & Namie, 2003). All members of an organization can experience the abuse produced by a bully (Fischer-Blando, 2008). Targets are usually confident, skilled at their job, cooperative, and professional. Targets usually take on the responsibility of the mistreatment placed on them by the bully (Namie & Namie, 2003). Unless there are several targets at the same time, the target is usually deemed unfriendly, not suited for that particular environment, not a team player, or at fault, by the bully. Most targets are innovative, highly qualified, competent, and devoted to the mission of the organization. Goleman (2005) opined that targets are typically individuals portrayed as psychologically logical and intellectual. Targets of bullies usually deal with the situation, sometimes reflect on their own conduct, and alter their behaviors when they feel like they are at fault. Targets often excel and are skilled on the job, which can cause the bully to feel incompetent and envious (Fischer-Blando, 2008).

Work Environment

Certain organizations permit and tolerate bullying offenses more than other organizations (Fischer-Blando, 2008). The more-effective structured organizations have zero tolerance for bullying. Most aggressive, rude, unprofessional, contradictory employees do not last long in strong and advantageous organizations. Harvey et al. (2006) determined that, "People, for social, environmental, and biological reasons, need to dominate others and the workplace provides them with a location that, if not properly managed, allows them to exercise their need to control" (p. 1). It is becoming more apparent that bullying is being overlooked; therefore, it has become a significant part of the organizational culture. Yandrick (1999) stated that bullying "is a problem that knows no geographic boundaries and is not confined to a particular industry" (p. 1). All organizational levels may be responsible for the bullying behaviors. Teammates, leaders, and other colleagues may witness these acts and refuse to report the abuse for fear of their jobs. The more organizations allow for cliques and what are known as favorites among workers, the more likely bullying behaviors will be discounted and may even be insentiently tolerated (Furnham, 2004).

Prior studies show that adult bullying happens more often than reported and can have severe repercussions for employers (Namie & Namie, 2003; Needham, 2003; Rayner et al., 2002). One out of every 6 U. S. employees experiences some form of bullying in the workplace (Massingill, 2002). These behaviors continue to be ignored and are now more prevalent problems that decrease the overall morale of the organization, health, job satisfaction, and productivity (Holt, 2004). Bullying acts are

leading causes for high spikes in organizational health-care costs, disability, and litigation procedures (Holt, 2004).

Often, the bully is insufficient and not skilled at his or her job, so he or she acquires concepts and information from others (Middleton-Moz & Zadawski, 2002) and take the recognition for their colleagues' work. Needham (2003) deemed that workplace bullies encourage their behavior in work settings that utilize a chain of command on different levels for control and prestige, use time served in comparison to efficiency as a means of accomplishment, or use who you know instead of what you know to attain success. Einarsen and Raknes (1997) established that bullying incidents compared closely with many components of social and organizational work locales, specifically in conflict management and leadership. Most bullying behaviors demonstrate several forms of cruelty and injustice. Employees who are given a voice and are empowered in their personal life and in the work environment are possibly a lot less susceptible to bullying (Rigby, 2002). Environmental and cultural dynamics in organizations may reinforce bullying behaviors. Bullying behaviors can be eradicated in organizations that do not tolerate it. Diversity, social status, and conditions among different groups of people can encourage dictatorial and oppressive behaviors. Tyrannical leaders may support bullying behavior by other managers in the chain of command (Joyce, 2005). Additionally, bullied employees fail to inform HR or other authorities concerning the mistreatment for fear of being terminated. The matter of bullying is demeaning and can cause the organization to decline (Brenner, 2006). Several bullying acts may be observed by colleagues who continue to operate and function unresponsively, tolerating the bullies by

ignoring the acts and not speaking about the occurrence. They overlook the behaviors

because they do not affect them directly (Middleton-Moz & Zadawski, 2002).

Most victims keep quiet for worry of retaliation and reprisal (Furnham, 2004).

Organizations that allow bullying and adversarial exploits on the job can be viewed as

unethical and hostile (Fischer-Blando, 2008). Experimental inquiries have indicated that

bullying is a reflection of the organizational culture, to include underlying forces that

stem from tension, work overload, job satisfaction, leadership roles, relationships, school

reformation, training, and professional development that deal with conflict resolution and

team building, fear, and hierarchal issues (Namie & Namie, 2003; Vartia-Väänänen,

2003). Bully attributes and environmental influences are major factors for the initiation

bullying (Vartia-Väänänen, 2003). Even though certain events, circumstances, and

sources of bullying may change significantly among professions, the structural

framework, procedures, standard operations, and mission mandates are key defining

aspects for anxiety and destructive contact employees have to encounter (Giga, Cooper,

& Faragher, 2003). Some bullies can create chaos that last a long time in organization,

undergoing limited to no repercussions (Fischer-Blando, 2008). Bullies may even leave

their jobs before being held accountable for their actions (Fischer-Blando, 2008).

Bullying can be a cause for teachers' changing careers, retiring early, and leaving the

system altogether. The bully obtains other jobs and initiates the same behaviors in the

new organization (Middleton-Moz & Zadawski, 2002). Studies show that ineffective

organizations allow for a variety of harmful and threatening strategies (Namie & Namie,

2003). Fischer-Blando (2008) stated, "Literature indicated that targets waste time at

work defending themselves and networking for support, thinking about the situation,

becoming demotivated and stressed, and taking sick leave due to stress-related illnesses"

(p. 48). The argument for harsh anti-bullying laws and legislation is undeniable.

There are some laws that provide protection for teacher concerning discrimination

and other unfairness on the job. Under the Equal Protection Clause of the 14th

Amendment, in the Constitution of the United States, people are provided freedom from

discrimination. This freedom protects teachers at public schools from discrimination

based on race, sex, and national origin. These forms of discrimination are also listed and

carried out in the enactment of Title VII of the Civil Rights Act of 1964, which was

amended in 1972, to include educational institutions. This law states that it is an

unlawful employment practice for any employer to discriminate against an individual

based on race, color, religion, sex, or national origin of the individual.

Effects of Bullying on Productivity

Diminished job satisfaction, motivation, mindset, and skill set are significant

predictors of loss in productivity (Namie & Namie, 2003). Past studies investigated other

predictors of the decrease in productivity in the workplace, specifically bully and target

attributes, characteristics, culture, and the environment where the bullying occurs.

Studies indicated that organizations can regress in productivity when there is a noticeable

amount of people who display bullying conduct and workplace aggression. The

monetary costs for workplace bullying affect organizations directly and indirectly. These

costs consist of high employee turnover, staffing, training, and coaching, escalated legal

damages, settlement fees, and employing part-time workers to take position that are not

filled. Other associated costs are observed in declined work ethic, efficiency, yield, and

employee absences (Needham, 2003). Studies show that being a target of bullying has a

deleterious impact on employees (Namie & Namie, 2003). The targets of bullying are frustrated with their job situations, and they experience physical and psychological trauma (Namie & Namie, 2003). Thus far, there has been no study connecting bullying to an advantageous work environment.

Schmidt (2010) conducted research in the attempt to determine if faculty members who are bullied continue to experience the bullying, leave the profession, or are given the option to demand the involvement of a moderator or facilitator to try to turn their workplace situation around. Schmidt believed that these procedures can hinder attempts to improve the situation. Schmidt opined that attempting to eradicate the problem can make the problem even worse. When employees feel that there is no end to the abuse their attitude towards their job and productivity decreases. Keashly and Neuman (2010) determined that for years there has been research on hostility in the workplace; however, bullying in academia has been practically ignored in educational institutions (Keashly & Neuman, 2010). Preventive measures should be taken in all educational institutions.

Health Issues

Tapscott (2009) discussed health issues that are prevalent due to workplace bullying. Research on such health problems are not reviewed methodically. The proposed information was based on an insignificant investigative study. An overview of faculty perceptions and relationship among bullying, as it pertains to health, was the purpose of the study. Tapscott (2009) discussed the significance of bullying. He stipulated that management strategies are significant and contribute to the bullying problem (Tapscott, 2009). Tapscott (2009) further stated that half of the information

found in medical files, and in school unions, explains the details and results of the

bullying experienced by targets in these organizations. Tapscott (2009) additionally

posited that because students see teachers bullying students, so students bully other

students, and because management bully teachers, then teachers bully other teachers.

Job Satisfaction

Results from a survey that investigated several healthful workplaces discovered

that targets can endure lasting damage from bullies in the workplace (Namie & Namie,

2003). The survey was conducted online and indicated that targets of bullying consume

between 10% and 52% of their day trying to shield and guard themselves and trying to

gain support, concentrating on the problem, enduring trauma while being discouraged,

and taking time off due to physical and psychological stress (Namie & Namie, 2003).

Bullies contaminate their work setting with unethical behaviors, worry, angst, aggression,

and rage (Canada Safety Council, 2002; Vartia-Väänänen, 2003). Even though

disgruntled employees rarely make news broadcasts, workplace bullying is prevalent and

typically goes unnoticed. The effects of bullying can cause the target and others to feel

embarrassed, degraded, disgraced, and hopeless, which can modify and destroy all

aspects of their lives (Namie & Namie, 2003).

Physical Symptoms

Bullying is dangerous and has become a problem for organizations, targets, and

other stakeholders (Rigby, 2002). Bullies build their self-confidence by threatening

others (Rigby, 2002). Studies indicated that bullying behaviors have a considerable

adverse effect on the livelihood of the targets and the employer (Smith, 2002). Bullying

causes issues that are associated with stress, anxiety, the pervasiveness of heart disorder,

heavy drinking, despair, psychological and physical problems, unhappiness with job, family issues, and different types of cancer (Ellis, 2006; Namie & Namie, 2003; Needham, 2003). A study result from Namie and Namie (2003) showed that the leading eight outcomes of bullying on victims are anxiety, unhappiness, humiliation, bad dreams, distraction, confusion, and restlessness. Research indicated that bullying on the job can affect the employees and the employer where this behavior occurs (Vartia-Väänänen, 2003).

Mental Health

School and adult bullies who commit bullying acts continuously have created a technique for making their conduct problematic for a given target. Illness and disease figures from health facilities around the world demonstrate the astronomical pervasiveness of psychological issues ensuing from strain, anxiety, trauma; the most collective being depression and insomnia (McAvoy & Murtagh, 2003). There is also an indication that those classified as victims or targets were distraught, exhibiting escalated levels of stress and emotional turmoil (Business Research Lab, 2003). Several targets hurt by bullies and excluded in the work setting demonstrated an increased tendency to locate new employment (Rigby, 2002). The psychological and physical well-being of bullies is hard to describe, particularly amongst those who deem themselves admired and well-liked by others. Most targets experience posttraumatic stress disorder (PTSD), which is a devastating onslaught on the psyche and a person's emotional state (Namie & Namie, 2003). Bullies may be disturbed by their own behaviors.

Summary

This chapter described organizational leadership theory, historical review of bullying, research on workplace bullying and the pervasiveness of workplace bullying in America, current findings of workplace bullying, and alternative viewpoints. This chapter further defined workplace bullying, adult bullying, bullying characteristics, workplace bullies, and attributes of the target. This chapter also discussed the work setting, the effects of bullying on organizational productivity, how bullying effects health, job satisfaction, and physical psychological issues. The findings presented in this literature review suggest that there are several reasons to continue the research on bullying. Bullying is harmful to the health of the target and it can cause psychological issues that can last for years (Thomas, 2005). Studies show that some schools and districts are held financially responsible if the target seeks counsel. Workplace bullying has an adverse effect on the social environment. All stakeholders are affected by the pessimism. Bullies can affect new teacher's more than seasoned teachers. Job performance, teacher attendance, and the target's health are decreased because of bullying. When the faculty is not getting along in a situation where accountability is crucial the culture, environment and the collective tone of the school can be hostile. Bullying consequences can become unconstructive and all stakeholders observe it. Educational organization can, and most often time does, lose highly qualified and effective teachers due to bullying. Engaging in unprofessional activities that are contrary to best practices in a school environment leads to a breakdown in communication and is a catastrophe for the school and the stakeholders.

CHAPTER THREE: METHODOLOGY

The purpose of this qualitative phenomenological study is to understand the essence of lived experiences of retired elementary-school teachers in relation to workplace bullying and the impact of school administrators' bullying behaviors. Creswell (2008) determined that phenomenological research is a technique used to probe and discover the essence of occurrences, happenings, episodes, and events concerning an illuminated problem of issue articulated by the subject. The research methodology that was used for this study was the qualitative approach applied in a case study. Qualitative research permits researchers to analyze subjects in their own setting, to attempt to discover or illuminate significant occurrences through the viewpoint of the subject to comprehend the phenomenon (Denzin & Lincoln, 2005, p. 36). Creswell (2008) stated, "Phenomenological research is a strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants" (p. 13).

The design consisted of semi-structured interviews that collected qualitative data from five retired elementary-school teachers. This investigations is intended to "fill a gap or void in the existing literature and examine the topic more thoroughly, and to give a voice to the victims and witnesses, which is lacking in the current literature" (Creswell, 2005, p. 64). The investigation of workplace bullying in educational institutions is imperative because leaders can use the data to alleviate the issue.

Qualitative phenomenological research is a study where the researcher characterizes the core principles and the substance of the individuals' experiences in a particular phenomenon (Lester, 1999). The procedure is comprised of examining a small group of a distinct population through a broad and lengthy persistent commitment to

acquire a blueprint of connected significance to the phenomenon (Lester, 1999). The phenomenological design provides the advantage of interviewing participants and conducting follow-up interviews that allowed the researcher to ask additional questions for clarity, which is not obtainable when collecting quantitative data (Salkind, 2003).

In 2007, the WBI study showed that approximately half of U.S. employees, 54 million individuals, experienced workplace bullying as targets or onlookers (WBI-Zogby International, 2007). The qualitative phenomenological design allowed the researcher to explore the perceptions of retired teachers on workplace bullying and the impact administrators' bullying behaviors had on retired elementary-school teachers based on the personal lived experiences of specified subjects. Qualitative research is conducted to describe situations or circumstances that are significant to a specific environment or group of people.

Qualitative interviews are arranged to allow the researcher and the participant to have loaded clear dialogue on an equal level. The researcher should be noninvasive, cooperative, and open to discovering the depth and the origin of this phenomenon. The qualitative phenomenological design permits researchers to study how workplace bullying affects the targets and other aspects of the organizational culture.

Using surveys, such as those used in quantitative research, makes it challenging to acquire blueprints and intensification perceived by the participant, and surveys rarely provide a sufficient amount of data to detect the personal implications of the targets (Keashly & Jagatic, 2003). Several surveys indicate that the subjects who have experienced workplace bullying, are no longer on the job, and leave these organizations are usually left out of research (Salin, 2003b). The evidence that reflect bullies who take

on bullying is limited, due to rational and moral factors that make it tough to study these individuals (Rayner et al. 2002). To expand knowledge of the procedures and dynamics concerning bullying, it is imperative to produce qualitative studies (Salin, 2003b).

Propriety of Study Design

Qualitative phenomenological research design is appropriate because it is a method that examines the comprehension of the essences that a person or a group of people experience of a social or human issue (Creswell, 2008). When conducting a qualitative phenomenological study, it is important to address the philosophical assumptions that are based on the commonalities: the study of the lived events of people, the interpretations that these events are conscious and intentional (van Manen, 1990), and the creation of explanations of the substances of these occurrences; not rationalizations or analyses (Moustakas, 1994, p. 58).

A phenomenological research approach is applicable in this study because life experiences and insights provide significant data that can be transcribed and used to assist teachers in the understanding of workplace bullying. This study also allowed for a greater understanding of the causes and consequences of bullying behaviors from supervisors and managers in elementary schools.

Selection of Participants

The sample included retired teachers who worked in elementary schools, in and around Central Florida that served students from grades prekindergarten through sixth grade. Creswell (2006) believed that it is crucial that the participants in the study have experienced the stated issue or problem being researched. Polkinghorne (1989) stated that a study, such as this one, should consist of between five and 25 individuals who

experienced the problem. McMillan and Schumacher (2006) determined that "the logic of the sample size is related to the purpose, the research problem, the major data collection strategy, and the availability of information-rich cases" (p. 322). "If everyone cannot be tested, then the only other choice is to select a sample that is a subset of that population" (Salkind, 2003a, p. 86).

The participants of this study were required to meet the following four criteria:

1. experienced workplace bullying in the organization,

2. employed in several different school districts in and around the Central Florida area,

3. was a women between the ages of 50 and 65, and

4. held a valid teaching certification for the State of Florida and a college degree.

The snowball sampling technique was employed to avoid the possibility of being denied access and approval of the study (Blase & Blase, 2002). The participants who were chosen and met the criteria for the study were requested to solicit other teachers who have experienced workplace bullying, and witnessed school administrators' bullying behaviors in elementary schools (Blase & Blase, 2002).

Access and Permission

To gain access, the proposed study was submitted to the appropriate department for approval of the expedited review, and then permission was sought and determined by the Institutional Review Board (IRB) and the district intended for the study (Creswell, 2006, p. 123). The consent form ensured that the participants were aware of the stipulation that they could drop out of the study at any point during the study (Creswell, 2006, p. 123).

The interviews were conducted in private and the data were collected through face-to-face interviews, Skype, phone conferences, and by using audio recordings. The data collected were kept in a locked file that was easily accessible. The participants were assured that their comments were protected and kept confidential (Creswell, 2006, p. 123). There were no known risks with this study. The participants were not offered any incentives of any kind for participating in this study (Creswell, 2006, p. 123). This research was rational, practical, and consistent with the Expedited Review, Level 2, since the research did not pose any more than a moderate risk to the human participants.

<div align="center">**Instrumentation**</div>

This phenomenological qualitative study investigated qualified participants who have had personal experiences with workplace bullying through face-to-face interviews, Skype, phone conferences, and/ or by using an audio recorder. The face-to-face interviews took place at a location that was decided upon prior to the scheduled meetings. The location was comfortable, safe, and a place where the participants were able to express their experiences freely. Collecting data through interviews is a method that allows the subjects to immerse themselves in the phenomena and discuss their assessment of their individual experiences (Kajornboon, n.d. p. 177). Cohen, Manion, and Morrison (2000) explained that, "the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable" (p. 267).

Each interview consisted of 24 semi-structured interview questions that allowed the subjects to recount rich descriptions of their personal experiences with bullying in their organizations. The questions were designed to address experiences that related to the phenomena. The background, comprehension, skill level, and educational proficiency

of the participants was addressed in order to avoid unreliable and ambiguous responses (Malhotra, n.d, p. 177).

The collection of subject matter, topics, and data were examined and placed in themes, and patterns (Creswell, 2008, p. 63). The record of information consisted of unrestricted, semi-structured fluid questions, documented meetings, dialogs, and discussions (Creswell, 2008, p. 63). The investigator expected to ascertain a notion that was supported by evidence from the subjects (Strauss & Corbin, 1998, p. 63).

Methodological Assumptions

Assumptions

This qualitative phenomenological study included the assumption that former bullied teachers participated in the study. Another assumption was that the participants were honest about their personal experiences with workplace bullying. The study involved retired teachers who were employed at different schools and districts. Another assumption was that the interview questions were clear and concise and that the participants responded to the questions without any confusion and honestly. Another assumption was that the settings were conducive to comprehension of the questions and quiet, and that the confidentiality factors to protect the subjects were adhered to since the interviews could have been conducted face–to-face, by Skype, and by phone conference. The participants were able to ask and answer questions that they may not have understood. Another assumption was that the data collection and analysis processes were accurate.

Due to the complexity of the study, was imperative that the descriptions of lived experiences provided by the participants be shared thoroughly and truthfully. The

descriptions should have been detailed and relevant information that expounded upon workplace bullying.

The participants may have had some initial doubts and fears for sharing their experiences. Questions were posed to the participants more than once for clarity and accuracy. The researcher established a good rapport with the participants by thanking them for their participation in the study, accommodating them as much as possible, answering questions and clearing up any misunderstandings, and by making them feel comfortable. The researcher ensured privacy and discretion of all aspects of the study. The participants were treated respectfully and assured that the information was to be kept secure and private. The participants were assured that their comments were protected and kept confidential (Creswell, 2006). The interviews were kept in an assessable, safe locked place. An assumption of this study was that the participants may convey different interpretations of the bullying behaviors imposed on them by their individual school administrators.

Limitations

There were many limitations that could have affected the results of this study. This study included five participants. The interviews took about 45 minutes to an hour to complete. The day and time was determined by the participants and scheduled as such. Communication was open in order to address uncertainties, clear up any questions, and to discuss any necessary accommodations. The accommodations necessary to meet the needs of the participants were met prior to the date of each individual interview. Bias, preconceptions, prejudice, and partiality from all parties was avoided. Limitations can occur from issues with data collection, participants' trust, incomplete questions, or from

the type of sample chosen (Creswell, 2005, p. 252). It was important to gain a good rapport with the participants in order for them to answer the questions comprehensively, by allowing the required response time, and to clear up any questions posed by the subjects. It was important for the participants to sign the consent form and discuss possible changes that needed to be addressed and modified promptly.

Initially, time was a limitation in this study; however, the time allotted for the interviews took place in a timely manner and the participants were able to provide answers that were thoughtful and relevant. The participants did not take too long to answer specific questions. The interviews were not extended. The privacy and confidentiality of the participants was protected in the location of the interview. The participants did not feel that the topic of bullying was too much, and they all agreed to participate in the study. The study was not modified at any time and the results indicated that there were no issues with "problems in data collection, gaining confidence of participants, unanswered questions, or better selection of samples" (Creswell, 2005, p. 252). The participants in this study were reliable and they experienced workplace bullying on different levels.

Due to the sensitive nature of the topic, getting the study approved in a school district would have been extremely difficult. The participants consisted of retired teachers. Workplace bullying is a controversial problem. In this study there were no issues with the participants' privacy, confidentiality, or safety. The assumption that the participants use e-mail, Internet, other social media technology, or have computers as determined as a method of conducting an interview could have been a limitations; however, the interviews were face-to-face and the researcher used an audio recorder to

record the interviews. The inquiry form of study provides a way of viewing studies that build from meanings shared and seen, that look at individual perspectives, and the significance of interpreting the intricacies of the problem (Creswell, 2008). The data analysis was influenced by the participants' perceptions, views, and opinions of the world in which they live. The outside stimuli can be based on a person's health, feelings, concerns, fear of consequences, and so forth.

Delimitations

The study took place in and around the Central Florida area. A delimitation in this study was that the study was confined only to elementary schools in this particular area. Another delimitation in this study indicated that the problem was specific to elementary schools, not middle or high schools in this area. This study focused on the perceptions of retired elementary schools teachers lived experiences of workplace bullying, and the impact administrators bullying behaviors have on these teachers. The delimitation in this study was that the participants were all female retired teachers. The delimitation was that the teachers who were male, and teachers who were currently employed as school teachers, did not meet the qualifications for this study.

Conducting this study in an agreed upon public area in the city and state where the participants live was practical and financially beneficial for the researcher and the participants. It was essential that the researcher remained neutral and unbiased as the interviewer, and did not influence the participants' choice to participate. The number of participants and the representations of different groups could have inhibited transferability of the findings and created delimitations in the research.

Procedures

The first step in collecting the data for the study included attaining permission from an outside agency. Since the study was based on retired teachers who no longer worked in a school or have any connection with a particular school district, getting outside permission from an agency was not required. It was important to get approval from the university dissertation chair and committee prior to conducting the study. The topic of research met the approval of the IRB of the Education Management Corporation. The research study provided information to victims concerning workplace bullying. Permission was gained legally in accordance to the IRB policies and procedures. All procedures were followed to the letter to get access to the information and the participants. The data were collected in a setting that allowed for confidentiality and privacy. The interviews took place in a public place that was free of distractions. The interviews were audiotaped and stored in a locked file in the home of the researcher. The data stored on a computer file were password protected and locked in a fire-proof file cabinet, in the home of the researcher, to ensure confidentiality. Once the data were retrieved, the participants were assigned a random number for identification and further protection and confidentiality. The data summaries and the audiotaped interviews are stored under password protection and locked in a file cabinet for a minimum of 3 consecutive years. The data and the information identifying the participants are accessible only to the researcher. The participants were able to withdraw from the study at any given time.

If there were any problems or "field issues" (Creswell, 2006, p. 121), a second interview was scheduled or continued through a different source of media, such as

through Skype. The audio recorded interviews were transcribed using a program called Express Scribe. The Express Scribe program transcribed the audio file to a text document. The data collected were analyzed using NVivo, a qualitative data analysis software program. The documents were saved, protected from loss or damage, and stored in an accessible safe area (Creswell, 2006, p. 121).

Data Processing and Analysis

The NVivo qualitative data analysis software program was used to dissect, explore, reference, and convey the results of the study. The data were placed in themes and codes to find like terms. They were also placed in an Excel file for further analysis. When conducting qualitative research, the information collected must be understood and deciphered. Decoding the data includes clarifying specific areas that may be construed in the data (Lincoln & Guba, 1985).

The number of categories and the components that were explored were specific to the investigation. Categories such as workplace bullying, bullying behaviors, leadership styles, forms of bullying, organizational culture, power and position, hierarchy, and definition of bullying was rectified in the coding. The act of coding requires that you wear your researcher's analytic lens, but how you perceive and interpret what is happening in the data depends on what type of filter covers that lens. Workplace bullying initiated by administrators must be addressed by educational organizations. The study consisted of interview questions that were intense and rigorous in order to obtain data that was full of rich and engaging information. This information provided a means to systematically code data that were conducive to a rigorous study.

Informed Consent

An agreement was made concerning participation in the research. A consent form was provided to all participants. There was no risk to the participants in the study and the research was rational and practical. The participants were assured that their comments were protected and kept confidential (Creswell, 2006, p. 123). There were no known risks with this study. The participants were not offered any gifts of any kind for participating in this study (Creswell, 2006, p. 123).

Creswell (2008) stated that the procedure of the study should include questions that evolve based on the information retrieved from the surroundings, which assists in moving from specific to broad themes and the clarification and analysis of the data. The results of the writing reflect accommodating organized constructs. Inquiry studies provide a way of viewing studies that build from meanings shared and seen, look at individual perspectives, and the significance of interpreting the intricacies of the problem (Creswell, 2008). The data analysis illustrated the participant's perceptions, views, and opinions of the world in which they live.

The data were collected within a 6-week period. The semi-structured in-depth questions in the interviews were recorded on audiotape, with the permission of the participants. Workplace bullying is a controversial problem, so the privacy, confidentiality, and safety of the participants and data were protected. The interviews were conducted in a quiet place suggested by the participant. It was encouraged by the interviewer to ascertain descriptions that included thorough and detailed thought that addressed the given questions.

Data Analysis Procedures

Creswell (2008) determined, "The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data" (p. 4). The data analysis should reflect organized constructs that form a clear explanation of the participants' lived experiences. Researchers who are involved in an inquiry-based research provide a way of viewing studies that support an inductive style, observe individual perspectives, and comprehend the significance of interpreting the intricacies of a situation (Creswell, 2008, p. 4).

After several detailed interviews, the data is gathered from the participants (Creswell, 2006, p. 61). The data collected is based on the participants' personal experiences of the phenomenon (Creswell, 2006, p. 61). To collect the data, a form was created that was used to record all interviews as a protocol for keeping all aspects of the data collecting procedures uniform and reliable. An audio recorder was also used to collect data for all interviews. If there were any problems or field issues (Creswell, 2006, p. 121), a second interview was scheduled or continued through a different source of media, such as through Skype. The data collected at the site were transcribed to computer documents and they were saved, and protected from loss or damage and stored in an accessible safe area (Creswell, 2006, p. 121).

Themes

Identifying themes is a major part of qualitative research and it is a technique that is strenuous in determining and separating subjects, topics, and ideas. Themes are

corroborated among teams of researchers situated in the epistemological arena. Bernard

(2000); and Ryan (1999) noted that during the proposal writing phase of a project,

examiners have a hard time trying to interpret, describe and justify plans for identifying

themes. In this study, the text was reviewed continuously to check for word repetition.

Lincoln and Guba (1985) describe "pattern theories" as descriptions that progress

throughout naturalistic or qualitative studies (Creswell, 2008, p. 64).

An alternative process utilized to categorize themes is to examine labels, phrases,

and vocabulary that might be deemed different or used in unusual ways (Bernard, 2000;

Ryan, 1999). Patton (1990) refers to these as "indigenous categories" and contrasts them

with "analyst-constructed typologies." Key-words-in-context (KWIC) is closely

associated with indigenous categories (Bernard, 2000; Ryan, 1999). Bernard (2000) and

Ryan (1999) believed that the researcher then searches the text to find all the other words

that match the word or phrase and write or copy it down in the same context. Then the

themes are grouped by placing the similar words with similar meanings in the same

group.

Summary

The purpose of this qualitative phenomenological study was to understand the

lived experiences and essence of retired elementary-school teachers' in relation to

workplace bullying and the impact of school administrators' bullying behaviors. Chapter

3 provided a detailed discussion of the research method, appropriateness of the design,

access and permission, selection of participants, and instrumentation. Chapter 3 also

discussed the methodological assumptions, procedures, data processing, data code,

informed consent, and the data analysis procedure. This study was constructed to utilize the qualitative phenomenology research method to collect data from five participants.

A qualitative phenomenological research method was used because it permitted the researcher to investigate and identify the behaviors, patterns, and forms of workplace bullying. The interviews that were collected in this study allowed the data to be examined and recorded based directly on the participants' perceptions, responses, and comprehension of workplace bullying. Chapter 4 supplies a thorough analysis, description of findings, and results of the data that were collected from the five participants interviewed in the study.

CHAPTER FOUR: RESULTS

The purpose of this qualitative study was to gain an understanding of the lived experiences of retired elementary-school teachers who have undergone workplace bullying. In addition, this study examined the impact of administrators bullying behaviors on retired teachers. The qualitative phenomenological design was used to gather face-to-face, audio-recorded interviews that obtained the lived experiences of the participants.

Researchers have suggested that further qualitative studies be conducted as a means of building our comprehension of the practices immersed in workplace bullying (Rayner, 1998; Salin 2003b). With this in mind, this research examined the impact of workplace bullying as it applies to organizational culture. This results of this study indicate that bullying behaviors causes a stressful working atmosphere for all stakeholders and the organizational culture in regards to workplace bullying.

As noted in Chapter 3, qualitative research permits researchers to analyze subjects in their own settings, to make an attempt to discover or illuminate significant occurrences through the viewpoint of the subject and to comprehend the phenomenon (Denzin & Lincoln, 2005, p. 36). Creswell (2008) stated, "Phenomenological research is a strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants" (p. 13). A phenomenological study seeks to identify human behavior based on the participants' insights.

The data solely emerged from the perspectives of the participants and their insights and comprehension of bullying, and the participants were not guided by statistical data or the researcher. The data collected were based on the participants' lived

experiences, which corroborated the use of the qualitative methodology. The semi-structured questions, which supported the four research questions, were answered based on the responses in the interviews, which permitted the participants to answer the questions based on their points of view and their perceptions of workplace bullying. The open-ended questions provided opportunities for the participants to be detailed and forthright with their responses. The interview process was necessary to solicit and encapsulate the essence of the participants' experiences. Semi-structured interviews allow for flexibility and provide time to collect further information that may have been overlooked during the interviews. Through the in-depth interviews with the retired elementary-school teachers, the researcher was able to retrieve the feelings, temperaments, nature, and passion of their experiences (Moustakas, 1994); therefore, acquiring a better interpretation of the issue. This chapter includes the (a) participants' demographic information, (b) collected data, (c) textual narratives of the questions and answers, (d) thematic analysis, and (e) meaning and essence.

Data Analysis

This study involved five retired teachers who had personal encounters with workplace bullying. The retired teachers lived in Central Florida and surrounding areas. They were all certified teachers who worked in Grades kindergarten through 6. All of the participants were certified in elementary education and worked 15 years or more in the education system. Because of their experiences, most of them worked in several elementary schools. Table 1 provides demographic information for each of the participants. The participants are identified by letters and not by name. The letters A through E are used to identify the five participants.

Table 1

Participants' Demographic Information

Participants	Gender	Racial background	Average age	School level Title I/non-Title I	Geographical location	Employment status
A	Female	Caucasian	57	Elementary Title I	Rockledge, FL	Retired
B	Female	African American	57	Elementary Title I	Viera, FL	Retired
C	Female	Caucasian	57	Elementary Title I	Cocoa, FL	Retired
D	Female	Caucasian	57	Elementary Non=Title I	Merritt Island, FL	Retired
E	Female	African American	57	Elementary Title I	Rockledge, FL	Retired

Note. FL = Florida.

All of the participants were female elementary-school teachers; two were African Americans and three were Caucasian. Most of the teachers were products of the Florida public schools system. All of the participants were retired elementary-school teachers. Textual narratives of the interview questions and answers will be shared in this chapter. The interview questions will be the heading for each answer. The interview question will guide the narratives when necessary, and be the basis for each participant's experience with bullying. The narratives will include each answer in its entirety given by the participants.

Collected Data

The data analysis was obtained from the researcher's study of workplace bullying and the impact of bullying behaviors on retired elementary-school teachers. Prior to the start of the interviews, the participants signed the consent form and agreed to participate

in the study. The informed consent form provided information concerning the

foundation, nature, and the rationale for the study. The informed consent form and the

confidentiality measures were reviewed and read to each participant to ensure that the

information was clarified and fully understood. Each participant was ensured that there

was little-to-no risk as a result of her participation in the study.

Interviews were held in private after business work hours, in a library conference

room, at a restaurant during lunch hours, outside in a quiet location, and in an office.

Each interview was conducted in a private setting that started with introductions and

basic conversation to create a relaxed and comfortable environment. All questions of the

researcher were answered. Clarifications and meanings of specific questions, verbiage,

vocabulary, and meanings were given to each participant when necessary, which assisted

in the comprehension of the participants' perspectives and encounters. The researcher

kept a research journal to record any and all nonverbal actions from participants that were

not able to be obtained by the audio recorder. The nonverbal actions included hand

gestures, facial expressions, signs of emotion, anxiety, response times, and the tones in

their voices.

The study was centered entirely on data collection from retired teachers' face-to-

face interviews. The researcher met the participants during hours when they were not

occupied or engaged in any activities. The researcher attempted to choose locations for

the interviews that were conducive to the participant's privacy and time. The researcher

ensured privacy and confidentiality of the interview items and information. Therefore,

the participants were comfortable and inspired to disclose their perceptions and

experiences of administrators' bullying behaviors. The locations permitted the researcher

to acquire detailed, rich, and thorough comprehensive interviews. In the qualitative

component, five face-to-face interviews were conducted with retired elementary-school

teachers in Central Florida. The interviews lasted for forty-five minutes and each

interview was recorded using an audio recorder. During the interviews the researcher

attempted to transcribe a portion of the data in a research journal. The attempt to

transcribe the data during the interviews was difficult and problematic due to the

complexity of the subject matter, and the passion of the participants to produce a voice

for their experience. Reflections were constructed during the conclusion of the interview

process. The interviews seem to take on a more relaxed and casual conversation, even

though the researcher was always clear about the problem to be investigated (Fontana &

Frey 2003).

The data were maintained by the researcher only. Approximately 7 hours of data

were attained from the audio-recorded participants'. The audio recorder, research

journal, letters of consent, and other labeled files were stored in a safeguarded location in

the researcher's residence. The participants' responses were transcribed and downloaded

on a thumb drive and it will be stored in accordance to the description listed in the IRB

protocol.

To assist in transcribing the data from the audio recorder, a computer software

program called Express Scribe was utilized. The software program was referred to the

researcher by a coworker. This program allowed the researcher to download the audio

recordings that were saved to the computer to the Express Scribe program. The program

allowed the researcher to slow down the speed of the recordings to enable the

transcription of the data at a manageable speed. Some of the recordings were not audible

and the researcher called the specific participant to get an understanding of what was said

in that particular section of the audio. With the transcribed data, the researcher was able

to organize the data using qualitative data techniques. The researcher coded the data and

listed the key themes that emerged repeatedly. It took 2 weeks to transcribe the data in its

entirety. Each interview file was labeled with the date, and a letter was assigned to that

specific participant, demographics, and the site where the interview took place. The

researcher maintained a research journal to record information that was interpreted into

themes. The informed consent letters were read and signed by the participants prior to

the start of the interviews.

The data analysis process transpired when the researcher organized the interview

data. Miller (2000) stated that researchers generally start by organizing the data, which

can be executed by coding the text and deciphering the information into more

comprehensible chunks. The researcher used several methods to analyze the data. The

researcher utilized the software package called NVivo. The researcher approached the

data from a qualitative perspective using the NVivo qualitative analysis software

program. The decision to use NVivo was made based on the amount of data,

recommendations from colleagues, and a suggestion at a residency attended by the

researcher where the qualitative data analysis program was discussed and explored. The

researcher found that NVivo is a user-friendly software package that coded the data;

however, it was difficult to navigate for a first-time user. The information that the

researcher was able to obtain was helpful in the coding process.

The interviews were placed in a Word document and imported into NVivo where

the data were coded. The interviews were reread constantly in order to grasp the essence

of the participants' experiences. It was important that the data were reread in order to find and dissect more information (Hatch, 2002, p. 186). Hatch (2002) stated, "Rereading data, coding places where interpretations were supported or challenged" is necessary in grasping the concept of the research (p. 186) After the data and interpretations were concentrated and confined in the most comprehensive form, the software program NVivo was used to identify categories, and positions in the data where the themes were interpreted. The transcripts were stored in NVivo and a node was created that represented each topic to be stored. Nodes offer space to store information to coded transcripts. Nodes functioned as a storage for all aspects that are known about a certain concept or category. Nodes were utilized similarly as a tool to structure and classify qualitative data using specific approaches for future references.

Coding bands were generated in the peripheries where the researcher was able to distinguish which codes were used in other locations in the document. Furthermore, the researcher was able to create memos concerning significant information in the documents and connect relative data to other sections in the text. Richards and Richards (1991) stated that utilizing software to manage and analyze qualitative data is deemed complex and rigorous. The search capability in NVivo is one method the researcher used to produce precise dissection of the data.

The data were transcribed and reread. Locating KWIC was used to further analyze the data gathered from the interviews. KWIC are meticulously connected with indigenous categories. Indigenous categories consist of discovering localized expressions and vocabulary that may be unused or unusual in a text. KWIC is deemed as an uncomplicated examination of how a word is used to comprehend the concept or idea.

The researcher identified the key words and thoroughly sought to find the complexity of the data. The researcher combed for all occurrences of the words in the data. The words were highlighted in the Word document, and how the word was used, then it was written in the margins in order to code the text. The text codes indicated the themes by sorting like terms and situating like meanings.

The qualitative method allowed the data to be arranged and categorized in collective themes, patterns, and dissected thoroughly as they connected to the research questions. Upon conclusion of the analysis, four categories evolved with seven themes that addressed the four research questions:

- What are retired elementary-school teachers' perceptions of why school administrators bully?

- How do retired elementary-school teachers perceive the impact of bullying from school administrators in their work setting?

- How do retired elementary-school teachers describe school administrators' bullying behaviors in their organizations?

- What are the perceptions of retired teachers who experienced workplace bullying in their work environment, concerning the effect on them physically and psychologically?

The results revealed that administrators bully because there is no accountability for their bullying behaviors, the educational organization focus is on assessments; HR departments view bullying as immaterial as compared to harassment; workplace bullying among adults is discounted, and seen more as a means to whip the teacher into shape; and the hierarchy and leaders consist of acquaintances.

Textual Narratives

The textual narratives and interview questions were led by the research questions in this study. The research questions were all answered in this study. The research questions from the study are

RQ 1: What are retired elementary-school teachers' perceptions of why school administrators bully?

RQ 2: How do retired elementary-school teachers perceive the impact of bullying from school administrators bullying behaviors, on their work settings?

RQ 3: How do retired elementary-school teachers describe school administrators' bullying behaviors in their organizations?

RQ 4: What are the perceptions of retired teachers who experienced workplace bullying, concerning the effect on them physically and psychologically, in their work environment?

The textual narratives and data-gathering interview questions and answers are as follows:

How Do You Define Workplace Bullying?

Participant A.

I define workplace bullying as when an administrator or someone who is in charge of you stands over you and tells you what to do and refuses to listen to what you have to say, and what they communicate consists of no positives only negatives.

Participant B. "I define workplace bullying as making a person uncomfortable in coming to work, which gives that person anxiety attacks because of the unknown and what they possibly have to face when they go to work."

Participant C. "I define workplace bullying as putting oneself above another individual and ignoring their personal values and feelings."

Participant D.

Workplace bullying is when you are fearful of going to work because you do not know what is going to happen that day, and when you are uncomfortable walking down the hallways and you have this feeling that people are looking at you and talking about you behind your back.

Participant E. "Workplace bullying is where individuals who are in charge of

you take on duties that they are not responsible for and make people feel uncomfortable

in their workplace."

What Were Your Initial Ideas Concerning Bullying in an Educational Institution Among Adults?

Participant A.

I never ran into any type of bullying until this experience. I never ran into this issue at all. I never had any initial ideas, I just knew that some people were liked more than others and were favored more by the administrator.

Participant B.

I really didn't think that it could happen with adults because in education we had different programs for the kids to combat bullying. We tried to teach the kids about bullying and made sure they were comfortable coming to school. It was difficult for me to believe that adults made other adults uncomfortable about coming to school. When people are serious about their jobs they may succumb to the bullying because they fear they may lose their job.

Participant C. "I did not think bullying among adults happened."

Participant D. "I was shocked that it actually happened because I never have

been in that type of environment. I am still mortified that this actually happened to me."

Participant E.

I knew bullying occurred but it seemed more like intimidation. I feel that bullying should not occur in educational institution in any kind of way; rather, it is with kids or adults. When it happens it destroys the family atmosphere that was probably created in that institutions and it allows individual to feel inferior to those who they should not feel inferior.

Describe the Bullying Behaviors You Experienced From Your Administrator

Participant A.

The administrator would not allow me to go to different training events unless I took personal leave or if I paid for it. Other teachers were given opportunities to go to different trainings without having to pay out of their own pockets or use their personal leave days.

Participant B.

The administrator stacked my class with all of the low-level students and students with behavioral issues, year after year. All the other grade level team members had the high-achieving students with little to no behavioral issues. They consistently monitored my class to see what I was doing. They could not figure out how the students made gains and how the behavior were controlled even though the students were supposed to be the lowest students in this particular grade.

Participant C.

The administrator favored certain teachers and she would put these teachers in my class to spy on me. The teachers would keep notes on me and anything they did not like, they would go and complain to the administrator. They would have a list of things by the end of the day that they felt I was doing wrong in my class. The teachers would not cooperate with me and they assisted in bullying me because they were the principal pet and they followed her lead.

The administrator would call me into the front office to ask a question like, "What does NCLB, FCAT 2.0 mean?" and other acronyms. Then the administrator would ask me if I knew what these acronyms meant and if I was using these things in the classroom. The administrator ignored me and did not give me any type of praise when my students reading scores were the highest on the grade level. At the faculty meetings the administrator would go over all the standardized test scores and would praise the people who were her friends and ignore the people who were excluded from that group who were considered the hierarchy. The entire time I worked for this administrator, I was never mentioned for having high reading scores and I do not recall being given any praise whatsoever.

The administrator directed the teachers to have morning group talks with the students as a morning motivational activity, during the faculty meetings. The teachers were directed to base the talks on the students. One day, I was conducting the group talks in my class and the administrator came into my classroom and walked around to see if I was implementing the programs addressed at the faculty meeting. Then the administrator told me that what I was doing was not a part of the curriculum. I felt the administrator was setting me up

for failure. The administrator would call me up to the front office in the middle of class time to lecture me on what I ought to be doing; however, she would not let me speak. The administrator did not want to hear what I had to say concerning the matter.

There was a time during the state standardized assessment test—the administrator had another teacher check on me prior to the test being administered. Before the test I sat down to write down all the students that were absent as instructed by the test booklet and security forms. The teacher walked in and saw me sitting down and writing, and she immediately went to the administrator to report what she saw. When the state standardized test was over for that day, I went to my mailbox and found a letter written by the administrator that stated that I was not supposed to sit down during test-taking time because it was not allowed. The teacher that reported me, which was one of her snitches, did not tell her that the only time I sat down was to take the roll. So, I went to the administrator to say my peice and I said it out loud in front of a group of people. I knew that was wrong of me, but I thought if I did that everybody in the office would see what she had done and she would stop bullying me. I was wrong.

The administrator sent me to a psychologist. Once, right before the state standardized test time she called me to come to the front office and said that I was using the wrong spelling book. The administrator told me that we could not use anything else besides the curriculum purchased by the district. I was using the vocabulary section of another series that we used before, to help the students. I had just lost my husband and I lost my friend who had cancer. I traveled to Arkansas and I had mentioned it to someone else and I did not know that the administrator knew about my friend dying. The administrator did not know I lost my husband. The administrator did not know I was using an old reading series that I thought was better to enhance my student's vocabulary. She sent a teacher to my class to check in on me. Whatever she saw in my class she went back to discuss it with the administrator. I knew what I was doing and I knew that this was going to help the kids. The administrator evidently got word from the superintendent on the services to "help" teachers by sending them to a psychologist and the county would pay for it. Therefore, she informed me that she was going to send me to see a psychologist during the school hours. The administrator did send me during the school hours. I mentioned that there was an office I could visit that was in a nearby town and she told me that I could not visit that particular office. Consequently, she made me drive all the way to another city. The doctor apparently knew of this particular administrator because he said that I better enjoy it while I was there. I told the doctor that I lost my husband and he stated that it sounded like I had been through hell and back. He also stated that my administrator should leave me alone. I told the doctor that I enjoyed being away from the classroom and driving all the way down here. The administrator found out that I liked the doctor visits and I was told that I had to go after school. I really liked going to the psychologist for a while because it took me out of the bullying atmosphere. I had to go after school and the doctor said he understood that she had intimidated other teachers that visited his office, and they mentioned

the way she treated teachers. The doctor told me not to worry and that he would not write anything about me in my medical files that will suggest that I was not mentally able to teach.

The administrator called me into her office one day and said that a parent conference was scheduled for me concerning some girls in my class. The grandfather of the two girls was a member of my principal's church. His twin granddaughters attended the school and they were in my class. I wanted to explain to the students' father that one of them was making straight "F's" and would not do any work. However, the grandfather insisted on discussing the claims that the students had made about me. I was trying to talk to him to get him to understand the importance of doing homework and in-class assignments. He told me that I should feel bad about treating his granddaughters like that; he also said that I must be a really bad teacher to be picking on his granddaughters. I told him that his granddaughter was not doing their work. He continued to say that I was just a bad teacher. After, listening to the parent try to embarrass me and make false accusations about me, I stood up and told him that he was being mean and was a big bully, and I walked off. I went and told some other teachers what happened and they were on the side of the principal and her church member. They scheduled another conference and I thought everything was going to be fine. In the middle of the conference I heard the administrator come on the intercom and stated that I should come to the front office immediately, so I went to the office. When I went to the principal's office the grandfather was in there and he told his story about me calling him a bully and the principal asked me if I called him a bully. I told her that I had, and yes I did. I told her that I cannot lie and she said that it was pretty unprofessional and I agreed. I was taught to stand up for myself and I also told her that his granddaughters are not doing any work in my classroom and I do not know what to do about it, especially when I do not have any parent support. One day, I had my class in the computer lab and the grandfather came to the school to beat me up, and the counselor that was doing the "Just Say No" drug campaign, came to the computer lab and told me to stay with my class for the time being, and I said, "What's going on?" The counselor came by later to let me know that it was safe for me to go to my classroom and that the grandfather came to the school to beat you up. I was also informed that the police came to campus and took him off campus. The administrator allowed her church friend to come to the school and threaten to beat me up.

I can remember when the administrator first came to the school. She had to do her cumulative reports at the end of the year, and she wanted to check all the files that the teachers had on their reports and in their cumulative files. I completed and checked all of the cumulative files on my student roster and had them signed by another teacher. I ensured that all of my files were there. During the summer I got a letter that stated that I was going to be put under arrest if I did not turn in the two cumulative folders that were missing. The administrator stated that I had the files at my house. All summer long I got these letters, so I thought that there was no way that I was going back to that school to teach with that principal. There was no way. I had it with her. So, I went to the teachers' union to get them to do

something about her. I went out to the school to trying to get a key from another person to check to see if my files were there. I got a key and I went to school and others were there and all my furniture was moved out in the commons area because the principal was going to change my room to the teacher lounge. The room was across from my old room. My desk was out in the commons area with the rest of my stuff. I called some friends to come and help me move my things into my garage so I could get another job. I interviewed with another school and was hired. I spoke with the principal that hired me and he told me that he would not be able to hire me because the administrator would not release me. When I went to the school to get my things, one of my friends told me to look in the desk to see if we got everything. I told my friend that the desk was not my desk and she looked into the desk and pulled out the two cum folders that were missing. I don't know how the files got there but I can only assume that the administrator put them there or had someone else do it for her.

The administrator would take my students and talk to them without me being present and would tell the students that if the teacher says or does anything or is not behaving appropriately that they needed go and tell her. I remember that one year the kids were belligerent sixth graders and one of them said that they were not going to do the work and that the principal would not like it if we did this work. The student made a statement saying that I did not get along with the principal. I would never ever say that I did not get along with the principal. I felt that there was some type of microphone or recorder in the ceiling because she knew about everything that was going on in my classroom. She had students to report to her about me, and other teachers, so I never knew how she knew all the things that was going on in my class. I would never say that about a principal because principals and teachers should work together. In my mind, I was trying to be professional.

Participant D.

My experience with bullying consisted of being called to the office, being questioned for things that have occurred in my classroom that was out of my control, such as a child a coming to school and kicking another child. I did not know how I was supposed to stop the kicking. I used classroom management to the letter. All I knew to do next was to send him to the front office and have the administrators take care of the students who were physical with each other.

The administrators sat in my classroom and monitored me for 3 days a week, for at least 1 hour a day. I knew it was bullying because I was being judged every minute of the day. I had to explain why I did certain things in my class. I felt like I could not just teach. I had to perform all the time and it was really difficult. All the other teachers on my team did not have to suffer through this type of continuous abuse.

Participant E.

I feel the bullying I experienced was intimidation, and fear of job security. I felt that my integrity and my experience was questioned. I felt that sometimes I was incapable of performing my job adequately. I felt that I was targeted by the administrator because of the role she played.

Describe the Circumstances Surrounding the Bullying

Participant A.

The circumstances surrounding the bullying stemmed from a letter written by a board member who had ask a bunch of teachers what we thought of this particular principal. I had no complaints, except that I explained a situation where I had to go to a math conference and the administrator made me pay my own way, and take personal leave when everything was to be paid by the national council. The other schools had no problem sending their teachers to this training. It was a part of the districts initiatives. The administrator knew that I was the only teacher in the school who had been in the national council program. When she found out what happened, that is when the bullying started.

Participant B.

When I moved to this county I saw things that were unprofessional. I knew that it was not always about going by the rules. My first experience was watching the lack of unprofessionalism and the fact that the rules were meant for some people and not everyone, across the board. After seeing these things, I thought I should keep my act together. I decided to mind my business and stay out of conversations that were not professional. I just kept doing what I had to do for my students. When I came to this county I realize how unprofessional some people were and I didn't realize that administrators had special individuals that they considered their pets. They were allowed to do different things that other teachers would not think of doing. They were afforded opportunities that other teacher did not get. I knew that my administrator had favorites and allowed these teachers to do things that were unacceptable in other schools. I knew the administrator had their backs so they were not afraid of doing certain things in the school, especially to others, that were belittling. I had to make sure that when the administrator came around that I smiled and I made sure that I said, "Yes ma'am, no ma'am, yes sir, or no sir." I did those things even though I had friends that were more outspoken and believed that I should speak up. I was not going to speak up. I realized that I was in an educational environment and I wanted to retire at 30 years. Sometimes, I thought if it did not go against my beliefs or my values I was able to deal with it. I decided to be different at work and go home and be what I really wanted to be. I just tried to stay in my class but when I did they tried to run over me. The administrator gave me the students that were considered below grade level and the students with behavioral issues. None of the

other teachers had to deal with what I considered a "stacked" class. The other teachers had all of the "on grade level" students and little to no behavioral issues. The principal put the students in my class because she thought I could handle them. I was considered a good teacher and good at what I did to raise student achievement. However, the principal did not understand all the different things I had to do, to get my students to the point where they were making the grades, passing the assessments, behaving in class, and behaving in school when they were not around me. The students acted like lambs, and when they walked down the hallway to the cafeteria for lunch, they were not pushing and hitting each other in line. I did not holler and scream at them. The administrator could not figure out why my students were making gains. To tell you the truth, what I did to help myself and to make sure no one would think that I was doing anything wrong, I would kept blinds wide open so when they walk by my room they could look in my classroom to see what I was doing. At the end of the day, I may have smiled on my way home but I was tired. The only reason I smiled, even though I was going through the abuse, was because I love doing what I was doing. I loved my job and the kids.

Participant C

I have worked for this principal for a long time and she has been bullying me for years. I just refused to let her run me off. I found out that the teachers she sends to help in the class, with the IEP students, were sent to watch and spy on me. They were in my class to watch everything I did so they could go back and report the information to the principal. The principal was trying to get rid of me.

Participant D.

I was at school, and I found out that one of my students had retaken a part of the Florida Comprehensive Assessment Test (FCAT). When I questioned the student, I found out that he retook the test in the principal office. I found out that the principal told him and a few other students the answers to the test and allowed them to retake portions of the test that was completed. I called the district and they investigated the claim. They found that the administrator did not do anything wrong, and was innocent of any wrongdoing. She managed to find out who I was because it was a small school and only a few students were involved and in my class. I was probably the only teacher who would have raised any questions about what I thought was cheating.

Participant E.

I think the first circumstance surrounding the bullying in the workplace for me, was by a person who was my superior. My superior called to ask me a question on the phone and I answered the question the best I knew how, which was truthfully and honestly. When I looked up at my classroom door, I realized that she did not accept the answer that I had given her over the phone. She actually

showed up in my classroom to verify the information that I had given her over the phone. I felt that I was betrayed because she did not trust me as an educator, and I felt that her walking down to the classroom was a method in which she was using to intimidate me.

How Long Did the Bullying Occur?

Participant A. "The bullying lasted for 1 year and a half."

Participant B.

The bullying for me started back in a previous county, so I had been in the midst of bullying for many years. The fact is, I got used to it, and I dealt with it. When you know you have to work you look the other way. At the end, when I got into my 30th year, I started to take up for myself and say things back to let them see that I was able to defend myself. I do not mean that I would talk back, but voice my opinion and not worry about what they were going to do, because they had already conditioned me to where it did not bother me.

Participant C. "I was bullied by this principal from 1993 until I retired in 2007."

Participant D. "The bullying started 6 weeks before summer break and it ended

2 years later."

Participant E. "This particular incident I spoke of earlier lasted for 1 day. The

bullying with this particular individual happened for the entire school year."

How Did the Bullying Make You Feel?

Participant A.

The bullying made me feel like I was not good at what I do as a teacher. At first, I ignored it; however, it made me feel like I was not good at my job when I knew I was a good teacher.

Participant B.

Well, when the bullying all started with me I did not want to think it was bullying. I think it was because of the way I was raised: my mother always told me to love me and love who I am. At the beginning, I just didn't believe that these educators, the people with degrees, would sink so low. I thought that their minds should be centered on kids. Why would I be a threat to them? I am no threat. All I wanted to do was to do my job, so it didn't really bother me a lot. I remember when I would go home and I would not let my family know that I was upset. I

would talk to my mother and she would tell me not to let them know that I was upset or mad. I would go home and I would cry and pray about what was going on because I just could not believe that people would act so awful.

It was sad to know that educators would act that way, especially administrators. It was sad, but I think they had toughened me up. I became tough skinned and they were able to throw anything at me. I would just look and smile for my kids. I knew I had to put on my best face for my students. How could you teach other kids and talk to them about bullying but you are committing the act yourself? I was able to talk to my students and tell them about what you should and should not do in cases where they felt bullied or if someone was doing something to them that they did not like. I told them that you should not treat your friends in a way that make them feel bad. I told them that you should not make your friends feel sad. I was able to work well with my students because of what I was going through. So, at first it was hard, but I have suffered through these bullying conducts for so long that they conditioned me to deal with whatever was thrown at me.

Participant C.

The bullying made me feel undervalued; however, being the mature person that I am, I knew it was her problem, not mine. I had full confidence in myself. I knew that I was doing the right things because my reading scores showed it. I was always taught to be responsible and when I had to meet deadlines they were met. The bullying made me feel incompetent.

Participant D.

The bullying made me feel worthless. I felt like everything that I worked for was not going to get me anywhere. The bullying made me feel like I had no friends and that everybody judged everything I did. The bullying made me paranoid and fearful of going to work.

Participant E.

The bullying made me feel inferior and fearful because I felt like my supervisor had the power to make me lose my job. I did not feel like I trusted that individual. I did not feel that she was making fair decision when it came to me.

Did You Miss Any Work Because of Health Reasons Pertaining to the Bullying?

Participant A. "No, I did not miss any work, but I did leave to have surgery on

my bad knee that I needed for a long time, and when I got it fixed, I retired after that."

Participant B.

No, I did not miss any work. But to tell you the truth, I am glad I am now speaking about this because of the things I have gone through. I believe that someone else would have suffered hugely. I was not raised that way. I was raised, with a mother who passed away at 95 who instilled in me a lot about loving myself. I assume that the way you are raised helps you to deal with certain things. I really think that someone else would have eventually hurt themselves if they would have gone through these bullying situations. They would have probably had to be on blood pressure, or depression medication. No, I did not have to miss work because of bullying. When I retired, I had so many sick days and personal days that you would not believe how much they paid me for those days. So, no, I would not let them think that they got the best of me. When I came on campus to those students, they saw the best of me regardless of what I had to go through. I smiled and I was able to deal with the problems. I did not miss any days because of what they had done to me or what they were doing to me. However, like I said before, if it was someone else who may have not been as strong as I am, they may have hurt themselves.

Participant C. "No, I did not miss any work because of the bullying."

Participant D. "Yes, I miss work. I had to go on antidepressants for anxiety."

Participant E. "No, I do not remember missing any work, but I do remember when I would see her in various settings that I felt extremely uncomfortable."

What Did You Do to Counteract the Bullying?

Participant A. "What I did to counteract the bullying was to go and to talk to the union. I told them what happened and they stated that they would follow up. That really did not go anywhere."

Participant B. "I did nothing to counteract the bullying."

Participant C. "I tried talking to the union several times but nothing worked."

Participant D.

I did not do anything to counteract the bullying because I am not a very strong person. I have to admit that I did not do a lot to counteract it. I tried my best to comply with the administrators' directives while I was being watched but I found that it was too much. At this point, I knew that they were going to get rid of me anyways. I felt like it was not worth the fight. I just kind of dropped it.

Participant E.

What did I do to counteract the bulling—well, first I prayed. The second thing I did was reevaluated what I was doing as an educator. I thought that maybe education was not for me. I had to decide if wanted to stay in the education field or get out. I also talked to other individuals, who I trusted. I shared my situation with people who I considered to be my supervisor's equal, and some was just individuals who I trusted and people I could share that information with without being embarrassed.

What Were Your Thoughts While Contemplating Reporting the Incident?

Participant A.

You always worry about how it will turn out. I knew the superintendent at that time and he thought she was God. I had other friends who were principals, and they would tell me that the superintendent would stand up at principal meetings and tell everybody they needed to be like her.

Participant B.

I thought I would do more harm in reporting the bullying. I think it was better keeping it to myself. I did not know who was who, or if they were friends with the administrators. I decided to get through this the best way I knew how. I did not report it because that was the way I was feeling at the time. I felt like the administrator were friends with the people at the union, so I did not go to the union. I thought about getting a lawyer. Bullies know how to bully and have a way of doing things to hurt others. It seemed like they were professionals and they knew how not to leave a trail. If they had written stuff down or sent me and e-mail I would have been able to get them the way I wanted to. I was going to get a lawyer. I was informed by the lawyer to write down everything that happened. He wanted me to write down what happened daily; however, when I got to school I had to deal with my kids. I just did not have time to write everything down, but that is what the lawyer told me to do. I was supposed to write down things that happened that did not make me feel good; but at the time I thought they would send text messages, a note, or something through the computer. They basically knew what they were doing. I just did not go to report anything. I talked to a lawyer about what was happening to me and decided not to go through litigations.

Participant C. "I contemplated reporting the bullying because I thought the

principal was trying to get rid of me. I thought she was trying to find incidents where she

can ruin my reputation and make it difficult for me."

Participant D.

When I contemplated reporting the initial incident, it was hard. I signed an ethical oath saying that I will be honest and follow the code of ethics, and this is what I live my life by, and I assumed that the district would try to help me, but I was wrong.

Participant E.

When contemplating the bullying, I did give it some thought about reporting the incident but I chose not to because that was a person that was in a position that made decisions and I was looking for opportunities to be promoted. This individual could stop that process. I did not report it because I was looking for a promotion in my school.

Why Did You or Did You Not Report the Bullying?

Participant A.

I did not report the bullying because I felt that everybody was afraid of her and that she was above the rules. Other teachers have been bullied by this administrator and nothing ever happened to her after they reported the bullying conduct.

Participant B.

I did not report the bullying because I thought everybody was working together. I did not know if they were trying to get rid of me. I just wanted to complete my years. I did get tired of the situation because I thought about moving away. However, I talked to a family member and she told me that if you cannot conquer the bullying here you will go somewhere else and the same thing could happen. My family member said that I did not want to be moving from town to town, and that I had to learn how to deal with it there. She said that if you cannot deal with it, you need to go and get help, or you report it. She told me that I did not need to run from them or it will catch up with me. So, I decided not leave.

Participant C.

I reported the bullying because I felt that she was going to try to ruin my career. I did not want to lose my teaching degree because I loved teaching. My husband had just passed away and it was my only occupation and my only means to be able to live and survive.

Participant D. "I reported it because I thought I would get some help; however I decided not to continue to pursue help because I felt that they were going to get rid of me anyway."

Participant E.

I did not report what was happening with me to the union representative but I did talk to another person who I trusted and I felt could give me some guidance. I was given some tools to use to help me deal with this situation and one was to first make sure that whenever that individual asked me to do certain things to make sure they were done correctly. I was told to make sure that when I had any interactions with that individual or had to be alone with that individual to try to have someone else participate in the meeting, even if the person was someone that she supervised.

Explain the Specific Steps You Took to Report the Incident?

Participant A. "I did not report the incident but I contemplated getting a lawyer."

Participant B.

The specific steps I took to report the incident was talk to a lawyer. I was asked to record what was happening to me on a daily basis. I found that my daily duties interfered with recording the bullying actions so I decided not to pursue the lawyer.

Participant C.

The specific steps I took was to get other teachers and colleagues who have had the same experiences to get together to go speak with someone about what was happening to us. We went to the superintendent, human resources, and the teachers' union, but nothing happened. Other comrades did not want to discuss it or even be involved with reporting the behavior even though it was happening to them.

Participant D.

I called the teacher union to set up an appointment. I met with a representative and told them what was happening. I decided not to continue my complaint with the teachers' union and to deal with it on my own.

Participant E. "I did not report it because I was looking for a promotion in my school."

How Did You Describe the Incident to Your Teacher Union Representative, If Any?

Participant A. [The participant did not answer this question.]

Participant B. [The participant did not answer this question.]

Participant C: "I described what was happening to me in detail, like I always did at the teachers' union, but I believe they were weak and were not able to win in these situations."

Participant D.

I reported the incident to the union but it was hard. It is hard to defend yourself when they have paperwork after paper work stating that I was not a good teacher. I knew that they were able to write, say, and make up things about me and it was hard to negate that.

Participant E. "I did not describe the issues I was having to the teachers' union representatives; however, I did talk to another person who I trusted and who I felt could give me some guidance."

What Were Your Expectations After Reporting the Bullying?

Participant A.

I knew that she worked with people in the union in the past and were friends with them and they were afraid of her so I had no expectations. She had a reputation for being mean, unpleasant, and callous so people did not like to cross her.

Participant B. [The participant did not answer this question.]

Participant C. "My expectations after reporting the bullying was for her to leave me alone."

Participant D.

After reporting the initial bullying situation at the school where I reported my principal concerning the students retaking the FCAT test, I really hoped that the union would have my back a little bit more. We discussed transferring me to a different school. I gave them a list of schools in my local area; however, I wound up at a school that was not on my list. This school appeared to be a school where teachers were sent to be gotten rid of, so I went from one bullying situation to the next bullying situation.

Participant E. "I didn't report the bullying but I found other ways to seek

support."

Explain Your Attitude About the Organization Directly After Your Bullying

Incident?

Participant A.

I have not been in that school since then except to pick up my personal materials. I sent a friend of mine and my daughter to pick up my materials and the administrator was trying to make them put everything back. I was at home recovering from my knee surgery. My daughter called me from the school and said that I really needed to come up to the school. I did not live far away so I did not have to travel far, so I drove out there. I hobbled in and the administrator was discussing my manipulatives. I reminded her that I participated in many trainings that gave away manipulatives and that I was also a part of several publishing companies. I told her that I never took manipulatives from the school. She was agitated. She made it a point to continue to watch what was being packed to make sure that we did not take anything that she thought belonged to the school.

Participant B.

I basically thought that educators were educated on these issues but after going through all of this, I realized that people are not just educators but they are human beings. It felt like everyone in this school wanted to be in a "special" position among the hierarchy. They made me uncomfortable. They had a knack for finding things that were bad about me. When they realize they could do things to tick me off, upset me, to keep me where they wanted me, I knew I would not have a chance to move up or be promoted. They tried to mess with my ego. I thought that educators were better than that. I thought it would be different in a new county, but no, it was not. It was important for me to realize that administrators are just educators with an education, and were just human.

Participant C. "My attitude was that teachers are lowest man on the totem pole and administrators are on the high end of the hierarchy."

Participant D.

I have no respect for this particular school district. If I had children they would not be going to schools in this county. There are many wonderful teachers and schools, but just knowing how teachers are treated by administrators tells me that teachers are not giving of themselves entirely due to the abuse they have to suffer, which means that children are being taught in environments that are not conducive to learning.

Participant E.

I always felt that the supervisor that was bullying me was selected by the organization and I could not discuss that person per se with other individuals. She was a part of the organization. I did find a team of people who had worked for her and they provided other support. My attitude did change after and I started to understand that this was her role and she had a history of intimidating others. She was allowed to bully and get away with it and she still got promoted.

Describe the Specific Actions Taken by Your Organization After Reporting the Incident

Participant A. "I did not report the bullying, however for several years I observed bullying of other teachers and I cannot recall any actions taken by my organization to stop the bullying."

Participant B. [The participant did not answer this question.]

Participant C.

There were no actions taken by this organization. The organization supports the leaders. The teachers are not respected or taken serious. The union spoke of transferring me to a different school and I applied to work at other schools; however, the principal refused to release me to work at the other school so I was left in that environment, and was bullied even more.

Participant D.

I reported the bullying to the union with the first incident. This incident resulted with me transferring to another school. I reported the bullying that took place in this school, but backed out, and no action took place as a result.

Participant E.

I did not report the bullying. However, I believe that the organization have changed the way they did things since I was bullied. I do know that they now have processes in place in which teachers can go talk to someone if they feel they are being mistreated, bullied, or intimidated. They can report the incident either through their teachers union or call a hotline. Teachers can report these incidents to their building level representatives. I believe they would support them in their efforts to solve the problem. Even though those things were not in place during the time that I felt I was being bullied they are in place now which can help the organization and the teachers. I cannot say for sure if these processes are effective.

How Serious Did You Perceive the Bullying Behaviors to be in Your Organization?

Participant A. "I believe the bullying behavior is very serious because I told my

daughter to get out of the teaching program and have nothing to do with teaching."

Participant B.

I think bullying in the workplace is very serious. I just hope that someone will do something. I am really afraid that some of the women and men who are going into the teaching field will not be able to handle the pressures of this kind of abuse. I am a strong woman, however I know there are young ladies, and young men out there that would not be able to handle some of the things that I have gone through or something similar. I am sure there will be some processes that will help them feel comfortable with reporting things like this. If was to find out that someone have hurt themselves, because of what someone has done as far as bullying is concerned, I would speak up and I would not care. I know it is sad but I would not even care if I was on the news speaking about the bullying problems in the workplace. I just tried to make it through. I have children that are in the education field right now, and that is why I am speaking out now. If my daughter was to come and inform me that she was facing something like this I would wake up, and open up and speak about my experiences because it is very sad. The bullying can cause someone to commit suicide. It is really that bad, and I thank God that my self-esteem is high, I love me, and I love God. God gave me the strength and helped me through this situation.

Participant C.

I believe bullying is serious because it not only hurt the teacher, but the students. The organization has to realize that when teachers are being bullied they are not getting the best results from the students, and the teachers are not able to instruct to the best of their ability. The teachers who are being bullied feel undervalued and that they do not know what they are doing. It is apparent that you cannot do your best when you are under stress. I tried very hard to be stress free with my students. I tried to put on a smiling face and act like everything was going wonderful when it was not. I realize that the students were innocent even though she talk to them about me. I never held it against them. I would never let my judgment of a situation interfere with my professional ability. I remained professional and made sure that I did the best I could for my students. I did not think the principal cared about the students. It was obvious to me that she was only interested in hurting me and proving her vendettas and her hatred towards people.

Participant D.

I believe bullying is serious. There are extremes, and I have seen it with other teachers as well, so I know these behaviors are very serious. The educational organization have their priorities and are test driven, so when administrators bullying teachers they go unnoticed. The educational system does not take care of teachers and it seems that the teacher's health and well-being is put on the back burner. The human factor is not taken into consideration at all.

Participant E.

Bullying is serious and it is not uncommon in the educational arena. Some may not see it as bullying per se, I think it can also be intimidation. The fact that those individual who bully you, actually evaluate you, and have the power of the pen or the computer to make or break you, can be controlling, which can be a form of bullying.

What Happened as a Result of You Reporting the Bullying?

Participant A. "I never reported the bullying because I knew nothing would

happen because the superintendent and the principal were friends."

Participant B. "I did not report the bullying."

Participant C.

The only thing happened was that I was asked if I wanted to transfer to a different school. The administrator was never reprimanded for her treatment of the

teachers. If her superiors spoke to the teachers about how she treated teachers, and she found out about it, those teachers will really feel the brunt of her anger.

Participant D. "When I reported the bullying I was asked if I wanted to transfer to a different school. Nothing ever happen to the principal."

Participant E. "I did not report the bullying."

What Are the Processes Set in Place to Report Bullying and to Prevent Bullying?

Participant A. "There is not a good process to report or prevent bullying in this organization. I have found that the union is weak and all decisions and investigations are routed back to the school principal."

Participant B. "In this county they have a lot of different things that you can do, and one is reporting the incident to the union; however. people are afraid of doing that and they do not feel comfortable."

Participant C.

The only processes I know that are set in place consist of the teachers union, and human resources. They are not real processes for reporting bullying; however, teachers just go to those places to see if they can get help when needed. I know that some teachers go to the human resources department; however, they have found that the only have paperwork to address harassment. I do not know of any process set in place to prevent bullying.

Participant D. "I really don't know the process set up to report or to prevent bullying except going to the union, but our union appears to be rather weak in protecting teachers."

Participant E.

I do not know of a process that we have in place to prevent bullying. We have programs and a zero tolerance for bullying among students to ensure bullying does not take place in schools or on the playgrounds. I believe there is a hotline that you can call, you can speak to your union representatives, and you may want to discuss your issues with a peer. I also believe they are creating leadership roles to address these problems.

How Do You Feel About the Processes of Reporting Bullying?

Participant A. "I found that the union is weak so I do not feel the process for

reporting is any good."

Participant B.

I do not feel the process works because the union representatives are friends or have worked together at some time in their careers, so going to them and expressing your feelings does not work because they go back and discuss what you have said because they respect their friendships first.

Participant C.

You mine as well be "spiting in the wind," or what is a better idiom or term? You mine as well be "talking to the wall." They are not going to listen to you because they do not want the problems. They will turn deaf ear on the problem. Teachers are the low man on the totem pole. Administrators are on the high end of the hierarchy and we are at the very bottom. We are the ones who are teaching our students and we are not important. No one ever asks teachers what we think about certain things or what we should be doing in the educational system. They ask everyone else especially the ones who have no contact with the students.

Participant D.

I reported the bullying and I was glad to know that there was someone that I could go and talk to about the problems I was facing. However, nothing ever came out of reporting the bullying, except that I was asked if wanted to be transferred to another school. The principal was not reprimanded or even mentioned.

Participant E. [The participant did not answer this question.]

What Are Your Feelings About Leaders Who Bully Subordinates?

Participant A.

In my opinion the superintendent was afraid of my administrator because he would let her do what she wanted. The superintendent bullied the administrators in the district, so her bullying was overlooked. I also think the state assessments played a big part of why she bullied teachers. She thought placing fear in teachers or trying to scare them would make them perform. What she did not know was that her tactics were exhausting. I was so stressed that at times I became tired and all I would think about was what she was going to do to me next. I did not think about creative things that I could present to my students because I was too

worried about keeping my job. I could not put my best foot forward under those circumstances. I tried but I could not.

Participant B.

I feel that leaders who bully subordinates are sad individuals. I believe that they need help in dealing with what they are going through. If a person wants to cause injury or harm to others, they must have inner issues that need to be brought to the surface, and need to find another line of business.

Participant C.

My feelings about this particular leader was very negative, however I did not let her stop me. It pissed her off and it made her mad. I continued to teach with my expertise of teaching. However, this experience made me question my ability to teach in the capacity that I taught prior to the abuse.

Participant D.

A leader would not bully. I have no respect for leaders who bully and I would never have respect for somebody who treats subordinates in that manner. A leader should be a leader and not a person who expects you to follow unattainable goals, treat you bad, and make you feel like you are less than important. My experience in the class with this administrator was generally negative. The positive times were with the students. For the most part, I had to deal with the administrator looking for things that I done wrong.

Participant E. "I believe if administrators received training in this area things will change."

How Did the Feedback or Findings You Received Make You Feel?

Participant A. [The participant did not answer this question.]

Participant B. [The participant did not answer this question.]

Participant C. [The participant did not answer this question.]

Participant D. [The participant did not answer this question.]

Participant E. [The participant did not answer this question.]

What Were the Findings?

Participant A. [The participant did not answer this question.]

Participant B. [The participant did not answer this question.]

Participant C. [The participant did not answer this question.]

Participant D. [The participant did not answer this question.]

Participant E. [The participant did not answer this question.]

How Do You Feel About the Teaching Profession as a Result of This Experience?

Participant A.

I enjoyed teaching because I was good at what I did. I told my daughter to get out of the teaching field. I told her not to pursue her teaching degree and have nothing to do with the teaching profession.

Participant B.

When I look back and I think of all the students I taught and when they see me around town and they stop and speak to me, I just know I did my job as a teacher. I saw a young man the other day and he spoke to me while riding his bicycle, I loved it and it made me feel good. The idea of those kids knowing that I was there to help them, and they did not know what I was going through, was rewarding. What I went through provided me the opportunity to address these issues with my students. I was able to work with them to let them know that they should not hurt or bully others. I loved my profession. I have retired, but I am still working with children and I want to do whatever I can to help them for as long as I can.

Participant C. "I loved teaching and I enjoyed seeing my students face when

they have grasped a particular concept."

Participant D.

I would never want to teach again. I have a lot of friends that are getting out of the teaching profession. I hope the principals who bully teachers would resign so that the new teachers would not have to go through what I went through. The new teachers may not experience the fun in education. They may not have any expectations of enjoying their students like I did, prior to schools being standards-driven and administrators abusing teachers. The new teachers may not know any different, and for them this would be just the way it is.

Participant E. "I feel that the teaching profession is necessary. I also believe that

in any business there are people who are unprofessional and cause chaos."

Do You Have Any Recommendations for Any Organization From the Result of

Your Experience With Workplace Bullying?

Participant A.

I think there should be a process for people to go for help. I would recommend that there be a more open process so people can actually see results instead of having to suffer through a process where nothing happens. When nothing happens it can feel like another form of bullying.

Participant B.

I would recommend that the district get an anonymous hotline. I think there are a lot of organizations that can come and be visible to watch for bullying actions. If they are visible they will be able to see what is going on in the schools. These people will be able to see things and hear things that are inappropriate. Having other professional in the schools to monitor bullying behaviors will make people more cautious of what they say and what they do.

Participant C. [The participant did not answer this question.]

Participant D. I think that educational organizations should address and face bullying and do their best to ensure that it does not occur. I think when you have a hierarchy in the organizational structure, principal are basically the chiefs of their own castles. I do not think there are a lot of intrusion from the district-level unless it is really pushed. I do not know what the organization can do except make sure that when teachers do the administration evaluations that they are truly looked at and used to determine if they are really qualified to stay in that position. They can ensure that when teachers evaluate principals that they are not intimidated or coerced to give a false impression of what a principal really does in the school, and to teachers. They should at least read the recommendation or suggestions that are observed in the evaluations. The teachers should not be penalized for doing the evaluations. The administration evaluations completed by teachers should be seen by an objective person or maybe from a company outside of the organization and not somebody in the school district.

Participant E.

The recommendation I have, because of the bullying I experienced, consists of getting a hotline, or a union representative that handles situations for a specific amount of schools. I think people who experience bullying should have a peer or teacher mentor that can help them deal with the problem. I believe they now have coordinators in leadership roles that actually assist in preventing these issues in this county.

Do You Have Anything Else You Would Like to Add?

      Participant A. [The participant did not have anything to add.]

      Participant B. [The participant did not have anything to add.]

      Participant C. [The participant did not have anything to add.]

      Participant D. [The participant did not have anything to add.]

      Participant E.

      This is a great topic because we have seen from the media that kids are being bullied at school and teachers are leaving the profession in large numbers and I think it is because of fear and the bullying that happens in the workplace. I think that we have to really make school systems better for kids and the adults that serve selflessly.

Thematic Analysis

The aim of this research was to secure an in-depth and practical understanding of workplace bullying through the five participants in this study. As the phenomenon started to become illuminated, detailed analysis and results were identified. This thematic analysis provided a comprehensive record of data collected from the participants based on their perspectives and lived experiences as targets of bullying in their organizations.

The four research questions in this study were answered based on the categories and themes that surfaced from the interviews. The four categories emerged: (a) factors that contribute to administrators' bullying behaviors, (b) the absence of organizational constructs and processes that address bullying in educational organizations, (c) employee job satisfaction, and (d) training and development on bullying in the workplace. Within the categories, seven themes emerged: (a) administrators' roles and responsibilities were factors that contributed to bullying behaviors; (b) structures at the organization influenced and enabled the bullying behaviors; (c) the feelings toward the organization;

(d) lack of leadership contributed to the workplace bullying problem; (e) the experiences/perceptions of the targets; (f) participants were afraid to report bullying due to fear of loss of job, retaliation, and further mistreatment by administrator; and (g) recommendations by the participants that the organization could adhere to that would lessen the bullying.

When asked to define workplace bullying, 80% of the participants defined workplace bullying as "feeling uncomfortable going to work." When asked, "What were your initial ideas concerning bullying in educational institution among adults," 80% of the participants said that they did not think it happened. When asked to describe the bullying behaviors experienced from the administrator, 100% of the participants expressed that the treatment of teachers was different across the board and the rules did not apply to all employees in the same manner. Additionally, the participants described situations where they were not able to speak up on their own behalf concerning the bullying that they faced. The administrators were able to find out details of the incidents, and the teachers felt that the information should have been confidential. When the administrators learned of the information, the teachers had to suffer further bullying behaviors, such as being degraded in front of students, parents, and colleagues; being denied opportunities others had; and not receiving any accolades for their successes with students when others did. The administrators had no problem voicing their dislikes about certain teachers among other colleagues. These teachers were constantly made to look incompetent, and were given the students who had the most difficulty with academics and behavior.

When asked, how long the bullying occurred, 100% of the participants stated that the bullying lasted for 1 year to over 10 years. When asked, "How did the bullying make you feel," 100% of the participants stated that they felt that they were not good at what they did as a teacher, undervalued, sad, worthless, incompetent, inferior, and fearful. When asked, "Did you miss any work because of health reasons pertaining to the bullying," 80% of the participants said "no." One of the participants said "yes," and she stated that she was not strong enough to deal with the bullying and had to see a doctor to assist her with anxiety. When asked, "What did you do to counteract the bullying," 40% of the participants went to the union, 40% did nothing, and one participant prayed and discussed the problem with trusted friends. When asked, "What were your thoughts while contemplating reporting the incident," 80% of the participants indicated that they were afraid of losing their jobs. Some of the participants thought the problem would get worse and they may miss out on getting promoted.

When asked, "Why did you or why did you not report the bullying," 60% of the participants did not report the bullying. One participant did not report it because she felt that the superintendent was afraid of that particular administrator. One participant felt that in some way the administrator had contacts with the union representatives and thought they all worked together at one point in their career. One participant decided to get help from colleagues and they provided her tools to assist her with dealing with the bullying. One participant decided not to report the bullying because she was in fear of losing her job. One participant reported it, but decided to back out of it because she felt that the administrators had already made up their minds to get rid of her. When asked, "Explain the specific steps you took to report the incident," 20% of the participants

actually took steps to report the bullying. The other participants decided either to work with a lawyer; report it to the teachers union, but changed their minds; or refused to take steps due to trying to get promoted.

When asked, "How did you describe the incident to your teacher union representative," 40% of the participants report the incident, and 60% did not. When asked, "What were your expectations after reporting the bullying," 40% did not answer the question and had no expectations. One of the participant felt that she was moved from one bullying environment to another. When asked, "Explain your attitude about the organization directly after your bullying incident," 100% of the participants stated that they did not like the way things were handled in these educational environments when it came down to trying to protect themselves and their careers due to the mistreatment. When asked, "Describe the specific actions taken by your organization after reporting the incident," 80% of the participants indicated that there were no specific actions that took place as a result of the bullying. When asked, "How serious did you perceive the bullying behaviors to be in your organization," 100% of the participants indicated that bullying behaviors in their organizations were very serious.

When asked, "What happened as a result of you reporting the bullying," 60% of the participants indicated that they did not report the bullying, and 40% of the participant indicated that they reported the bullying to the union and was asked if they wanted to transfer to another school. Nothing ever happened to the principals as a result of reporting the bullying. When asked, "What are the processes set in place to report bullying and to prevent bullying," 100% of the participants stated that the union is somewhere you can go to discuss your issues, and 100% of the participants did not know

of a process set in place to prevent bullying among adults. Some of the participants believe the union is weak and nothing is ever resolved as a result of going to the union. When asked, "How do you feel about the processes of reporting the bullying," 80% of the participants believed that the process is weak, a waste of time, and an outlet where nothing really happens as a result. When asked, "What are your feelings about leaders who bully subordinates," 100% of the participants indicated that administrators who bully subordinates are sad, need to be trained, have no respect for others, are abusive, and they are stressful.

When asked, "How did the feedback or findings you received make you feel," 100% of the participants did not answer this question. When asked "What were the findings," 100% of the participants did not answer this question. When asked, "How do you feel about the teaching profession as a result of this experience," 100% of the participants loved teaching. When asked, "Do you have any recommendations for any organization from the result of your experience with workplace bullying," 80% of the teachers recommended that the organization have a process for teachers who are bullied.

When asked, "Do you have anything else you would like to add," 80% of the participants did not have anything to add. One of the participants indicated that bullying is prevalent among kids and adults. The participants further mentioned that teachers are leaving the profession in droves. The findings of the present study are further supported by Namie and Namie (2003) who learned that bullies in the workplace can affect targets permanently. Targets of bullying never forget the challenges they faced when they encountered the bullying behaviors from their leaders. The participants in this study felt shame, hurt, hopelessness, and humiliation, which can impact their personal lives as well

as their social experiences. While these qualitative results brought to the forefront a severely debilitating phenomenon, further investigations should take place concerning this problem.

Categories

Category 1: Factors That Contribute to Administrators Bullying Behaviors

RQ 1: What are retired elementary-school teachers' perceptions of why school administrators bully? There were several factors that contributed to administrators bullying behaviors. The processes set in place to support teachers were few-to–none, as seen in this study. Several of the participants affirmed that they were able to report the bullying behaviors to the union, HR department, or the superintendent. However, these processes led to no avail. For most of the participants, contacting these people did not help them at all in alleviating the problems they faced in their schools.

The participants agreed that the leaders had friends in high places, which led to further dead ends when they tried to stop the maltreatment. The participants revealed that the administrators were not held accountable for their actions. One participant felt that when the administrator led with an iron fist, it was more acceptable. The consensus among the participants concluded that the administrators in these organizations did not have to answer to anybody concerning their bullying behaviors. The participants believed that this was the culture of the organizations, and the school districts accepted the inappropriate behaviors by these administrators.

Category 2: The Absence of Organizational Constructs and Processes That Address Bullying in Educational Organizations

RQ3: How do retired elementary-school teachers describe school administrators' bullying behaviors in their organizations? The organizational culture was established in these schools, which regulated the way things transpired. Organizational culture stages the dynamics among employees that provokes workplace bullying, such as spreading rumors, gossiping, or mocking (Baillien, Neyens, De Witte, & De Cuyper, 2009). Organizational culture encourages confusion through an absence of clarity of mission and goals, responsibility, and leadership (Hodson, Roscigno, & Lopez, 2006). The absence of organizational constructs and processes that address bullying in educational organizations was key in this study. The study showed that there was a lack of procedures set in place to reduce bullying behaviors in the organization. The educational organizations displayed a disconnection between the superintendent, the HR department, administrators, the teacher's union, and the teachers. There should be a standard operation of procedures that address the steps one can take to report any unpleasant activities in any organization. The limited procedures offered to teachers when they are mistreated in their organizations can cause stress, dissatisfaction with the job, and low production. Educational systems are in the business of educating students; however, when the instructor is strained due to bullying, the students suffer and miss the innovative moments that the teacher has to offer. The participants shared that if there are any problem in the school, that the district sends the information back to the administrator to investigate and determine the findings. However, if the administrator is the perpetrator, the findings will always be resolved in the administrator's favor. Therefore, teachers

hesitate to report the bullying behaviors because the outcome is already decided based on the practices that have been developed.

Category 3: Employee Job Satisfaction

RQ4: What are the perceptions of retired teachers who experienced workplace bullying in their work environments concerning the effects on them physically and psychologically? Job satisfaction is significant in contributing to stresses that are present in these educational environments. When teachers are bullied, the last thing they have on their minds is the right to be treated fairly, get promoted, or be offered training opportunities that can help them thrive in these organizations. This study revealed that teachers are afraid to confront their bullies because they fear that they will not be given opportunities to get promoted or be place in positions that can make a real difference with students. Evaluation practices are important and are centered on teachers and job satisfaction. The study indicated that leaders have the power of the "pen or computer" to make or break one's career. When teachers understand the significance of evaluations, they are not willing to impede or obstruct any course of actions that will reflect ineffectiveness, or anything less than satisfactory results. Consequently, reporting maltreatment may not be deemed a priority. One of the participants articulated that standardized assessments take precedence over any unrelated misfortunes in the educational environment. The well-being of the employees should be the priority, or at least be seen as a central preference in schools.

Category 4: Training and Development on Bullying in the Workplace

RQ2: How do retired elementary-school teachers perceive the impact of bullying, from school administrators' bullying behaviors, in their work settings? Training and

development on workplace bullying among adults in schools is essential in keeping

teachers abreast of the issues and to enlighten them on the prevalence of the detriment it

causes. This study uncovered the reality of the nonexistence of training on workplace

bullying as compared to bullying among students, in these organizations. It is critical that

teachers understand what bullying is, what it looks like, what it feels like, and how to

stop it. Teachers need to cognize that in order for an exchange to be deemed workplace

bullying, it is a requisite that the behaviors initiated by the offender, as seen by the target,

are toxic, repetitive, continuing for an extended period of time, and there is a

disproportion and an inconsistency of power. The study showed that the bullying

behaviors instigated by the participants' administrators and supervisors made it difficult

for the participants to protect themselves. The lack of constructs, resources, practices and

processes set in place to stop bullying in these schools were noted by the participants as a

disappointment, which made them feel alone. The participants documented in their

interviews that if they did not have a strong family background, spiritual background,

friends, and if they were not raised to love themselves, these experiences would have

been poisonous and the outcome could have been detrimental.

Themes

Theme 1: Administrators' Roles and Responsibilities Were a Factor That Contributed to Bullying Behaviors

This study suggests that, with respect to school authority and decision making,

administrators were explicitly abusive; they led with a strong arm, were manipulative,

restricting, and they micromanaged almost every situation. Communication was

determined to be one-way and intimidation was utilized to extremes to obtain submission

to whatever decisions was made. These administrators used this approach to govern the school by fear. The participants agreed that these administrators were strict, dictatorial, and controlling. The behaviors were observed by the participants in faculty meetings, team meetings, and when there was a need for school-wide decision making.

Administrators are the nucleus of the school and they are responsible for the culture, environment, and atmosphere of the school. The saying, "lead by example" is pertinent, as leaders take on responsibilities that make them in charge of the safety and well-being of the students and staff. However, when the leader does not take a stand and lead with character in addition to intellect, people are harmed. This study showed that the administrators in these schools were the main contributors to the maltreatment felt by the teachers. Administrators are accountable for an enormous amount of duties in school; however, teachers and students should be their priorities.

Theme 2: Structures at the Organization Influenced and Enabled the Bullying Behaviors

Structures in the organization should be set to a standard where all stakeholders are successful. When the district goals push administrators to committing to inappropriate behaviors and conducts, there is an obvious problem with the constitution of educating.

Theme 3: The Feelings Toward the Organization

The participants reported that throughout their teaching careers and when they worked with other administrators, they played major roles in the schools, were involved in several programs, and assisted in initiating school-wide programs to further increase student achievement. The data showed that bullying administrators relentlessly

challenged input that was inventive for teachers and students, any training opportunities, or suggestions in the decision-making processes. The administrators basically undermined any involvement sought out by the targets in their schools. The participants withdrew from any activities that were not regarded as mandatory by the district. The teachers believed that they were better off, and did not have to suffer further abuse. These teachers were avoided by colleagues due to their colleagues' fears of becoming the next victims.

When teachers are excited about going to school and having the ability to communicate effectively with their leaders and comrades, all partakers win. When teachers feel they are being mistreated and ridiculed, their feelings towards the organizations are less than ideal. This study indicated that teachers are leaving their professions due to insufficiency in leaders to lead professionally, bullying, and job satisfaction.

Theme 4: Lack of Leadership Contributed to the Workplace Bullying Problem

Leadership suggests that a person is performing their duty with the utmost respect for their subordinates. This study alludes to leadership being unresponsive to the needs of the teachers, overbearing, tightfisted, cruel, uncaring, and malicious. The participants indicated that their administrators were pessimistic and suspicious of their every mood.

Theme 5: The Experiences and Perceptions of the Targets

The participants in this study initially thought bullying among adults did not happen or exist, especially in an educational organization. Most of the participants observed their administrators yelling, screaming, and embarrassing other teachers; however, they thought their principal was trying to reprimand that teachers.

Theme 6: Participants Were Afraid to Report Bullying Due To Fear of Loss of Job, Retaliation, and Further Mistreatment by Administrator

This study showed that three of the participants did not report the bullying. They thought that if they reported the bullying, the problems would get worse. One participant thought that she would not get promoted because of the chain of command, which made her leader a link to her getting promoted. The participants hoped that the bullying would go away, but it was consistent and instead of discussing it with someone higher up, they just dealt with the cruelty. All of the participants were close to their retirement and did not want to take the chance of losing their retirement money and benefits. The participants worked for decades and refused to lose their jobs or let someone push them away. Some of the participants depended on friends, family, and God to get them through the turmoil. Some of the participants stated that they sought a lawyer, but then decided against pursuing a case.

Theme 7: Recommendations by the Participants That the Organizations Could Adhere to That Would Lessen the Bullying

The participants believed that there are several things that can be done to lessen and to even abolish workplace bullying. One of the recommendations consisted of an open process; this process would allow for transparency across the district. This method could be posted in a blog to be viewed by every employee as a mandatory obligation and duty of all educators. If this is made mandatory, anybody who conducts themselves in a bullying manner will revealed. Most people do not know that bullying exists in the workplace and in many organizations.

Another recommendation was an anonymous hotline. This hotline would afford targets an outlet to report bullying behaviors immediately, without being vulnerable. This would also offer bystanders who observe this behavior a means to help another victim. Most targets do not report the bullying, so this would be an absolute positive for the targets and onlookers who see the inappropriate behavior and do not know how to put an end to the abuse. One of the participants suggested that the district invite outside companies or someone who can be objective in their judgment on what they see is happening in that organization. If others are visible and are there specifically to observe any behaviors that may be viewed as inappropriate or unprofessional, the bullying can be stopped in its tracks.

One of the participants suggested that the administrator evaluations done by the teachers should be looked at objectively to see if there is a pattern of abuse going on in that organization. The district should look at the evaluations individually, as they can determine the administrators' grade or satisfactory outcome.

The union has been a place where teachers are able to go and voice their concerns; however, the way they conduct business needs to be revamped in order for them to really make a change in the way teachers are treated. One participant stated that leadership coordinators, a peer, or teacher mentors can be helpful as well. The participant suggested that there should be one person assigned to a certain number of schools so that the problem can be managed correctly, and organizations that have bullies will not fall back into the routine of just discussing bullying, instead of actually finding methods to hinder or eradicate bullying. Student achievement should be the priority of every educational organization in the United States. Students should be afforded the

opportunity to learn in the most conducive environment that can be offered. However, hindrances and obstacles such as workplace bullying cause a breakdown in the educational process for all stakeholders. It is imperative that district look at the recommendations and follow some type of procedures and processes to put a stop to workplace bullying.

Meaning and Essence

Workplace bullying has several distinctive meanings; for example, "The phenomenon that includes negative workplace behavior including such behaviors as being humiliated or ridiculed, being ignored or excluded, being shouted at, receiving hints that you should quit your job, receiving persistent criticism, and excessive monitoring of your work" (Simons, 2008, p. E49). This study represented an array of methods used to hurt and harm these participants. Several of these participants were degraded and demeaned in front of students, parents, and colleagues. These participants were ignored and excluded from trainings, promotions, and made to do duties that others were not expected to do. The participants revealed that the administrators had favorites who did not have to follow certain rules.

One of the participants stated that the principal came into the class and scolded her in front of students and fellow teachers for follow instructions that were given to her at a faculty meeting. One of the participants was sent to a psychologist to be labeled and identified as incompetent by the doctor so that the administrator would have a reason to get rid of her. An alternative definition of workplace bullying is "repeated and persistent negative actions towards one or more individual(s), which involve a perceived power imbalance and create a hostile work environment" (Salin, 2003, p. 1214-1215). This

study linked the bullying behaviors to the administrators and the impact these behaviors had on the participants.

One of the participants in this study consistently stated that she felt intimidated instead of being bullied. It is conceivable that employees do not recognize the expression "bullying," which may possibly infer weakness (Lutgen-Sandvik, Tracy, & Alberts, 2007). Teachers go above and beyond to find a place where they feel like they belong. This place of belonging is necessary in the workplace and in their careers, so to be in a position that goes against everything one has worked for is seen as a failure, a drawback, or a disadvantage. In educational environments and in several organizations, harassment is a known nuisance in the workplace. Unfair, prejudiced, and discriminatory harassment is abstractly and theoretically distinctive as compared to bullying (Martucci & Sinatra, 2009). Harassment damages and injures an individual for being an affiliate of a protected class, such as race, background, culture, gender, ethnicity or sex (Martucci & Sinatra, 2009). On the other hand, bullying may have nothing to do with one's origin (Martucci & Sinatra, 2009). Harassment is described as producing a hostile, unreceptive, adverse, atmosphere for people of a certain group who are considered a protected group (Ali, 2010).

The interviews concluded that the impact of bullying behaviors from administrators caused emotional, mental, and physical issues. The bullying made the participants feel incompetent, fearful, intimidated, stressed, sad, undervalued, mad, and irresponsible. The results revealed that school administrators' bullying behaviors in educational organizations was prevalent and included actions that caused teachers to feel uncomfortable, embarrassed, stressed out, overwhelmed, and wanting to quit and transfer

to different schools and retire early. The participants believed that bullying would cause others to leave the profession if it is not stopped.

A few of the participants concluded that the effects the bullying had on them physically and psychologically, in their work environments, consisted of paranoia, anxiety, and stress. Consequently, these issues led to one of the participants having to get treatment for depression and placed on antidepressants. One of the participants felt she was in the state of paranoia because she believed that she would not be able to survive if she lost her job. All of the participants disclosed that they had experienced workplace bullying from administrators and had observed bullying by a supervisor or manager on other teachers, and the most frequent behavior noted was intimidation.

When interviewed, one of the participants indicated that she had avoided going to the doctor to get the long-awaited surgery procedure for many years because she wanted to be there for her students. She further stated that the bullying incidents were a reason why she decided to get the surgery. As a result of the bullying, during the recovery period, she opted to retire and never returned back to teaching. Due to the bullying, all the other participants retired early or were compelled to leave the profession in fear of ruining their long-standing good reputations, being fired, or losing their teaching certifications. The participants revealed that the bullying they experienced played a major part in them retiring from the teaching profession.

Summary

This chapter delivered a concise synopsis of the purpose of this study, data collection, data analysis, and the application of the research questions. The demographics of the sample of participants were provided in this chapter. The findings

from the interviews were discussed, examined, reviewed continuously, and analyzed.

Similar categories and themes were revealed through the NVivo program, Word

documents, and through the techniques to find themes in qualitative data such as KWIC

and indigenous categories. The thematic analysis discovered and characterized

comparative components that emerged from the research. These processes permitted the

researcher to understand the lived experiences of retired elementary-school teachers who

had undergone workplace bullying and the impact of administrators' bullying behaviors.

Chapter 5 will present a discussion of the finding of the study. Chapter 5 will also

discuss the limitations of the study, recommendations for organizations to decrease

bullying, implications for future studies, and the conclusion.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS, AND RECCOMMENDATION

The purpose of this qualitative phenomenological study was to identify and explore behaviors that are perceived as bullying; to explore the impacts, perspectives, and lived experiences of retired elementary-school teachers. The study also explored the impacts of bullying in the workplace, job satisfaction, and the organizational culture. Additionally, this study sought to understand what these retired teachers went through, and what happened to them as a result of the abuse. The study focused on elementary-school administrators and retired elementary-school teachers. The detailed, rich data collected from the interviews uncovered several themes connected to their experiences. This chapter presents a discussion of the research summary, conclusion, implications for practice, and recommendations for further research.

Discussion

Bullying is prevalent, especially in educational organizations where administrators believe they have the support and approval of the superintendent, and HR to continue the vicious conduct. Other educators join these organizations, observe these behaviors, and deem them as normal, and appropriate. Some think that "this is just the way it is." They come to realize that these behaviors are tolerated and are the standard in these situations. Some educators are praised, given special opportunities, and even promoted when they accept these actions as ordinary. However, it is necessary that educators are protected from these brutal behaviors.

Globally, an extensive amount of research has been conducted on workplace bullying and the harm projected on the targets (Einarsen & Skogstad, 1996; Namie & Namie, 2003). Bullying have become a part of the lives of many educators in the last

decade. The literature reveals the damaging outcome that is emerging in educational institutions concerning bullying. This study identified the magnitude of the problem, and it prompts the need for legislation and laws to be enacted to minimize and diminish bullying in the workplace. This study showed that the pervasiveness of abusive behaviors on the job is linked to toxic consequences for a person's welfare, health, and safety. In addition, a person's psychological health, physical health, and social standing can suffer.

The educational system has adopted new and innovative ways to challenge students and to prepare them for a competitive society. Responsibilities have shifted from the everyday creative and inventive methods that teacher employ in the classroom to teach students. The responsibilities are now linked to school reform, which means it takes a collaborative effort to accomplish the tasks. New teacher evaluations are a major part of the common goal to improve student learning. The disposition of education is now student centered and standards-driven. School leaders and teachers have the challenge of becoming well versed on emerging techniques, strategies, skills, and become self-reliant and empowered. All stakeholders are responsible for working cooperatively based on the new trend of the education system, which entails school autonomy, being goal and mission oriented, focused on learning objectives, and ensuring students are prepared for a knowledge-induced society (Caldwell, 2000).

School reform attempts to require that teachers and administrators work cooperatively and collaboratively to build a cohesive environment. Administrators are responsible for building a culture that is respectful throughout the schools atmosphere. Schools that obtain and maintain collaboration are effective because the administrators

secure trust among the staff. These relationships offer sincere, truthful, authentic, and genuine partnerships that initiate professionalism. The initiatives set forth in the new endeavor to ensure all students are proficient, and the development of rigorous and operative communities of learners, will require interactions that are responsive and approachable. Bullying in the workplace will not measure up. Educators who allude to practices that are abusive will one day have to answer to their behaviors, and be held responsible for their actions.

Conclusion

The participants in this study experienced verbal abuse. The administrators degraded them and disrespected them in front of others by yelling, "loud talking" them, telling them that they were not following the curriculum, singling them out in conversations with colleagues, and screaming at them in front of students. All of the participants dealt with criticism about their job performances. One of the participants was accused of stealing files from the school and was threatened with arrest. This caused stress and concern about her job, which was her livelihood. The study indicated that one of the participants acted one way at home and another way at school as a means to protect herself.

The nonverbal behaviors experienced by the participants consisted of their administrators ignoring them, peeping through the class doors, eyeing them up, not speaking, not giving them praise for their accomplishments, isolating them, and excluding them. The psychological abuse suffered by these participants consisted of refusing to let them go to trainings when others were given the opportunities, stacking classes instead of evenly distributing the students in terms of whether they were on or

below grade level, and making them feel like they were incompetent. In addition, these administrators sent other teachers in their classes to spy on them and told them to implement strategies in class but then stated that they were not following the curriculum.

When opportunities are obstructed, teachers feel that there is no room for growth. Trainings are important in developing teachers' abilities to provide instruction that is research based, so training and development is a necessity for all teachers. When administrators do not afford teachers these opportunities to learn, it depletes a teacher's temperament and desire to succeed. When classes are stacked with students with both behavioral and academic issues, the demands can be unreasonable for that teacher. In this particular area in Florida, where the participants reside, the district has implemented pay-for-performance and merit pay system. This system counts student performance and student gains as 50% of the teacher's evaluation. The teachers have to make a certain amount of gains to get the percentage necessary to receive a satisfactory rating and be considered highly qualified. Therefore, when classes are stacked, teachers become overwhelmed and afraid that the students will not make the grades, which can jeopardize their jobs. This study indicated that administrators utilize *stacking* as a form of bullying.

The participants believed that when they become the targets of bullying they become excluded and isolated and they were shunned by other colleagues. Their friends no longer want to communicate with them because of fear of becoming the next target. As a result of the isolation, the teachers felt rejected and lonely. This study revealed that administrators use favoritism as another means to bully. It also revealed that administrators use other teachers to assist in these acts. Administrators choose teachers to assist in bullying who need to find a place in the organization, so these teachers are

usually not effective teachers, they are intimidated by the targets, and they do not mind making others look like they are incompetent. Research showed that the targets are highly skilled and are good at their jobs.

Abusive workplace behaviors caused these participants to become depressed, angry, powerless, weak, doubtful of self, insecure, disillusioned, and stressed. One of the participants continues to have anxiety and feels that her new boss has shown some instances of bullying. She believes she may suffer from PTSD because she feels that anytime her boss asks for something or needs a task completed she goes above and beyond to ensure that it is done correctly. She stated that it reminded her of what she went through as a teacher. The participants stated that since they have been out of the educational system they feel rage for having been placed in that situation. The participants stated that they did not miss work due to the bullying they experienced. However, the outcomes related to the abusive behaviors led to a decline in job performance, satisfaction, and commitment.

This qualitative study explored and identified bullying behaviors and the impact these actions have on retired elementary-school teachers who experienced bullying in the educational environment. Bullying in educational organizations should decline if these institutions make a genuine attempt to change the organizational culture that permits bullying. The educational institutions should implement policies for team building across the entire organization, where the whole organization assumes the responsibility and takes on the obligation of diminishing bullying to produce a more amicable work atmosphere. The findings of this study offer leaders a challenge to adopt an authentic

position to oppose workplace bullying and the impact on job satisfaction. The results of this study can be conveyed in a manner to create a healthier work environment.

Implications for Practice

The implications of for practice of the findings in this study show that there is much work to be done to bring attention to this phenomenon. Workplace bullying in the academia should cannot be compared to bullying among students. Programs that address bullying on the playground will not address bullying in the front office. It will require the effort of all stakeholders who are involved in the educational arena. An overview of workplace bullying will not disclose the depth of the problem.

Discovering methods to prohibit workplace bullying will require lengthy and extensive efforts by legislation, educational institutions, organizational leaders, administrators, and teachers. Training and development on this type of offensive and violent behavior needs to be mandatory. District-level supervisors need to understand the damage that it is causing in schools internationally. Districts can no longer overlook or ignore the problem. They need to know that it exists and will continue if something drastic is not done to eradicate the problem. These districts must take responsibility and take control instead of discounting the issue and leaving it up to the school-level administrators to investigate the problem. Research conducted on bullying bosses showed that the targets hardly ever have a successful chance to repair the injustices. Research revealed that organizational culture and repulsive supervisor practices that endeavor to justify their actions usually fail to produce any results from district-level leadership, management, or HR; however, their attempts to protect bullying administrators have become the norm. Although there are some studies on workplace

bullying that noted the maltreatment and harm done to targets in schools, speculative or observed investigations on principals who display bullying behaviors are practically nonexistent.

There is a mammoth amount of research proving the extremely dangerous effects of workplace bullying on targets. These bullies are considered tormentors, and dictators; however, no matter what they are called the bullying behaviors that cause psychological and physical abuse on others, those behaviors still represent one of the most rampant and severe problems emerging in the workplace (Yamada, 2000, pp. 477, 536).

This study suggested that administrators' bullying behaviors consist of discounting teacher's needs, obstructing opportunities, sabotaging and impairing teacher inventiveness, setting unattainable goals, threatening and giving unjustifiable reprimands, and driving teachers out of work. The consequences of abuse are exceedingly damaging to teachers' personal, social, and professional lives. This study indicated that bullying among adults was alarming, and the mistreatment from administrators was shocking. The participants felt demeaned, degraded, fearful, anxious, depressed, sad, and lonely (Blase & Blase, 2003). The study revealed that facing these bullying behaviors on a consistent basis can hinder teacher effectiveness in the classroom. When the teachers feel that they are not empowered in decision-making processes, it causes devastation and a feeling of being out of place and having no sense of belonging.

This study is an addition to the scholarly research concerning bullied teachers; this is an actual study on the impact of administrators bullying behaviors on retired elementary-school teachers. This problem was illustrated in several studies; however, this phenomenon necessitates more exploration and enquiry. For example, a study on

methods to assist teacher with coping with the experiences and means to circumvent PTSD is needed. Although qualitative studies provide detailed descriptions to comprehending the ubiquity of bullying in the workplace and abusive administrators, further research is necessary to explore the impact of administrators' abuse on teacher's psychological and physical well-being, instructional practices, teacher and student relationships, school-wide decision making, and teacher empowerment. Finally, research on teachers' knowledge of legislation, organizational procedures, and policies on bullying, maltreatment, processes, and methods to report and combat administrators bullying behaviors, are all keys that can help put an end to workplace bullying.

Recommendations for Research

This study was guided by four research questions. The findings from this study added to the body of literature on this topic because teachers' perceptions of workplace bullying in educational organizations produced by the school administrators is practically nonexistent. Additional questions on this topic remain to be answered. Questions still need to be answered concerning the perceptions of teachers on the processes to report bullying in the district level. It is recommended that studies be replicated in middle schools, high schools, and private, public, and charter schools.

Nationally, there are states that have adopted legislation to stop workplace bullying. In this study, five retired teachers believed that bullying did not happen among adults in educational organizations. Further research is recommended on how teacher understanding of bullying in the workplace can assist other victims of workplace bullying. Based on the results of this study, educational organizations need to become more knowledgeable about workplace bullying.

Workplace bullying in education is not new. Workplace bullying in the United States has surfaced and have gained attention for the past decade. Educational organizations have had more than enough time to establish procedures and processes to prevent and reduce bullying in the workplace. It is recommended that school districts take the steps to make the paradigm shift and introduce and establish valid processes to eradicate bullying. These school districts should incorporate all school levels, with teachers and leaders, and make it mandatory for all stakeholders to buy in to the project to put an end to bullying. There are consultants, researchers, scholars, and trainings that can capture and encapsulate all of the principles that deal with workplace bullying. There are resources to assist and support districts with bullying in educational institutions. Once these educators have a grasp on the concepts of what bullying does in an organization, they will be prone to focus on finding methods to stop the abusive behaviors. It is important that all school levels and educators make this process a priority to minimize any misunderstandings of the consequences bullying causes in the workplace. While the institutions are directing these programs, legislation can make an attempt to enact laws to counteract bullying in the United States.

A significant premise in this study was that when the teachers needed help to stop the bullying behaviors directed towards them by administrators, there was no real help available to give them comfort or to relieve them from the abuse. This study indicated that the participants found comfort in friends, family, and God. However, they still had to face the difficulty of showing up to a job where they were not satisfied, felt anxiety, and had no protection. Four of the participants stated that they had a strong family background and were raised to love themselves and to be strong in any situation. Their

inner strength was not enough to combat the degradation on a daily basis, and they still felt ostracized. Lutgen-Sandvik (2008) stated that victims of workplace bullying need to restore their safety parameters, recuperate from the abuse, and restructure their personal, social, and home lives.

Findings from this qualitative study imply that there is a demand for further research to evaluate leadership and how leaders shape the culture of the organization that accepts bullying. Using a quantitative approach can produce a thorough scope and a more comprehensive view of the effects bullying causes in the culture of the organization, reflecting on an administrator's leadership and management style and the reasons for the bullying behaviors. Further research should address organizational communication, team building, and other effective components and constructs to tackle the problem.

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APPENDICES

APPENDIX A

Data Gathering Instrument

APPENDIX A

Data Gathering Instrument

Interview Questions

1.   How do you define workplace bullying?

2.   What were you initial ideas concerning bullying in an educational

institution among adults?

3.   Describe the bullying behaviors you experienced from you administrator.

4.   Describe the circumstances surrounding the bullying.

5.   How long did the bullying occur?

6.   A.) How did the bullying make you feel?   B.) Did you miss any work

because of health reasons pertaining to the bullying?

7.   What did you do to counteract the bullying?

8.   What were your thoughts while contemplating reporting the incident?

9.   Why did you or did you not report the bullying?

10.   Explain the specific steps you took to report the incident?

11.   How did you describe the incident to your teacher union representative, if
any?

12.   What were you expectations after reporting the bullying?

13.   Explain your attitude about the organization directly after your bullying
incident?

14.   Describe the specific actions taken by your organization after reporting the

incident?

15.   How serious did you perceive the bullying behaviors to be in your
organization?

16.   What happened as a result of you reporting the bullying?

17.   What are the processes set in place to report bullying and to prevent bullying?

18.   How do you feel about the processes of reporting bullying?

19.   What are your feelings about leaders who bully subordinates?

20.   How did the feedback or findings you received make you feel?

21.   What were the findings?

22.   How do you feel about the teaching profession as a result of this experience?

23.   Do you have any recommendations for any organization from the result of your experience with workplace bullying?

24.   Do you have anything else you would like to add?

APPENDIX B

Informed Consent Form

APPENDIX B

Informed Consent Form

This study is being done by Annette Lyons who is a doctoral student in the Education College at Argosy University-Online, working on a dissertation. This study is a requirement to fulfill the researcher's degree and will not be used for decision-making by any organization.

The title of this study is *The Perception of Retired Teachers on Workplace Bullying: Impact of School Administrators' Bullying Behaviors on Retired Elementary School Teachers*.

The purpose of this study is to explore retired teachers lived experiences of workplace bullying from their point of view, identify behaviors that are perceived by retired teachers as bullying in their organization, and the impact of the perceived bullying behaviors caused by administrators.

I was asked to be in this study because I am a retired elementary school teacher in Grades Pre-K6 that have worked in a school where I was bullied by an administrator.

A total of 5 people have been asked to participate in this study.

If I agree to be in this study, I will be asked 24 semi-structured questions in an interview.

This study will take 45 to 60 minutes.

The risks associated with this study are assumed to be minimal.

The benefits of participation are to gain an understanding of the experiences of workplace bullying and the impact of school administrators' bullying behaviors, to provide a voice for victims of bullying, and add to the underreported bullying incidences concerning workplace bullying.

I will receive no compensation for my participation in this study.

I understand that my information will be treated confidentially, which means that nobody will be able to tell who I am. I understand that no other identifying information will be collected. I understand that the records of this study will be kept private. I also understand that no words linking me to the study will be indicated in any sort of report that might be published. I understand the records will be stored securely and only Annette Lyons will have access to the records. However, I also understand that any information that I disclose that falls under mandatory reporting laws will be disclosed to the proper authorities. This includes any information regarding physical, sexual or emotional abuse as well as plans to harm oneself or others.

The records of this study will be kept private. No words linking me to the study will be included in any sort of report that might be published.

The records will be stored securely and only Annette Lyons will have access to the records.

I have the right to get a summary of the results of this study if I would like to have them. I can get the summary by contacting the researcher at (321) 987-6551 and at lyons_annette@yahoo.com.

I understand that my participation is strictly voluntary. If I do not participate, it will not harm my relationship with the researcher. If I decide to participate, I can refuse to answer any of the questions that may make me uncomfortable. I can quit at any time without any relations with being affected.

I can contact Annette Lyons—who is the principal investigator at lyons_annette@yahoo.com or Dr.
Marian Orr, who is the dissertation chair at maorr@argosy.edu with any questions about this study.

I understand that this study has been reviewed and Certified by the Institutional Review Board, Argosy University – Online. For problems or questions regarding participants' rights, I can contact the Institutional Review Board Chair, Dr. Nancy Hoover at nhoover@argosy.edu

I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study. I have been given a copy of this consent form. By signing this document, I consent to participate in the study.

Name of Participant (printed) _____

Signature: _____ Date: _____

Signature of Principal Investigator: _____

Date: _____

Information to identify and contact investigator (address, telephone, etc.)