

**THE IMPACT OF SCHOOL VIOLENCE ON TEACHER PERFORMANCE
AND ATTITUDES**

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By

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ABSTRACT

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Doctoral Advisory Committee Chair: Joseph DuCette

Schools maintain a steady rate of violent crimes nationally with more than 1.6 million violent acts occurring towards teachers over a four year period (NCES, 2007). Nearly 35 percent of teachers report that school violence affects their teaching (NCES, 2009). Concurrently, teacher attrition rates are steady across school districts nationwide at nearly twenty percent and cost taxpayers billions of dollars per year. This study explored teacher's perceptions of school violence and its influence on their teaching performance and attitudes towards others. In addition, it investigated whether teacher's perceptions of school violence had an effect on teacher's intentions on attrition. A representative sample of teachers from Southeastern Pennsylvania was selected at random to participate in an on-line self reported survey. Five teachers were then randomly selected for unstructured individual interviews.

Results indicated that there is a relationship between perceptions of school violence with teacher's performance, attitudes and thoughts on moving or leaving the profession. Both interpersonal non-physical violence (INPV) and group crime violence (GCV) were positively associated with negative teacher performance as well as negative teacher attitudes. Additionally, interpersonal non-physical violence (INPV) was positively associated with intended teacher

attrition as more than half the teachers reported that they might transfer schools due to school violence.

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DEDICATION

This work is dedicated to teachers, counselors, psychologists and school specialists – everywhere, who put in countless hours for their love of children and their love for education.

It is also dedicated to the students who truly want to learn, who act as leaders in the classroom and help provide a safe, respectful work environment for everyone around them, including themselves.

TABLE OF CONTENTS

	Page
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	vii
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER ONE	1
INTRODUCTION	1
School Violence	2
School Violence Programs.....	4
Teacher Performance and Attitudes.....	5
Teacher Attrition.....	8
Teacher Turnover Models and Programs.....	10
Purpose of the Study	12
Background Information	13
Research Questions	15
Definitions	17
Procedural Overview	18
CHAPTER TWO	19
LITERATURE REVIEW	19
Introduction	19
School Violence and Teachers.....	19

Effects of Stress on Teachers	27
Teacher Attrition and Turnover	30
CHAPTER THREE	34
METHOD	34
Introduction.....	34
Research Questions.....	34
Research Design Overview.....	35
Participants.....	36
Research Procedure and Instrumentation.....	37
School Violence and Teacher Performance and Attitude Survey.....	39
Unstructured Interviews.....	44
Designing Variables	45
Dependent Variables	45
Independent Variables	46
Other Factors.....	48
CHAPTER FOUR.....	49
RESULTS	49
Introduction.....	49
Data Analysis Methods and Measures	49
School Violence	51
Teacher Performance and Attitudes.....	52
Teacher Attrition.....	52
Demographic Data	52

School Violence	55
Performance and Attitude	57
Intended Teacher Attrition	59
Other Factors.....	60
Correlations	62
Diagnostics for the Multiple Linear Regression Analyses	64
Multiple Linear Regression Analyses	65
Teacher Performance	65
Teacher Attitudes	66
Teacher Intended Attrition	68
Unstructured Interviews.....	70
Summary	70
CHAPTER FIVE	74
Conclusions and Further Research	74
Introduction	74
Research Questions	74
Limitations and Strengths	75
Conclusions and Further Research	76
REFERENCES	82
APPENDICES	97
A: PSEA Letter of Support	97
B: Permission to Audiotape	98
C: School Violence and Teacher Performance and Attitude Survey	99

LIST OF TABLES

Table	Page
4.1 Descriptive Characteristics of School Personnel Survey Participants.....	53
4.2 Frequency of School Violence Items.....	56
4.3 Frequency of the Impact of School Violence on Teacher Performance.....	58
4.4 Frequency of the Impact of School Violence on Teacher Attitude.....	58
4.5 Frequency of the Impact of School Violence on Teacher Attrition Intention.....	60
4.6 Frequency of Staff Supports and Programs Available to Cope with or Handle School Violence.....	61
4.7 Frequency of Utilized School Supports or Outside Supports to Cope with School Violence.....	62
4.8 Pearson’s Correlations Between the Predictor and Outcome Variables.....	63
4.9 Pearson’s Correlations between Outcome Variables and Supports.....	64
4.10 Kolmogorov-Smirnov Tests for Normality of Outcome Variables.....	65
4.11 Multiple Linear Regression Estimates of the Impact of Demographics, Utilized School Supports and the Experience of Violence on Teacher Performance.....	66
4.12 Multiple Linear Regression Estimates of the Impact of Demographics, Utilized School Supports and the Experience of Violence on Teacher Attitudes.....	68
4.13 Multiple Linear Regression Estimates of the Impact of Demographics, Utilized School Supports and the Experience of Violence on Teacher Attrition Intention.....	69

LIST OF FIGURES

Figures	Page
Figure 1. Histogram of the Standardized Residuals Assessing Normality for Teacher Performance.....	93
Figure 2. Normal P-Plot of Regression Standardized Residual Assessing Normality for Teacher Performance.....	93
Figure 3. Scatterplot of Standardized Residuals and predicted Values Assessing Homogeneity of Variance of Teacher Performance.....	94
Figure 4. Histogram of the Standardized Residuals Assessing Normality for Teacher Attitudes.....	94
Figure 5. Normal P-P Plot of Regression Standardized Residual Assessing Normality for Teacher Attitudes.....	94
Figure 6. Scatterplot of Standardized Residuals and predicted Values Assessing Homogeneity of Variance of Teacher Attitudes.....	95
Figure 7. Histogram of the Standardized Residuals Assessing Normality for Intended Teacher Attrition.....	95
Figure 8. Normal P-P Plot of Regression Standardized Residual Assessing Normality for Intended Teacher Attrition.....	95
Figure 9. Scatterplot of Standardized Residuals and predicted Values Assessing Homogeneity of Variance of Intended Teacher Attrition.....	96

CHAPTER 1

INTRODUCTION

School violence is an international concern in educational institutions. The Crime, Violence, Discipline and Safety in U.S. Public Schools Survey (Neiman & DeVoe, 2009) reported that more than 75 percent of public schools report incidents of violent crimes in the 2007-2008 school year. These crimes were committed by students on peers as well as faculty members. Concurrently, teacher attrition rates as reported by the Teacher Attrition and Mobility Survey (Marvel, Lyter, Peltola et.al, 2006) are steady across both public and private schools nationwide averaging more than 15 percent. The National Center for Education Statistics (NCES) also found a correlation between school violence and teacher attrition. NCES noted that more than 32 percent of public school teachers and 21 percent of private school teachers stated a “dissatisfaction with workplace conditions” as a reason for leaving or moving schools. While most of the attention and has focused on the impact of school violence on students, there is little information known about how school violence impacts teachers. Certainly, being a victim or witnessing violence on a daily basis would affect most people. Often, individuals exhibit symptoms of generalized stress or anxiety from the constant fights and confrontations they witness. These encounters may occur at work (e.g., military) or home (e.g., divorce). Teachers who witness daily conflicts encompassing bullying, verbal intimidations, fights and the like are no different from others who observe the same. The constant daily stress from school violence may have ill-effects on teachers. Teacher’s perceptions of school violence may impact their performance, attitudes or thoughts on attrition. Recently (Graham, 2010), a district superintendent of a large urban school district stated “In all my 41 years in education, I’ve never had a teacher’s union that lists that (fixing school violence) as one of their top three bargaining issues. Violence impacts how teachers teach, how children learn (p. B4).” Yet, this recently

happened for this large urban district whereby teachers are stating that school violence is a top priority in union negotiations.

This study will explore whether school violence affects teacher's job performance or attitudes towards their students (or other faculty) and whether there are possible trends between school violence and teacher's thoughts on attrition.

School Violence

In the 2005-06 school year, close to 1.5 million crimes occurred in public and private schools equating to more than 77 percent of schools reporting criminal violence (U.S. Department of Education, NCES 2007). The National Center for Education Statistics reported that violent acts included physical attacks or threats, rape, robbery and sexual battery with or without a weapon. In the Crime, Violence, Discipline & Safety in U.S. Public Schools report for the 2007-08 school year, statistics remain steady with more than 1.3 million crimes reported and more than 75 percent of schools reporting criminal violence. More than 31 out of every 1,000 students across America have experienced a violent crime as reported in the School Survey on Crime and Safety consistently for years 1999-2000, 2003-2004 and 2005-2006 (U.S. Department of Education, NCES 2007). Additionally, more than 25 percent of public schools reported that bullying is a daily or weekly concern in their school (U.S. Department of Education, NCES, 2008).

School violence occurs more often by and against males than females and the violence is not limited to in school violence but appears on buses and other school venues such as athletic events (U.S. Department of Education, NCES, 2007). In the Indicators of School Crime and Safety 2002 report, the National Center for Education Statistics indicates that in the school year 2000, 25 percent more males than females were involved in a violent act either going to or from

school. Today, that gap in gender related school violence appears steady (25%) for males to be more likely than females to commit acts of school violence. More than 350,000 males were involved in violent crimes and more than 265,000 females (U.S. Department of Education, NCES, 2007). Additionally, research (McKinney, Berry, Dickerson & Campbell-Whately, 2007; Smith & Smith, 2006; Stanford, 2001) is often focused on urban school districts due to the fact that school violence is more prevalent in the city than the suburbs (U.S. Department of Education, NCES, 2007) with close to 500, 000 incidents of violent acts reported in urban schools compared to 380,000 in suburban, 158,000 in town schools and nearly 300,000 incidents reported in rural schools.

School violence and the related tension are not student specific (student on student violence), but includes violence towards teachers as well. In fact, teachers are more likely to be victims of violent crimes than students (student on teacher violence). From 1996 to 2000 more than 1.6 million violent acts were committed against teachers of which nearly 600,000 included a violent crime such as sexual assault, rape, robbery, aggravated assault or simple assault. During this same period as reported by the National Center for Education Statistics (NCES), male (50 incidents per 1,000), middle (49 incidents per 1,000) or high school (35 incidents per 1,000) teachers working in an urban (36 incidents per 1,000) school were more likely to be victims than female (20 incidents per 1,000) teachers, elementary (15 incidents per 1,000) teachers or suburban or rural teachers (21 and 17 incidents per 1,000, respectively). In the 2005-06 school year, 17 percent of public high school teachers reported student verbal abuse directed toward them on a daily or weekly basis and more than 30 percent reported disrespectful acts committed towards them daily or weekly (NCES, 2007). In the 2007-08 school year, the Crime, Violence, Discipline & Safety in U.S. Public Schools survey reported that (Neiman & DeVoe, 2009) 29

percent of high school teachers had daily or weekly acts of verbal abuse or disrespectful acts directed towards them. In the Indicators of School Crime and Safety: 2008 (NCES, 2009), 35 percent of teachers reported that student misbehavior affected their teaching. However, there is little data on how teaching behaviors or attitudes are specifically affected.

School Violence Programs

Although this project is not an investigation of the availability or effectiveness for school violence preventative programs; it is worth mentioning the types of programs currently in place at many districts nationwide in order to get a better feel for the programs and services offered to students, faculty and administration. In the Crime, Violence, Discipline & Safety in U.S. Public Schools survey (Neiman & DeVoe, 2009), all eight programs that were reported as school violence prevention programs were aimed at and for students. These eight public school instituted programs included all of the following in the order of which they were utilized at all levels of schools (elementary, middle, high school and combined): counseling, social work, psychological or therapeutic activity for students (93%); behavioral or behavior modification intervention for students (90.4%); individual attention, mentoring, tutoring or coaching of students by students or adults (90.3%); prevention curriculum, instruction or training for students (88%); recreational, enrichment or leisure activities for students (84%); programs to promote a sense of community or social integration among students (80%); student involvement in resolving student conduct problems (53%); and a hotline/tip line for students to report problems (26%). Teachers are with students on a daily basis. Depending on the level of curriculum or grade level, teachers spend anywhere from forty five minutes daily to several hours each day with students. There are no programs mentioned (U.S. Department of Education, NCES, 2009) which help teachers with the skills and training necessary to help de-escalate violent situations or

manage crises. It is also surprising that there are no training programs designed to help teachers thwart a violent situation through violence prevention instruction, conflict resolution training or specific behavioral classroom techniques aimed specifically for teachers. Consistent with the *Teacher Attrition and Mobility: Results from the 2004-05 Teacher Follow-Up survey* reported (Marvel, Lyter, Peltola, Strizek and Morton, 2006) that more than 37 percent of public teachers (movers) were dissatisfied with administrative support from their previous school. In addition, 13 percent of public school teachers reported dissatisfaction with professional development opportunities. More than 25 percent of leavers rated pursuing another occupation as their reason for career change. If there is a relationship between school violence and teacher performance, attitude and attrition, it may well be that new programs may have to be instituted to help teachers not just the students.

Teacher Performance and Attitude

What makes a good teacher? The National Board for Professional Teaching Standards (NBPTS, 2009) asserts there are five core principles that encompass professional characteristics of a ‘good teacher.’ The values are initially defined broadly and then subsequently broken down into more detailed accounts for each value. The core values include teachers who: are committed to learning and their students, understand their domains and how to teach them, monitor and manage student learning, think analytically about their profession and continue to learn themselves, and are part of a larger learning community within their schools. Some common terms used to describe effective teachers are respect, tolerance, flexible, pedagogy, purpose and fulfillment (Arnon & Reichel, 2007; NBPTS, 2009; NECN, 2009). Commitment to their students and learning is the first core value and a cornerstone to being a good teacher. Teachers often assert that they remain teaching because they find meaning in helping students.

Viktor Frankl (1963) affirms that people reach happiness when they find fulfillment or meaning in their life, typically without regard to financial or economic gains. This affirmation appears to apply to teachers who feel fulfilled and committed to teaching. The second characteristic of a good teacher encompasses the ability of a teacher to understand different learning styles, varied cultures and family dynamics as well as having expertise in their domain. The third characteristic of a good teacher maintains high expectations for all students, manages and monitors student learning and combines the art and science in teaching. Respect is offered by the teacher to each student at the onset of the school year. Tolerance and flexibility for individual students, programs and the day-to-day issues that creep into a teaching day help teachers with performance and a more positive attitude. Pedagogy incorporates the other values as teachers continually improve their skills through various methods and typically maintain a presence in the larger community. The New England Cable Network and the Boston Foundation hosted a series on television entitled “State of Education: what makes a good teacher (NECN, 2009)?” The panel, which was hosted by several top educator representatives replicated these same themes on good teacher characteristics and noted the passion many teachers demonstrate in their work. Most teachers are evaluated on their performance and attitude through semiannual or annual evaluations conducted by administrators. In Southeastern Pennsylvania, a suburban school district defines the performance evaluation for teachers to consist of the four areas: a) planning and preparation; which includes pedagogy and knowledge of content, b) managing classroom environments, c) professional responsibilities such as effective communication with families and accurate record keeping as well as d) effective instruction which includes teachers’ engagement in student learning.

In order to be an effective teacher, one has to be engaged in the process of teaching. However, teacher performance and attitude may be greatly affected by daily stress at work. According to the National Association of Head Teachers (2000), nearly 40 percent of teachers reported a stress related doctor's visit during the indicated school year. Stress, can contribute to reduced work performance, mental health symptoms (i.e., depression) and physical symptoms such as high blood pressure (Kopp, Stauder, Purebl, et.al., 2008; Mallor, 2007; Maxon, 1999; Van Dick & Wagner, 2001). Workplace violence is correlated with individual stress as Galand, Lecocq & Philippot, Philippot and Lecocq (2007) point out. In their study, the researchers concluded that a positive relationship existed between school violence and teacher disengagement, depression and anxiety. Additionally, they noted a negative relationship between teacher disengagement and school administrative support. Where there is a perceived or actual work condition of school violence, teachers may become more disengaged, especially if school provisions (in the form of administration and programming) are not in place to support them. Daniels, Bradley and Hays (2007) concluded that school personnel often do not have their mental health or physical health needs met with respect to school violence. High rates of teacher turnover not only affect taxpayer dollars but more importantly may also affect the quality of student education. In the fall of 2008, twenty students were arrested for disrupting a northeastern city high school. Several students who were interviewed commented that they felt there was "a lack of qualified teachers," "It's not ... a learning environment," and having "had just gotten... its third teacher (Graham, 2008)." Casella (2001, p. 43) states that "the outcomes of school violence...not only undermine the education of those involved...but create obstacles for all students in their attainment of an education." If students are misaligned in their focus for education due to an environment of violence, it may affect their attention away from learning in

the same manner that it would divert a teacher's attention away from teaching. Violence in the workplace or school place affects all persons to some degree. The concern is to what degree and specifically how is school violence affecting teacher's performance and attitudes within the school setting.

Teacher Attrition

Teacher attrition rates, as reported by the Teacher Attrition and Mobility Survey (U.S. Department of Education; NCES, 2007), are steady across both public and private school districts nationwide averaging more than 15 percent per year. This high turnover rate is a concern that administrators, superintendants and districts contend with on a national level. The New England Cable News (2009) claims that districts are often more concerned with recruitment rather than retention; however, many researchers have demonstrated that teacher retention should be the goal (Ingersoll, 2001; Stockard & Lehman, 2004; Van Dick & Wagner, 2001). In the field of education, discussing teacher attrition includes two groups of people. The first group is known as leavers. These are teachers who leave the field of education in order to pursue a different occupation often for a better opportunity, a less stressful environment (Billingsley, 2004) or better working conditions (U.S. Department of Education; NCES, 2007). The National Center for Education Statistics reports that 25 percent of public teachers left the field of education to pursue other fields of interest. Additionally, more than 25 percent (combined) of public and private school teachers reported dissatisfaction with teaching as extremely or very important in their decision to leave the field (Marvel, Lyter, Peltola, et.al. 2006). Galand, Lecocq & Philippot, Philippot and Lecocq (2007) concluded in their study that a positive relationship existed between teachers leaving and school violence. Other studies (Kukla-Acavedo, 2009; Bon, Faircloth & LeTendre, 2006) have noted a relationship between teacher

attrition or burnout and school violence. The other group is the movers. Movers are teachers who remain in the field of teaching but change schools or districts for reasons similar to leavers. The Teacher and Attrition Mobility survey (Marvel, Lyter, Peltola et al., 2006) reported that 54 percent (combined) of public and private school teachers rated dissatisfaction with workplace conditions as an “extremely” or “very important” reason for changing schools. Additionally, 64 percent (combined) rated dissatisfaction with administrative support as an “extremely” or “very important” reason to change schools.

Although attrition rates are not that different from other occupations (Bureau of National Affairs, 2002; Harris & Adams, 2007), it can have more detrimental effects on the clientele, namely students, in the field of education than other professions may experience. In the field of education, students may end up with inadequate education or poor levels of achievement due to high levels of teacher turnover. This may lead to a lifetime of limited intellectual growth and development for students. A study investigating the differences between academic achievement and social development between students with higher teacher retention versus lower teacher retention would be interesting to investigate at another time. Barnes, Crowe & Shaefer (2007) conclude that costs associated with teacher replacement exceed more than \$15,000 per teacher resulting in more than \$5 billion dollars nationally in teacher attrition expenses. If school districts reduced this expense, more money could be spent on educational programs and student related expenses (i.e., funding for clubs, sports, music, etc.). Recently, several school districts in the Northeast have had to cut back on student programs due to lack of funding. As the Boston Foundation group on NCEN discussed, teacher retention programs cost less and retain more qualified teachers.

Many assume that teachers are motivated to teach by money, healthcare benefits and other economic incentives. Yet the NCES (1997, 2006) statistics illustrate a different picture; indicating that salary and benefits have little effect on teacher satisfaction or retention. In fact, in the 2004-05 Teacher Attrition and Mobility Survey, 38 percent of teachers indicated the top reason they would transfer schools had nothing to do with financial motivation but rather for a better teaching assignment. The second highest response for teacher dissatisfaction with their current school (i.e., reason to transfer) was a lack of administrative support in which 37 percent of public teachers rated this as “very important” or “extremely important” in their decision to change schools (“movers”). Studies have pointed out the positive effect that school administration support plays in retaining teachers (Harris & Adams, 2007; Ingersoll, 2001; Van Dick & Wagner, 2001). What programs are in place in order to provide teachers this level of administrative support and are administrators aware of the impact they have on teacher retention?

Teacher Turnover Models and Programs

Several researchers suggest that the way to counteract teacher attrition is through teacher recruitment. However, this is in direct contrast by others (NECN, 2009; Marvel, Lytel, Peltola et al., 2006) who claim that retention is more important for reducing teacher turnover. A vicious cycle may appear with recruitment tactics since attrition is highest for newer teachers (less than three years experience). It appears that recruitment rather than proper retention of teachers may cover up the problem, not fix it. In the public corporate sector, companies typically employ a knowledge management and development program to retain employees as well as an exit interview for those who do leave. Yet, in the education arena, teachers and staff leave the profession (“leavers”) or transfer (“movers”) on a regular basis with no administrative policy in

place to find out “why” they have left. In addition, schools generally have a poor and inconsistent model of retention programs. It is difficult to obtain official or standard retention programs that exist in many districts.

Two basic theories of teacher turnover and attrition models that currently exist include an economic based model (Boe, Bobbitt, Cook, Whitener & Weber, 1997; Stinbrickner, 1998) and a model based on work conditions and school characteristics (Ingersoll, 2001; Stockard & Lehman, 2004). The economic models of teacher turnover and attrition focus on the theory that teachers are more apt to stay in their profession if provided enough economic incentive by means of salary, health benefits and other fiscally related enticements (i.e., tuition reimbursement, paid days off, etc.). However, as noted previously (Marvel, Lytel, Peltola et al, 2006; NCES, 2004), teachers are not primarily motivated by financial incentives to remain in their professions. Several researchers (Aarons, Sommerfeld, Hecht et al, 2009; Ingersoll, 2001; Kukla-Acevedo, 2009; Smith & Ingersoll, 2004) have shown that teachers are motivated by intangibles more so than economics. Job satisfaction, mentoring, school environment and empathic, supportive administration are all significant factors in retaining quality teachers. One of the most effective programs in teacher retention may be mentoring programs which pair a tenured teacher with a new teacher during their first year. Most of the mentoring programs are for new hires since they are most likely to leave compared to veteran teachers. Few (if any) programs appear to be in place for older teachers, veteran teachers or teachers experiencing stress due to violence in the school.

There is little documentation on specific programs aimed at job satisfaction, administrative support or better school environments as they relate to teacher attrition. It is rare that a teacher is asked by an administrator or the human resource department about the teacher’s

job and whether the teacher is happy or needs help. Most teacher interface with administrators is typically in the form of either (semi) annual reviews, discipline, observations or to make sure no problems in the classroom have surfaced. Many schools have programs which target school environments; however those programs are mostly related to positive and pro-social behaviors of the students which help reduce school violence amongst students and increase moral traits and characteristics of the student body. In addition, many schools, as articulated by the School Survey on Crime and Safety survey (Neiman & DeVoe, 2009), report eight programs which help students, but none that emphasize helping teachers with school violence, stress, better classroom management or focus on teacher retention. Teacher in-service days are most often student focused by providing teachers effective means to increase student literacy and state scores for student testing.

Several of the socialization models (Angelle, 2006; Brock & Grady, 2006; Dinham & Scott, 1999; Youngs, 2007) for teacher retention encompass the concepts of job satisfaction and administrative support. Yet few of the models center solely on the issue of workplace environment or the necessary programs to help administrators, teachers, counselors and staff cope on a personal or school level with school violence.

Purpose of the Study

The purpose of this study is to examine an experiential construct (i.e., the teacher's perception of experiences) within the confines of school violence using a mixed methods approach with a primary focus on the quantitative data. The study examines how school violence affects teacher performance and attitudes as well as how school violence may affect teachers' thoughts on moving districts or leaving the profession entirely. The emotional and economic costs of school violence to educators, students and districts have not yet been fully

addressed from the teacher perspective in the literature or school communities. This study has two main objectives. The first is to explore whether school violence affects teacher performance, attitudes and attrition. In such an examination, more specific information will be to determine if any programs are currently in place to effectively help within the construct of a teacher's daily experience with school violence. The second objective will be to examine the information garnered to make recommendations for specific programs or supports that may help teachers cope more effectively despite school violence. It is hoped that the incorporation of this study's information will lead to more effective teachers and more effective programs specifically aimed at teachers who may experience school violence.

Background Information

Stress and the Effect on Work Performance, Attitudes and Health

Stress is often associated with workplace violence and employee performance. Three theoretical principles that are linked to this theory are the social stress theory (Aneshensel, 1992), Lazarus' model for psychological stress (Lazarus 1966, 1995) and its measurement and daily stress (DeLongis, Coyne, Dadof, Folkman & Lazarus, 1982). In the social stress theoretical framework, the phenomenological idea is that teachers' reactions to student violence are based not on their objective reactions but rather on their perceived reactions. Social stress theory is based on the idea that persons have a social stress which is differentiated from a psychological diagnosis of stress (Aneshensel, 1992). Social stress purports the idea that teachers are working in a constant stressful environment due to the consistent presence of school violence. The constant presence of school violence and stress thereby increases their arousal state for a stress response. In so doing, teachers have an emotional as well as physiological reaction to their every day work stress situation. Teachers may not be consciously aware of their emotional and

physiological reaction to their workplace yet an underlying feeling of anxiety, stress or disheartening may be felt and teachers may be unaware of the source of such anxiety or stress. As the literature review will illustrate, a great source of the anxiety and stress that teachers feel stems from threats or acts of school violence. The social stress theory suggests that a person's social supports may help decrease the potential for the stress to evolve into a diagnostic medical stress or mental health concern (Aneshensel, 1992).

Adding to the theory of social stress, Lazarus (1966, 1995) believed that coping with stress is critical to individuals' social, physical, and psychological well-being. One of his grounding principles was that when individuals' coping is unproductive, stress rises leading to subjective distress, physiological disturbance, and impaired social functioning. The last theory, Lazarus and his colleagues (DeLongis, Coyne, Dakof, Folkman & Lazarus, 1982) later conducted research examining whether major life events (i.e., death, divorce, etc.) or daily stress (i.e., school violence) were more indicative of negative health outcomes. The results indicated a positive and significant correlation between daily hassles and somatic illness impacts one's mental and physical health on an ongoing basis.

One can presume that if a teacher is operating under working conditions whereby the environment is disrespectful, violent or disheartening, it would be stressful on the teacher and effect personal health, performance and attitude towards their work or the students the individuals work for. This study will discuss how school violence causes daily stress for teachers and how that daily stress impacts teacher performance, attitude and attrition. In addition, teachers' coping mechanisms will be explored to discover if they have any mitigating effects to contain or reduce teacher stress in the workplace (Menaghan & Merves, 1984).

Research Questions

Research on the impact school violence has on teachers is relatively new. To date, most of the literature has focused on the impact school violence has on the students rather than the teacher. The literature review will provide an overview of the few studies available that pertain to school violence and teachers as it relates to teacher stress, performance and attrition. This study will purposely raise questions as to how teachers' exposure to school violence may specifically affect their teaching. In addition, the study will examine what programs may be in place to help teachers with this national concern (i.e., school violence) and whether recommendations need to be implemented for program modifications or additional programming.

The specific questions for this study initiated from the goals and questions that previous studies raised and the researcher's questions noted previously. Below are the two main research goals of the study and the specific questions related to each.

1. The first goal of the study examines how teachers' perceived exposure to school violence may affect their teaching:
 - a. Does school violence affect teacher performance? If so, how is teacher performance specifically affected?
 - b. Does school violence affect teacher's attitudes towards work, staff members or students? If so, how are teacher attitudes affected towards these groups?
 - c. Does school violence affect teacher's thoughts on attrition? If so, are teachers leaving the profession entirely (leavers), moving to other districts or retiring?

2. The second goal of the study examines what programs are in place to help teachers cope with school violence and whether recommendations need to be implemented for program modifications or additional programming:
 - a. What coping methods, school supports and/or social supports are currently available to teachers to help them manage the effects of school violence? Are the current programs available or effective? Are teachers comfortable accessing the present programs?
 - b. What other supports (i.e., social, programs, coping mechanisms) can be implemented to provide teachers the support they need to manage the effects of school violence?

Definitions

The following terms are used throughout the study and are defined below:

Teacher: A school professional.

School Violence: Any act or behavior conducted by a student (to another student or to a staff member) that creates an environment of physical harm or emotional distress while occurring at or on school grounds, school buses or venues in which school sponsored events or activities occur. As defined by the National Center for Education Statistics and the U.S. Department of Education, school violence includes all of the following: cult or extremist group activity, employing the use of firearm/explosives, gang related activities, hate crimes, insubordination, physical attacks or fights, rape, robbery, sexual battery, sexual harassment, theft/larceny, vandalism, violence and weapon related behaviors.

Attrition: The decision to move or change schools or leave the profession entirely.

Procedural Overview

In conducting this research in association with the Pennsylvania State Education Association (PSEA), the researcher designed a pilot, self report web based survey which was disseminated to a small sample representative of the research sample population. Upon the participants comments, the PSEA and researcher refined the survey for final approval by the dissertation committee and the IRB. The School Violence and Teacher Performance and Attitude survey (see Appendix 1) was then disseminated to select members in the PSEA through an email via Survey Monkey, an on-line survey service. Participants who wished to be further contacted for an unstructured interview provided information for the researcher to make contact with them; whereby the researcher set up phone interviews with several of the participants. Survey responses were collected through Survey Monkey and phone interviews were tape recorded and then transcribed for possible thematic responses. Qualitative and quantitative analysis of the results were used to evaluate the data.

CHAPTER 2

LITERATURE REVIEW

Introduction

Historically, research on school violence has concentrated on the effect it has on students rather than staff. However, some studies have focused attention on how school violence affects teachers (Bon, Faircloth & LeTendre, 2006; Daniels, 2002; Daniels, Bradley & Hays, 2007; Dzuka & Dalbert, 2007; Galand, Lecocq & Philippot, 2007; Kondrasuk, Greene, Waggoner, et.al, 2005; U.S. Dept. of Education, NCES, 2004; Robinson & Clay, 2005; Williams & Corvo, 2005). A review of the relevant literature will include the following: 1) school violence and teachers, 2) effects of stress on teachers and 3) teacher attrition and turnover. An attempt was made to limit the literature reviewed to the last prevailing decade as practice, theory and implementation of psychology has changed over the years.

School Violence and Teachers

One of the largest and consistent studies conducted on school violence which incorporated teachers was through the collaborative efforts of the U.S. Department of Education, National Center for Educational Statistics (NCES), Institute of Education Sciences and the Office of Safe and Drug Free Schools. Over a time period of nearly eight years, four separate studies and more than 3,400 school principals participated in the School Survey on Crime and Safety. In addition, the NCES, U.S. Department of Education and the Institute of Education Sciences collaborated on the Schools and Staffing Survey and the Teacher Follow Up Survey which was conducted six times from 1988 through 2005 across the United States with more than 7,400 teachers participating in the most recent Teacher Follow Up Survey in 2004-05. The surveys mentioned above do not provide specific information on how school violence has affected teachers other than data for acts of violence against teachers and teacher attrition.

Additionally, the surveys provided related data on health, workplace conditions and safety with regard to school violence. The latest surveys include the following statistics (as they relate to teachers and violence) in the most recent published reports (Crime, Violence, Discipline and Safety in U.S. Public Schools, 2007; Teacher Attrition and Mobility, Results from the 2004-05 Teacher Follow Up Survey, 2007):

- Nearly ten percent of middle school students and 12 percent of high school students conducted verbal abuse towards teachers daily or weekly.
- More than six percent of middle school students and nearly five percent of high school student's behavior was persistent disorder in the classroom on a daily or weekly basis.
- More than seven percent of elementary, 17 percent of middle and nearly 17 percent of high school students conducted acts of disrespect towards teachers (excluding verbal abuse).
- More than 16 percent of public school teachers moved (changed schools) or left teaching and nearly 20 percent of private school teachers moved (6 percent) or left teaching entirely (14 percent).
- More than 530,000 public school teachers nationwide were movers or leavers in one academic school year (2004-05).
- More than 32 percent of public teachers and 21 percent of private teachers rated "dissatisfaction with workplace conditions" as "very important" or "extremely important" in their decision to move to another school.

- Nearly 12 percent of public teachers and more than 13 percent of private teachers rated health concerns (excluding retirement as a reason) as “very important” or “extremely important” in their decision to leave the teaching profession.
- More than 43 percent of public teachers (25 percent, private teachers) who left the field rated “safety of environment” as better in their new position outside the field of education and more than 60 percent of public school teachers (37 percent, private teachers) rated “general work conditions” as also better in their new position.

Although the studies conducted by the U.S. Department of Education, National Center for Educational Statistics, Institute of Education Sciences and the Office of Safe and Drug Free Schools was impressive with the data collected on school violent acts towards teachers and students as well as rates and explanations of attrition, there was no data provided on whether there was a correlation between the teacher’s perceptions of school violence and how it may have affected their performance or attitudes towards work or their thoughts on attrition.

The Liberty Mutual Safety Center for Safety and Health (Hashemi & Webster, 1998) reports that schools had the highest percentage (11.4%) of non fatal workplace violence claims than any other industry. A few studies (Bon, Faircloth & LeTendre, 2006; Dzuka & Dalbert, 2007; Galand, Lecocq & Philippot, 2007; Kondrasuk, Greene, Waggoner, et al., 2005; Williams & Corvo, 2005) discuss the specific impact of school violence on teachers. Prior to these studies, there is little known research in this area of study. In the first, Bon, Faircloth and LeTendre (2006) focus their efforts on school violence’s impact on teachers’ sense of safety through the use of unstructured focus groups with 25 teacher participants located in urban and rural schools (elementary, middle and high) in central Pennsylvania. Through the use of data

driven theory, the researchers concluded that teachers had a perception of violence in the schools which impacted their sense of safety. Although none of the participants were special education teachers, there was a pervasive feeling from the participants that a double standard of discipline for special education students exists along with limited resources and use of discipline for special education students and a perception that teachers' safety is diminished with the protection of special education students. Through this qualitative research, there was no specific quantitative data as to how the teachers felt their sense of safety was compromised and whether or not it compromised their teaching skills or effectiveness at teaching.

Williams and Corvo's (2005) surveyed 218 participants from the state of New York in order to discover teachers' perceptions of fear from school violence with pre-service and in-service teachers (0-3 years of teaching). They found that for both teacher groups there was a fear of school violence. In what appears to be an understandable finding, a positive correlation was found between teachers' perceptions that school violence would occur and their fear of school violence. However, the survey did not address the concern of how the teacher's fear of school violence may have affected their performance, attitudes or thoughts on intended attrition.

In the first of two studies conducted outside the United States, Dzuka and Dalbert (2007) investigated whether school violence towards teachers was widespread. They also investigated if a correlation existed between school violence and teacher well being as measured by three scales: the General Life Satisfaction Scale, Positive Affect Scale and the Negative Affect Scale. Similar to the results in the Crime, Violence, Discipline and Safety in U.S. Public Schools (2007) and the Teacher Attrition and Mobility: Results from the 2004-05 Teacher Follow Up Survey (2007), Dzuka and Dalbert noted significant experiences of violent acts against teachers (55%) and verbal abuse against teachers (44%) by students. As discussed previously, teachers who are

stressed on a daily basis (from threats of school violence) most likely will suffer mental health concerns, somatic symptoms and anxiety or stress. Dzuka and Dalbert's results indicated a positive correlation between school violence and teacher's negative affect ($r = .25, p < .01$) and a negative correlation with teacher's positive affect ($r = -.29, p < .01$). Negative affect included feelings of anger and anxiety. Unfortunately, the study did not investigate whether the effects of school violence on teacher's negative affect also affected their teaching performance or attitudes towards work and students.

The second study (Galand, Lecocq & Philippot, 2007) was performed in Belgium and included 487 teachers from two dozen secondary schools. The researchers explored the relationship between perceived school violence and teacher well being, professional disengagement and administrative support using structural equation modeling analysis. Teacher well-being was measured by depression, anxiety and somatization. Professional disengagement was measured by teachers' thoughts on attrition. Administrative support was based on the teacher's perceptions of emotional and informational support. The study concluded that school violence was positively correlated with teacher disengagement ($r = .20, p < .01$) and teacher well-being ($r = .35$ somatization, $.28$ depression, $.24$ anxiety, $p < .01$). To rearticulate, an increase in perceived school violence was correlated with an increase in teachers' thoughts on attrition, somatization (physical symptoms), depression and anxiety. While not surprisingly, administrative support was negatively correlated with teacher disengagement ($r = -.33, p < .01$) and teacher well-being ($r = -.28$ somatization, $-.25$ depression, $-.25$ anxiety, $p < .01$). Additionally, student misbehavior and verbal victimization were also positively correlated with teacher somatization ($r = .38$ and $r = .28$), depression ($r = .35$ and $r = .33$), anxiety ($r = .34$ and $r = .31$) and disengagement ($r = .26$ and $r = .19$) respectively. Although administrative support did

not buffer the effects of school violence on teachers, teachers' well-being had a great impact on teacher disengagement as well as mediating the effects of school violence. Extrapolating from these results, one might circuitously argue that if teachers had the social supports in place (administrative, mental health, etc.) it may positively influence their coping skills which may thereby increase their positive well-being resulting in less teacher disengagement.

Administrative support often seems to be measured in how comfortable teachers are able to talk or discuss issues openly with school leaders, if teachers are included in team decisions or encouraged to rely on administrative staff for help with discipline or other concerns. Galand, Lecocq and Philippot measured teachers' perceived level of administrative support using similar qualities in their nine item section for school leadership. Even though positive administrative support may mediate constructive teacher outcomes (less disengagement, better performance and satisfaction), oftentimes teachers may be reluctant to use administrators for sounding boards on issues or concerns related to their personal safety (or well-being) as they feel it may negatively impact their employment or relations with administration. The researcher's definition of teacher disengagement did not include the emotional or behavioral detachments that teachers may have felt or displayed towards their students. However, it is one of the first studies to show the relationship between student violence (misbehavior and verbal ill-treatment), perceived student violence and teacher's well-being and thoughts on attrition.

A study conducted in the Portland, Oregon area (Kondrasuk, Greene, Waggoner, et al., 2005) consisted of primarily elementary and middle school administrator participants. The U.S. Department of Education, NCES, Institute of Education Sciences and the Office of Safe and Drug Free Schools has consistently conducted school violence surveys over nearly a decade with more than 3,400 school principals. Kondrasuk and associates provided a similar investigation

utilizing administrators in their home state of Oregon. The purpose of their study was to measure the degree of violence against teachers and whether employees felt safe. While the investigators found comparable information (extent, frequency and prevention of school violence); they did provide something different in their results. Twenty five percent of respondents indicated that “required counseling” was used in response to school violence against teachers, 40 percent responded that voluntary counseling was utilized and 40 percent indicated the use of a school employee response team in reaction to violence against teachers. Based on the understanding of the terms - required counseling, voluntary counseling and school employee response teams; one might assume the term ‘counseling’ to be interpreted as outside mental health counseling as provided by the school districts EAP (employee assistance programs) or health insurance programs. Kondrasuk’s results implied that 75 percent of schools in Oregon did not actually require any counseling at all for teachers following a violent incident. Implications of this finding will be discussed at in Chapter Five. It is not surprising that the results of the self reported survey indicated that 86 percent of the participants (of which 90 percent were administrators) felt “very safe” at school. The investigation did not include teachers, counselors or psychologists nor did it examine how the violence specifically affected administrators or staff.

The concept of counseling services provided to teachers as a coping method for school violence is not new to school districts yet it may be underutilized. Daniels (2002) and colleagues (Daniels, Bradley & Hays, 2007) considered the implications of school violence on counselors and school psychologists, respectively. In the first, Daniels’ focus is primarily on how counselors can help identify potentially violent students. As a sidebar, he makes a small notation at the end of his research stating that a counselor should “not forget to consider the impact of the incident on her or himself, parents, teachers and administrators (p. 218).” Yet, in reality, school

counselors are often relied on to provide services in a school when a violent student act occurs – no matter how small. These services may include: mental health counseling to teachers, students, administrators and parents; responsibility for maintaining a physical and/or emotional calm during a violent incident for students and all staff; as well as helping students, families and faculty navigate the mental health system through their insurance or employee assistance programs. Who is providing help to the school counselor who is most likely dealing with the same school violence on a regular basis? More importantly, Daniels did not include data or findings on how school violence affects the counselor’s performance in the school environment when working under such constant stress. In Daniels’ later article (Daniels, Bradley & Hays, 2007) he delves into the topic of how school violence affects school staff (from the school psychologists’ perspective) and at the same time, the lack of services provided to them through a literature review analysis. He concludes, much the same as previous researchers, that stress from student violence has an emotional and physical toll on teachers. Newman et al. (2004) agreed, finding that teachers often experienced life changes (e.g., divorce), somatization, increased mental health concerns, attrition as well as feelings of neglect from administration and other staff following student violent incidents. His team makes recommendations for teachers (by psychologists) including an immediate response of a calm and empathic presence; a short term response including group counseling for staff as well as knowledge regarding the incident and perpetrators involved; and a long term response inclusive of individual counseling, group counseling and remembrances of significant violent events. In addition, they recommend schools providing effective school crisis response plans as well as self care for the mental health workers (psychologists and counselors) providing services to staff.

Effects of Stress on Teachers

As the stress theories (Aneshensel, 1992; DeLongis, Coyne, Dadof, Folkman & Lazarus, 1982; Lazarus 1966, 1995) indicate, daily stress has adverse effects on a person's emotional well being, physical well being and work performance. Stress is an interaction between the person and environment. It is no surprise that teachers, counselors, psychologists and school staff endure occupational stress. Heavy workloads, demanding class sizes, individualized instruction, increased state pressure for educational testing, increasing parent requests for psychological testing, discipline concerns, disgruntled parents, administrative micromanaging, student stress and the ever present acts of student violence are enough to give anyone working in a school environmental stress. Teachers face the constant threat of violence on a daily and weekly basis (Dinkes, Kemp, & Baum, 2009). School violence includes any behavior conducted by a student that creates an environment of physical harm or emotional distress. School violence as defined by the United States Department of Education is similar to the National Institute for Occupational Safety and Health's (NIOSH) definition of violence which is "violent acts (including physical assaults and threat of assaults) directed toward persons at work on duty" and take place at or outside the workplace and includes homicide, physical assaults, suicide, threats and verbal abuse. Teachers are three times more likely to be a victim of school violence than students (Kondrasuk, 2005). In addition, teachers are not only a victim of school violence but also a witness to it, perseverating the atmosphere of stress and fear for teachers. Just in the last few months, a prominent national newspaper included the following headline news: "Committee hears of violence in many city schools (1/29/2010)," "More hearings ahead on school violence (1/5/2010)," "Marchers demand end to Philadelphia school violence (1/19/2010)," and "Federal complaint expected on school violence (12/12/2009)." In the first article, it was reported that an

English teacher was terrified as 20 students rushed into her room and attacked a female student. However, the concern for teacher stress is a global one. Several studies have been conducted in Asia (Chan, 2002; Pei & Guoli, 2007; Yong & Yue, 2007), England (Jackson, 2002; Jepson & Forrest, 2006; Kyriacou, 2001; Mintz, 2007) and in the United States (Rieg, Paquette & Chen, 2007; van Dick & Wagner, 2001), yet student violence and teacher stress are not limited to these countries.

David Chan (2002) reported that teachers in Hong Kong received beneficial effects on their stress (as defined by five stressors including student misbehaviors) when utilizing social supports (i.e., family and friends). In addition, he claimed that social support could act as a moderator to the effects of stress on psychological distress (i.e., health issues, sleep concerns, anxiety and dysphoria). However, in assessing the 83 student teachers, Chan did not include administrators or colleagues in assessing the social support network. He did find a positive correlation between teacher stress with psychological distress and health concerns ($r = .27$ and $r = .25, p < .05$). Yet, Chan did not evaluate whether teacher stressors affected their work performance or attitudes towards students or colleagues. Other researches (Pei & Guoli, 2007; Yong & Yue, 2007) conclude that teacher stress has a significant impact on their health and performance. With new teacher initiatives being implemented overseas, teacher stress is more of a concern than ever before. Pei and Guoli (2007) claim that 80 percent of teachers report moderate to heavy occupational stress in their profession. The daily stress is exhibited through an increase in health related problems as defined by physical and mental health and interpersonal relationships. They found that work stress also had a negative impact on work defined loosely by Pei and Guoli as work behavior and work performance. The investigation did not delineate more specific behaviors, attitudes or actions that may have been affected by occupational stress

other than the generic definitions provided above. It typically takes a teacher an average of five years to settle into a comfortable work position where they are considered “effective” teachers. With researchers asserting that newer teachers (less than three years) have more work related stress and attrition (Marvel, Lyter, Peltola, Strizek, & Morton, 2006; NCES, 2004, 2007; Pei & Guoli, 2008, Yong & Yue, 2008), one may conclude that the job-related stress would certainly impact not only newer teacher’s performance but seasoned teachers as well. Seemingly, the vicious cycle continues as new teachers become stressed and leave - students are then left with last minute substitute teachers and the consequential negative effects on the school can be felt through low morale (both student and teacher), disrupted learning, turnover concerns and additional stress piled on teachers who stay to help the substitutes pick up where others have left off.

There has been interest regarding teacher stress in the United Kingdom. Jepson and Forrest (2006) focused their research on the correlation between a teacher’s ($n = 95$) perceived stress with professional commitment and personal achievement motivations. They found a negative correlation between teacher’s perceived stress and commitment to teaching ($r = -.440, p < .01$). However, a positive relationship was noted between perceived stress and teacher’s achievement motivations ($r = .264, p < .01$). Teacher’s achievement included a self reported questionnaire with the top four factors being “I feel discouraged when my ability to succeed is impaired by factors out of my control,” “I am a very determined person when it comes to my job,” “I feel very frustrated with myself when I don’t teach a lesson to my full potential,” and “I feel upset when my teaching abilities and success are not recognized and praised (p. 189).” Consequently, as a teacher’s perceived stress increases so does their feelings of discouragement, frustration with self and concern with their administrative support. Kyriacou (2001) confirms the

rates and incidents of teacher stress while emphasizing the need to conduct more research on the issue with his literature review. He suggests, like others, the need for positive communication and support for teachers by administration. In addition, a new idea is explored by Kyriacou, advising the use of teacher stress workshops such as relaxation techniques and other coping strategies to help alleviate the effects of stress. Mintz (2007) provides a personal account of his role as an elementary teacher to help define the psychodynamic factors in teacher stress and emphasizes the need for communication amongst colleagues and the psychological insight to teacher stress in order to help alleviate the emotional toil from teacher related stress.

As the studies have shown over the last ten years, teacher stress is a constant source of concern to schools across the nation. While it appears that one source of the stress (school violence) may not dissipate any time soon, there appears to be a general consensus for the need to address it in order to keep teacher attrition at lower rates and maintain quality, mentally healthy and content teachers. This study is shaped by the previous literature in trying to elicit exactly how school violence affects teacher performance and attitudes and what policies or programs might be initiated or revamped in order to address the issue.

Teacher Attrition and Turnover

As discussed previously, the two theories of teacher turnover and attrition models that are used most often today include the socialization and economic models. Yet, because research (Aarons, Sommerfeld, Hecht, et.al, 2009, Ingersoll, 2001; Kukla-Acevedo, 2009, Marvel, Lytel, Peltola, et.al, 2006, NCES, 2004, Smith & Ingersoll, 2004) has shown that teachers are not primarily motivated by financial incentives, the focus in the literature review will center on the socialization models and research on teacher turnover and attrition. Most people realize that

becoming an educator is not the road to riches, yet so many individuals enter the profession knowingly and willingly.

As the Teacher Attrition and Mobility: Results from the 2004-05 Teacher Follow Up Survey (2007) concluded, more than 36 percent of public and private school teachers moved (changed schools) or left teaching and more than 53 percent of teachers (private and public) rated “dissatisfaction with workplace conditions” as “very important” or “extremely important” in their decision to move to another school - notwithstanding parameters provided to include salary and benefits as a possible reason for leaving. Yet, economic parameters seemed to have little impact. The National Center for Educational Statistics (NCES) defined workplace conditions as inclusive of school safety. In addition, more than 43 percent of public and private teachers who left the profession, rated “safety of environment” and more than 60 percent rated “general work conditions” as better in their new employment outside education even though the NCES allowed for other parameters such as economic (benefits, salary, etc.) and social (relationships with colleagues, prestige, etc.) as possible factors for leaving. It appears that workplace conditions and safety of environment are both interconnected. If teachers perceive that their safety is compromised, one would assume they would also feel their workplace conditions were not being adequately met. As the stress theories denote, consistent and pervasive feelings of stress and anxiety due to violence or unsafe work conditions are certainly valid reasons to leave a profession entirely. Ingersoll (2001) elaborated on the NCES Schools and Staffing Survey and the Teacher Follow-Up Survey with a summation that although there is a concern with teacher attrition, it is in part due to the organizational factors such as teacher dissatisfaction and workplace conditions (i.e., student misbehavior and violence) rather than retirement or family factors (raising a new family) that others would suggest.

In a follow up project, Smith and Ingersoll (2004) delved further into teacher attrition by utilizing the data set from the Teacher Follow-Up Survey and conducted regression analyses to determine whether or not induction and mentoring programs may impede teacher attrition. The results demonstrated that more than 65 percent of teachers participated in some form of mentoring program and more than 60 percent participated in various group induction activities (seminars, collaboration, teacher network and supportive communication) and that the mentoring programs reduced the risk of teacher attrition in the first year of teaching by a significant 30 percent. Additionally, of the various induction activities it was found that teacher collaboration had a robust impact on preventing teacher attrition (43%) and that supportive communication with administrators or department chairs also reduced the risk, although not at statistically significant levels. Kopkowski (2006) has a different point of view, although she agrees that teacher stress and student discipline are a major reason for teacher attrition, she states that “pre-service training is often of little help (p. 23).” as most programs provide very little training on discipline. Are teachers expected to be disciplinarians or educators? In 2009, Kukla-Acevedo also manipulated the data set from the Teacher Follow-Up Survey to measure the effects of administrative support, teacher attrition and student misbehaviors (i.e., violence, tardiness, etc.). She found that administrative support exhibited a statistically significant relationship with reducing teacher’s intended turnover. Additionally, the negative behavioral climate of the school or classroom (student misbehaviors) was positively correlated with teacher turnover. However, the data did not provide information as to how the student misbehaviors specifically affected teacher’s attitudes or performance at work.

It appears that workplace violence is associated with behavioral problems in school - including school violence, discipline and student misbehaviors and are a problematic source for teacher performance, attitude and turnover.

CHAPTER 3

METHOD

Introduction

The following section will outline the methodological design of the study. Included are the following: restatement of the research questions, overview of the research design as well as an in depth description to the research methods and procedures.

Research Questions

This study raised questions as to how teachers' exposure to school violence may have affected their teaching, what programs may be in place to help teachers cope with school violence on a personal and teaching level, teacher performance or attitudes and whether recommendations need to be implemented for program modifications or implementation to address this concern.

Below are the two main research goals of the present study and the specific questions related to each.

1. The first goal of the study examined how teachers' exposure to school violence may have affected their teaching:
 - a. Does school violence affect teacher performance? If so, how is teacher performance specifically affected?
 - b. Does school violence affect teacher's attitudes towards work, staff members or students? If so, how are teacher attitudes affected towards these groups?
 - c. Does school violence affect teacher's thoughts on attrition? If so, are teachers leaving the profession entirely (leavers), moving to other districts or retiring?

2. The second goal of the study was to investigate what programs are in place to help teachers cope with school violence and whether recommendations need to be implemented for program modifications or implementation:
 - a. What coping methods, school supports and/or social supports are currently available to teachers to help them manage the effects of school violence? Are teachers comfortable accessing the present programs?

Research Design Overview

The design of the present study is a mixed method approach. Johnson and Onwuegbuzie (2004) define mixed method approach as the combination of quantitative and qualitative research approaches, techniques and methods in a study. Mixed method design allows the researcher to better control for and assess the design for threats that may impact or influence the final results. This study used a survey and interview technique for a mixed methodology with a primarily quantitative approach. The complementary use of both unstructured interviews and a survey allows for a richer understanding of the analysis and provides more in depth information from which understanding of the participant's experiences envelop the phenomenological perspective of an interpretive approach to the research.

The survey and unstructured interviews method were chosen based on several factors. Teachers, counselors and school psychologists are familiar with these formats and use them in their daily work. Consequently, a method that is common to teacher practice offered less stress and a higher likelihood that teachers would participate. The survey also afforded data that could be analyzed to provide statistical information.

Unstructured interviews allowed participants to impart information from their daily work lives in an informal manner and permitted participants the ability to indulge and expand on

information that cannot be completed in a survey format. Additionally, relevant information may be gleaned from an unstructured interview which was not included on a survey. Few research studies have focused on the personal experiences or thoughts of teachers and school violence and the impact it has had on their profession. It is with these thoughts in mind that the current study utilized the Survey and Unstructured Interview approach.

Participants

Participants in the study included teachers (school professionals) from three area school districts located in Southeastern Pennsylvania. Specific district names will be excluded and noted as County One, County Two and County Three. The first district (County One) included six elementary, two middle and two high schools and serves more than 6,900 students, in a community of over 62,000 residents. The second district (County Two) included 14 elementary, four middle and one high school; serving more than 17,000 students in a community of more than 83,000 residents. The third district (County Three) houses more than 48,000 residents and over 8,800 students in six elementary, four middle and a split high school (9/10th grade and 11/12th grades). Participation of teachers was voluntary and determination of inclusion was based on their membership in the Pennsylvania State Education Association (PSEA). The three districts included 2,572 members in PSEA at all school levels (elementary, middle and high school). Seventy four teachers participated in the survey. Five teachers (out of 20) were randomly chosen to participate in the semi structured interviews based on their indication on item 20 in the survey which requested their contact information if they would like to “be considered for an individual unstructured interview.”

Research Procedure and Instrumentation

The procedure and analysis for this study were based on data collected in collaboration with the Pennsylvania State Education Association. In the fall of 2008, a self report, web based preliminary survey was designed with the cooperation and input from the PSEA's Assistant Director of Research. Several factors were considered by the PSEA and this researcher when developing the preliminary survey. The first was ease of use for participants and limited length of time to access and answer the survey. The second was not to focus the survey on pre-existing assessments in regards to gathering data solely on statistical information for school violence (e.g., numbers of violent crimes). The PSEA indicated that they infrequently participate in a joint survey project, citing one or two per year (see Appendix A). Because the PSEA regularly surveys their members (191,000 members excluding Philadelphia and Pittsburgh), they maintain strict guidelines and limit the number of surveys to members in order to maximize their own rate of return. It was originally discussed with the PSEA to do the pilot study on members; however, they determined the best rate of return was to use the researcher's colleagues and limit the exposure to PSEA members. The preliminary survey was used as an initial pilot and pretested on a small convenience sample of eight teacher colleagues. Per the direction and guidance of the PSEA, the pilot survey was sent via electronic transmission through email with a link to the survey on Survey Monkey. Participants in the pretest phase were asked to critique the assessment and provide suggestions or comments on formatting and content. Incorporating feedback from the pilot survey, the PSEA and their Assistant and Director of Research, and the researcher's dissertation committee, modifications were included into the final version of the School Violence and Teacher Performance and Attitude survey.

Three counties (one school district per county) were chosen by the researcher and the PSEA for participation based on three factors: proximity to researcher, particular school district of interest within each county, and PSEA's expectation and interest level of respondents from two districts with the third chosen as a comparison. The PSEA expected no greater than a five percent response rate in total. In order to safeguard their members for their own surveys, the PSEA determined a total of three submissions would be the maximum submission to members allowed. The PSEA distributed an initial email to members' personal email addresses within the three school districts in May, 2009. The email included a link to an online survey (School Violence and Teacher Performance and Attitude Survey, see Appendix C) via Survey Monkey and the following statement "PSEA respectfully requests your participation in a local research study of professional staff in three eastern Pennsylvania school districts. The survey is intended to gather data and opinions to assess patterns and effects of school violence in eastern Pennsylvania." It concluded with "Thank you for your participation and time in this worthwhile endeavor" and was signed by the PSEA President. Participation in the web based survey was voluntary. After the initial distribution, the PSEA distributed two separate reminder emails spaced several weeks apart which again, included the link to the School Violence and Teacher Performance and Attitude Survey on Survey Monkey. The initial distribution elicited 44 responses. The first reminder email achieved another 23 responses. The second email reminder drew an additional seven responses. After the third attempt, the survey was closed to responses, per PSEA's request.

The researcher sent a blind email to all twenty participants who indicated (with an email address) they would like to be contacted for further participation in an unstructured interview. The researcher communicated with the first five respondents to schedule a time for the interview.

The participants determined which date and time was best for each of them and a Permission to Audiotape form (see Appendix B) was either faxed or emailed to each teacher. Upon receipt of the signed Permission to Audiotape form, the telephone interview was conducted individually with each teacher. The semiformal interviews lasted no less than fifteen minutes and no more than 40 minutes in length. The participants were reminded at the outset that the interviews were being tape recorded. The researcher had a set of questions to guide the conversation, yet allowed each teacher to elaborate informally at will. After all the interviews were completed, the interviews were reviewed for content, theme and the phenomenological personal accounts and experiences of the teachers.

School Violence and Teacher Performance and Attitude Survey

In designing the survey, several matters were of particular interest. One of the initial steps in development of the survey was to ensure that the objectives for the survey were consistent with the research goals. Furthermore, a web based, self reported assessment which was simple to navigate, included: a relatively short survey that could be completed in less than ten minutes, simple drop down selections, check off boxes and a minimum of fill-in answers. Additionally, the survey could be accessed through the internet link which meant that teachers could participate at their own leisure and at the most convenient time for each participant.

The second concern was designing a questionnaire that accurately investigated the questions pertinent to the study and within the parameters of the Pennsylvania State Education Association's request not to duplicate previous surveys. Three surveys were scrutinized for depicting the type of survey best suited for this purpose (Galand, Lecocq & Philippot, 2007; Marvel, Lyter, Peltola, Strizek, & Morton, 2006; Neiman & DeVoe, 2009). The latter two (Teacher Attrition and Mobility: Results from the 2004–05 Teacher Follow-up Survey and the

School Survey on Crime and Safety: 2007–08) were endorsed by the U.S. Department of Education, the Institute for Education Sciences and the National Center for Education Statistics providing a basis for this researchers design and content (e.g., factors which make up school violence). The first, School Violence and Teacher Professional Disengagement (Galand, Lecocq & Philippot, 2007) appeared to be most similar in format and intent (how perceived school violence impacts teacher engagement).

The School Violence and Teacher Performance and Attitude Survey was designed using the three surveys mentioned above as a model and reference point. The School Violence and Teacher Performance and Attitude Survey was divided into five sections and contained 20 items, which had several components. Question formats included:

- 6 – point Likert scales (ranging from Never to Daily)
- 5 – point Likert scales (ranging from Never to Usually)
- multiple choice from a limited selection of options
- fill in the blank (e.g., indicate your age), and
- open ended questions.

The first section included nine questions which provided general information on the participants: work place (i.e., elementary, middle, high school), gender, position (i.e., teacher, counselor, intervention specialist, psychologist, administrator or other), race/ethnicity, age, years at school, total years teaching, type of school (i.e. traditional public, private, public charter) and district. The first section comprised of the multiple choice (with single answer) and fill in the blank formats.

The second section, School Violence, included one question to ascertain the degree participants have witnessed, felt the stress or been a victim of school violence as defined by the

United States Department of Education in the School Survey on Crime and Safety: 2007–08 survey. Due to the fact that statistical information on numbers of teachers who experience school violence (Marvel, Lyter, Peltola, Strizek, & Morton, 2006; Neiman & DeVoe, 2009) already exists and per the request of the PSEA, little emphasis was placed on surveying this variable. The second section utilized a 6-point Likert scale.

The third section of the survey was to help answer the research question: Do exposures to school violence affect teacher's performance; attitudes towards work (including staff members or students) or teacher's thoughts on attrition? The survey included one question which stated "Because of violence in my school, I tend to:" The question then had twenty three selections in which participants were guided to choose an answer from the 5-point Likert scale selection, including a last selection as an optional "other" whereby teachers could write in their own response. Selections to this question included: feel more stressed, take more time off, lose my temper more easily in the classroom, take my stress out on the students, distance myself from the students, have less effective classroom management and have less confidence in the students.

The fourth section of the School Violence and Teacher Performance and Attitude survey was to help answer the second research question: what programs, coping methods, school supports or social supports are in place to help teachers cope and manage the effects of school violence, are the current programs available effective and are teachers comfortable accessing them? This section included six (multiple choice with multiple answers) questions which included:

- Does your school provide the following programs or supports to help you with school violence?
 - Crime or violence prevention curriculum, instruction or training

- Conflict resolution training
 - De-escalation training
 - Crisis response training
 - School counselors to talk to
 - Outside mental health agency (EAP)
 - Crisis group counseling by inside staff
 - Crisis group counseling by outside staff
 - Classroom behavioral supports
 - Mentor program
 - Other (fill in the blank)
- Please check off the following programs that you would feel comfortable accessing and/or want your school to offer.
 - Crime or violence prevention curriculum, instruction or training
 - De-escalation training
 - Crisis response training
 - School counselors to talk to
 - Conflict resolution training
 - Outside mental health agency (EAP)
 - Crisis group counseling by inside staff
 - Crisis group counseling by outside staff
 - Classroom behavioral supports
 - Mentor program
 - Other (fill in the blank)

- Please check all of the following school supports that you utilize to cope with school violence.
 - Talk to school counselors
 - Talk to an outside counselor
 - Talk to other teachers
 - Talk to administrators
 - Talk to school psychologist
 - Talk to an outside psychologist
 - Other (fill in the blank)

- If confronted with school violence, either personally or from a distance, I would do the following:
 - Talk to my significant other
 - Talk to my friends
 - Seek out professional counseling
 - Seek out religious solace
 - Other (fill in the blank)

- If you are a counselor or psychologist, have you had any specialized formal training in any of the following?
 - Conflict resolution training/counseling
 - De-escalation training/counseling
 - Crisis response training/counseling
 - Trauma counseling
 - PTSD training/counseling

The sixth and final question allowed participants to write in their own response to the following question “If you would like to add your own comments or further information, please write in the space provided below.” The last section included an opportunity to allow participants to be considered for an individual interview in order to provide a phenomenological perspective and allow the possibility for participants to help explore the research question whether program modifications or additional programming for teachers is necessary.

Unstructured Interviews

Participants who agreed to take part in the unstructured interviews were contacted by email to set up the specific day and time of the phone interview and how to return the Permission to Audiotape form (Appendix). After receipt of permission to record the interview, the researcher then called the teacher at the predetermined day and time. Each participant was reminded that the interview was audiotaped. The unstructured interviews included a guided questionnaire of basic information (current teaching school level, total years and current years teaching, position and district), and two open ended questions:

- 1) How has school violence affected you personally and professionally?
- 2) Is there anything you feel your school district could be doing to help you with the issue of school violence?

In the hope to provide richer information in addition to the survey, the unstructured interviews enabled the participants to explain the essence of their experience through a conversational experience. It is important in this type of research that the researcher maintains the balance of allowing participants to openly tell their story while staying focused on the topic and providing the avenue for the teachers’ specific, relevant information to surface (McCracken, 1988). In this way, the questions aided as a guide to stay focused but allowed the teachers to open up and

reveal their experiences. The audio taped interviews were reviewed for possible thematic answers and to explore teachers' open responses to the guided questions.

Designing Variables

The outcome and predictor variables for the study were predetermined before any statistical analysis was performed. In this way, the researcher felt that the data would have more merit and integrity rather than designing the variables to fit the data. The first sets of outcome variables were based on the studies investigation of how school violence may impact teacher performance, attitudes or thoughts on attrition.

Dependent Variables

The first dependent variable was determined according to teacher performance and defined by the teachers' manners or actions. Thirteen factors were included for teacher performance outcome variable based on the survey (Question 11, Section 3) and included:

- Take more time off
- Arrive late to work
- Leave promptly at end of school day
- Lose temper more easily in the classroom
- Volunteer more of my extra time
- Take my stress out on the students
- Take my stress out on the administration
- Take my stress out on the other staff
- Keep more to myself at work
- Distance myself from the students
- Distance myself from other staff members

- Have less effective classroom management and
- Use more stringent classroom management techniques.

The second outcome variable was determined by a teacher's attitudes and defined by a teacher's disposition or feeling. Nine factors were included for teacher attitude dependent variable based on the survey (Question 11, Section 3) and included:

- Feel more stressed
- Feel more anxious
- Worry about my safety
- Worry about the student's safety
- Feel dissatisfied with school administrative support
- Feel dissatisfied with my working conditions
- Have less confidence in the students
- Have more respect for the students and
- Fear the students.

The third outcome variable was determined by a teacher's thoughts on attrition and included three factors based on the survey (Question 12, Section 3):

- Think about retiring
- Consider another career other than teaching and
- Think about transferring to another district or school.

Independent Variables

The sets of predictor variables were theory driven based on previous research (see Literature Review) suggesting that school violence may affect teachers and that stress may affect

one's performance and attitude at work. The researcher put each factor identified to be a form of school violence (U.S. Department of Education) on an index card and categorized them by type and severity of violence. The severity and type of violence was initially sorted by whether the act was interpersonal, non personal, physical or non-physical. The following three predictor variables were determined:

Interpersonal Non-Physical Violence (INPV) included those acts by students which were interpersonal yet, not physically violent against another individual. They included two factors:

- Insubordination and
- Verbal intimidation, threats or disrespect.

The second set of predictor variables included those acts by students which was physical and interpersonal and was labeled Interpersonal Physical Violence (IPV). Three factors were included:

- Physical attacks or fights
- Sexual battery and
- Robbery.

The third set of independent variables, known as Non-Personal Violence (NPV), included those acts which appeared to target a building or did not involve or require the interaction of people. These three factors included:

- Vandalism or violence with or without a weapon
- Behaviors which may include firearms or explosives and
- Theft or larceny.

Two other factors were remaining in the definition of school violence. Those factors were determined to be a separate category based on the researcher's decision that they involved a

group act against others. The two factors determined the predictor variable for Group Crimes (GCV) and included:

- Gang related behaviors or associations and
- Hate crimes.

Other Factors

The literature review has shown that social supports help teachers cope with stress better through mentoring programs, talking to and having supportive administration, etc. In addition, the stress theory has shown that social supports help individuals deal and cope with stress better. Consequently, the study also investigated whether the dependent variable of school and outside supports and the experience of school violence would impact a teacher's performance, attitude or attrition. School supports included six items: talk to school counselors, an outside counselor, other teachers, administrators, school psychologist and an outside school psychologist. Outside supports included four items: talk to significant other, to friends, seek out professional counseling and seek out religious solace.

Years of teaching experience has also been associated with higher attrition for teachers (Darling-Hammond, 2001 & 2003; Elfers, Plecki & Knapp, 2006). Therefore, the researcher also investigated whether newer teachers (0-3 years of experience) and the experience of school violence would impact a teacher's performance, attitude or attrition more so than teachers with further experience (4+ years). And finally, the researcher explored whether teaching in a middle or high school versus an elementary school and the experience of violence might have any impact on a teacher's performance, attitude or attrition intention.

CHAPTER 4

RESULTS

Introduction

The study was conducted in order to determine if school violence impacts a teacher's performance, attitude and intended attrition and if so, how? In addition, the researcher was interested to investigate what coping methods teachers used to manage school violence and whether other school programs or supports might benefit teachers.

Data Analysis Methods and Measures

Survey responses were downloaded from Survey Monkey into an Excel program and then imported into SPSS version 17 for statistical analysis. To ensure there was no duplication of respondents completing the survey, a data cleaning process was conducted. Descriptive statistics were conducted to analyze simple descriptive information (i.e., gender, years of service, etc.) of the sample, predictor variables and outcome variables. These were computed using mean (sd) for continuous (and selected ordinal variables) and n (%) for the ordinal and nominal variables. The three outcome variables included teacher performance, teacher attitudes (towards work, students and staff) and intended teacher attrition.

Hierarchical multiple linear regression analyses were employed to examine the relationship between the three sets of predictors (experience with school violence, teaching characteristics and utilized supports) in order to determine which predictor variables are the most important in explaining each of the three outcome variables. Regression assumptions of normality of residuals, homogeneity of variance and lack of multicollinearity were first assessed.

Normality of residuals (i.e., errors of prediction are normally distributed around each predicted outcome) was assessed via histograms and normal probability plots of the standardized

residuals for each of the three outcome variables, as well as from three Kolmogorov-Smirnov tests ($p < .05$ indicates normality violation). The homogeneity of variance assumption was visually assessed through a scatterplot graphing the standardized residuals (y) by the standardized predictor values (x). Detection of multicollinearity (i.e., the high correlation between predictor variables) was examined by using a variance inflation factor (VIF) criterion of > 3.0 , a tolerance criterion of < 0.33 and condition indices of > 15 .

Once the assumptions were assessed, three hierarchical, blockwise multiple linear regressions were computed. A theory based hierarchical regression method was selected to ascertain what the additional variation in each of the three outcomes was explained by each block of predictors. Stepwise regression was not selected since the analysis was not an exploratory analysis with the goal of maximizing the R^2 or the amount of variability explained by the predictors. The goal of this regression procedure was to determine which set of predictor variables was the most important in explaining each of the three outcome variables. This study has a well defined theory base which supports the use of the hierarchical, blockwise method.

The teaching characteristics block of predictors included years of teaching (0-3 years vs. 4+ years) and work setting (Middle/High School vs. Elementary School). The second block included the utilized support predictor variables (number of utilized school supports and number of utilized outside supports). The third set of predictor variables incorporated four predictors assessing experience of school violence – interpersonal non-physical violence (INPV), interpersonal physical violence (IPV), non-personal violence (NPV) and group crime violence (GCV); resulting in three models for each outcome. Each model produced an F-test value (overall test of regression coefficient significance) and R^2 (measure of percent of outcome variation explained for by the block of predictors). A significant F-change and R^2 – change

indicated the additional variation explained by each block of predictors. Model 1 included the set of teaching characteristic variables while Model 2 added the set of utilized supports to that of the teaching characteristics. Lastly, Model 3 added the set of main predictors (experience of school violence) to the previous two sets of predictors.

The adjusted regression estimates from each Model 3 were used to determine which predictors explained the most variability of each outcome. The level of significance was set at 0.05. Analyses were performed with the newer version of SPSS, PASW, version 17.0.2.

School Violence

School violence included ten separate acts of violence which were divided into four factors based on type and level of severity: interpersonal non physical violence (INPV) included insubordination and verbal intimidation, threats or disrespect (two items; $\alpha = 0.75$), interpersonal physical violence (IPV) included physical attacks or fights, sexual battery and robbery (three items; $\alpha = 0.58$), non-personal violence (NPV) included vandalism or violence with or without a weapon, behaviors which may include firearms or explosives and theft or larceny (three items; $\alpha = 0.73$) and group crime violence (GCV) which included gang related behaviors or associations and hate crimes (two items; $\alpha = 0.74$). The Cronbach alpha values reported were computed based on the current study. Items were measured on a 6 – point Likert scale from 1 (never) to 6 (daily). Higher scores indicated greater experience of school violence for participants. Rape was included on the survey as a type of violence. However, only one participant had ever experienced this type of school crime (rape); subsequently it was not included in the four factors.

Teacher Performance and Attitudes

Teacher performance and attitudes as a result of school violence was measured by a total of 22 items. The items were divided into two factors: performance (thirteen items; $\alpha = 0.88$) and attitude towards work, staff, and students (nine items; $\alpha = 0.92$). Cronbach alpha values reported were computed based on the current study. Items were measured on a 5-point Likert scale from 1 (never) to 5 (usually). Higher scores indicated a more negative attitude or performance as a result of school violence. The thirteen factors for teacher performance were evaluated by the teachers' manner or action as defined previously (see Designing Variables). Teacher attitudes included nine items that responded to a teacher's disposition or feeling (see Designing Variables).

Teacher Attrition

The survey respondents were current teachers and therefore the study did not measure teacher attrition but rather teacher intended attrition. As a result of school violence, teacher attrition intention scale was assessed with three items; think about retiring, consider another career other than teaching and think about transferring to another district or school into an overall summary score (3 items; $\alpha = 0.67$). The Cronbach alpha value reported was computed based on the current study. Items were measured on a 5-point Likert scale from 1 (never) to 5 (usually). Higher scores indicated a higher attrition intention.

Demographic Data

The School Violence and Teacher Performance and Attitude Survey (SVTPAS) participants included 74 respondents participating from three school districts each located in a different county. In order to participate in the survey, teachers had to be members of the Pennsylvania State Education Association. The PSEA encompasses 2,572 members within these three school districts, providing a response rate of less than five percent (2.9%) for the survey.

As previously discussed, this low rate of response was expected by the Assistant Director of Research for the PSEA and any further attempts to solicit responses from members was discouraged by the PSEA in order to protect the integrity of their survey program to members.

Table 4.1. Descriptive Characteristics of School Personnel Survey Participants (n = 74)

Characteristics	n (%)
Gender	
Male	20 (27.0)
Female	54 (73.0)
Race/Ethnicity	
White, non-Hispanic	69 (93.2)
Black, non-Hispanic	0 (0.0)
Hispanic	5 (6.8)
Age (mean \pm sd)	41.1 \pm 12.9
Current Position	
Teacher	67 (90.5)
Counselor	2 (2.7)
Other [†]	5 (6.8)
Predominant Work Setting	
Elementary School (K-5)	33 (44.6)
Middle School (6-8)	25 (33.8)
High School (9-12)	16 (21.6)
School Type	
Traditional Public	73 (98.6)
Private	0 (0.0)
Public Charter	0 (0.0)
Missing	1 (1.4)
School District	
Berks County	43 (58.1)
Chester County	22 (29.7)
Montgomery County	9 (12.2)
Years at Current School	
0-3	33 (44.6)
4-7	15 (20.3)
8-10	8 (10.8)
11-15	6 (8.1)
16-20	9 (12.2)
21-25	1 (1.4)
26-30	2 (2.7)
31-40	0 (0.0)
Total Years Taught (including current school)	
0-3	12 (16.2)
4-7	16 (21.6)
8-10	8 (10.8)

Characteristics	n (%)
11-15	12 (16.2)
16-20	3 (4.1)
21-25	10 (13.5)
26-30	6 (8.1)
31-40	7 (9.5)
Ever Left a School or Changed Schools Due to School Violence	
Never	66 (89.2)
Once	6 (8.1)
2-3 times	0 (0.0)
More than 3 times	1 (1.4)

†Other positions include librarian (n=2), instructional coach (n=1), special education emotional support teacher (n=1), and RTI facilitator (n=1)

The majority of participants were teachers (n=67). In addition, 2 counselors, 2 librarians, 1 instructional coach, 1 special education emotional support teacher and 1 RTI (Response to Intervention) facilitator participated. The majority of respondents were female (73%) and worked in a traditional public (98.6%) school. Nearly 45 percent (n=33) of the teachers worked in an elementary school (44.6%), with the remainder working in a middle school (n=25) or high school (n=16). The participants are similar to both the population in the state as well as within each district. According to the Pennsylvania Department of Education (2001-2002 school year), statewide statistics show that 69 percent of teachers are female, 53 percent work in elementary schools (47% in secondary), 94 percent are white and they have an average total years of service of 15.9 years. Research has shown that newer teachers (0-3 years total teaching experience) tend to become movers or leavers. It is not surprising, that close to 90 percent of the teachers indicated they had never left (leavers) or changed (movers) a school due to school violence since the majority of the teachers (51.4%) had more than eleven years total teaching experience. Teachers who participated in the unstructured interviews included four females and one male. All teachers had a combined teaching experience at their current school of 22 years (nine, eight,

three, and one years) and a total of 40 years overall teaching experience (13, nine, three, eight and seven years respectively).

School Violence

The School Violence and Teacher Performance and Attitude Survey's second section included a description of school violence adapted from the United States Department of Education as "any act or behavior conducted by a student (to another student or to a staff member) that creates an environment of physical harm or emotional distress. School violence includes those activities or behaviors occurring at or on school grounds, school buses or venues in which school sponsored events or activities occur." Teachers were asked if they "have witnessed, felt the stress from or been a victim of school violence (in my school) for the following: insubordination; verbal intimidation, threats or disrespect; gang related behaviors or associations; hate crimes; physical attacks or fights; rape; robbery; sexual battery or harassment; theft or larceny; vandalism or violence with or without a weapon; and behaviors which may include firearms or explosives." These ten factors of violence were grouped into four predictor variables according to levels and type of severity: Interpersonal Non Physical Violence (INV), Interpersonal Physical Violence (IPV), Non Personal Violence (NPV) and Group Crimes Violence (GCV).

Table 4.2. Frequency of School Violence Items (Witnessed, Felt Stress from, or Victim of School Violence) [n (%)]

Item	Mean [†] ± SD	Never 1	Once 2	Yearly 3	Monthly 4	Weekly 5	Daily 6
(INPV) Interpersonal Non-Physical Violence							
Insubordination	4.3 ± 1.8	13 (17.6)	2 (2.7)	5 (6.8)	14 (18.9)	13 (17.6)	27 (36.5)
Verbal intimidation, threats, or disrespect	4.3 ± 1.7	6 (8.1)	9 (12.2)	9 (12.2)	8 (10.8)	18 (24.3)	24 (32.4)
<i>INPV Summary Score (range 2-12, with 12 more violence)</i>	8.5 ± 3.1						
$\alpha = .75$							
(IPV) Interpersonal Physical Violence							
Physical attacks or fights	3.3 ± 1.4	13 (17.6)	9 (12.2)	12 (16.2)	25 (33.8)	10 (13.5)	3 (4.1)
Sexual battery	1.9 ± 1.4	46 (62.2)	8 (10.8)	10 (13.5)	5 (6.8)	3 (4.1)	2 (2.7)
Robbery	1.9 ± 1.3	40 (54.1)	9 (12.2)	15 (20.3)	5 (6.8)	1 (1.4)	2 (2.7)
<i>IPV Summary Score (range 3-18, with 18 more violence)</i>	7.0 ± 3.2						
$\alpha = .58$							
(NPV) Non-Personal Violence							
Vandalism or violence with or without a weapon	2.8 ± 1.7	28 (37.8)	8 (10.8)	12 (16.2)	8 (10.8)	15 (20.3)	3 (4.1)
Behaviors which may include firearms or explosives	1.3 ± 0.9	62 (83.8)	8 (10.8)	0 (0.0)	3 (4.1)	0 (0.0)	1 (1.4)
Theft or larceny	2.6 ± 1.4	21 (28.4)	19 (25.7)	15 (20.3)	11 (14.9)	5 (6.8)	3 (4.1)
<i>NPV Summary Score (range 3-18, with 18 more violence)</i>	6.6 ± 3.2						
$\alpha = .73$							
(GCV) Group Crimes							
Gang related behaviors or assoc.	2.6 ± 1.7	35 (47.3)	3 (4.1)	13 (17.6)	9 (12.2)	8 (10.8)	5 (6.8)
Hate crimes	1.9 ± 1.3	47 (63.5)	6 (8.1)	11 (14.9)	5 (6.8)	4 (5.4)	1 (1.4)
<i>GCV Summary Score (range 2-12, with 12 more violence)</i>	4.4 ± 2.7						
$\alpha = .74$							

[†]All individual school violence items are measured on a 6-pt Likert scale from 1 (*never*) to 6 (*daily*), with a higher score indicative of more violence

Results indicate (Table 4.2) that more than half the teachers (54.1%) felt the effects of insubordination on a regular basis (daily, 36.5%; weekly, 17.6%) and approximately the same (56.7%) felt the effects of verbal intimidation, threats or disrespect on a regular basis (daily, 32.4%; weekly, 24.3%) resulting in Interpersonal Non Physical Violence as the greatest contributor to teachers experience with school violence. In addition, more than 47 percent of teachers indicated having witnessed, been a victim of or felt the stress from Interpersonal Physical Violence including physical attacks or fights (33.8%), sexual battery (6.8%) or robbery (6.8%) on a less frequent, yet still regular basis (i.e., monthly). Based on prior research, the results of teachers' experience with school violence is no surprise.

Performance and Attitude

The third section of the School Violence and Teacher Performance and Attitude Survey was to investigate if and how (by measure of frequency) school violence may affect teacher performance and attitudes. Performances were measured on a 5 point Likert scale from 1 (*never*) to 5 (*usually*), with a higher score indicative of a greater negative effect on performance due to school violence. Attitudes were also measured on a five point Likert scale from 1 (*never*) to 5 (*usually*), with a higher score indicative of a greater negative effect on teacher attitudes due to school violence.

Table 4.3. Frequency of the Impact of School Violence on Teacher Performance [n(%)]

Item	Mean ± SD	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Usually (5)
Performance						
Take more time off	1.6 ± 1.0	45 (60.8)	19 (25.7)	4 (5.4)	2 (2.7)	3 (4.1)
Arrive late to work	1.1 ± 0.5	65 (87.8)	7 (9.5)	0 (0.0)	1 (1.4)	0 (0.0)
Leave promptly at end of school day	1.9 ± 1.2	39 (52.7)	15 (20.3)	11 (14.9)	4 (5.4)	4 (5.4)
Lose my temper more easily in the classroom	2.1 ± 1.1	30 (40.5)	13 (17.6)	21 (28.4)	6 (8.1)	2 (2.7)
Volunteer more of my extra time	2.3 ± 1.2	25 (33.8)	17 (23.0)	21 (28.4)	7 (9.5)	3 (4.1)
Take my stress out on the students	1.8 ± 0.9	32 (43.2)	25 (33.8)	12 (16.2)	3 (4.1)	0 (0.0)
Take my stress out on the administration	1.4 ± 0.7	47 (63.5)	21 (28.4)	4 (5.4)	1 (1.4)	0 (0.0)
Take my stress out on the other staff	1.5 ± 0.7	43 (58.1)	23 (31.1)	6 (8.1)	1 (1.4)	0 (0.0)
Keep more to myself at work	2.3 ± 1.4	31 (41.9)	9 (12.2)	18 (24.3)	7 (9.5)	8 (10.8)
Distance myself from the students	1.8 ± 1.0	36 (48.6)	19 (25.7)	12 (16.2)	3 (4.1)	1 (1.4)
Distance myself from other staff members	1.9 ± 1.1	35 (47.3)	18 (24.3)	13 (17.6)	5 (6.8)	2 (2.7)
Have less effective classroom management	2.3 ± 1.2	24 (32.4)	17 (23.0)	21 (28.4)	5 (6.8)	6 (8.1)
Use more stringent classroom management techs	3.0 ± 1.4	16 (21.6)	8 (10.8)	20 (27.0)	17 (23.0)	12 (16.2)
<i>Summary Score (range 13-65, w/ 65 as most negative)</i>	24.9 ± 8.6					

†All individual performance items are measured on a 5-pt Likert scale from 1 (*never*) to 5 (*usually*), with a higher score indicative of a greater negative effect on performance due to school violence

Table 4.4. Frequency of the Impact of School Violence on Teacher Attitude [n(%)]

Item	Mean ± SD	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Usually (5)
Attitudes						
Feel more stressed	2.9 ± 1.3	12 (16.2)	14 (18.9)	25 (33.8)	12 (16.2)	10 (13.5)
Feel more anxious	2.8 ± 1.2	12 (16.2)	19 (25.7)	24 (32.4)	10 (13.5)	8 (10.8)
Worry about my safety	2.5 ± 1.2	18 (24.3)	19 (25.7)	25 (33.8)	3 (4.1)	8 (10.8)
Worry about the student's safety	3.1 ± 1.2	9 (12.2)	14 (18.9)	21 (28.4)	19 (25.7)	10 (13.5)
Feel dissatisfied with school admin. support	2.9 ± 1.5	20 (27.0)	11 (14.9)	15 (20.3)	14 (18.9)	13 (17.6)
Feel dissatisfied with my working conditions	2.9 ± 1.5	19 (25.7)	8 (10.8)	19 (25.7)	13 (17.6)	14 (18.9)
Have less confidence in the students	2.3 ± 1.3	27 (36.5)	15 (20.3)	15 (20.3)	9 (12.2)	6 (8.1)
Have more respect for the students	2.1 ± 1.2	30 (40.5)	21 (28.4)	9 (12.2)	9 (12.2)	3 (4.1)
Fear the students	1.7 ± 1.0	39 (52.7)	20 (27.0)	9 (12.2)	1 (1.4)	3 (4.1)
<i>Summary Score (range 9-45, w/ 45 as most negative)</i>	24.9 ± 8.6					

†All individual attitude items are measured on a 5-pt Likert scale from 1 (*never*) to 5 (*usually*), with a higher score indicative of a greater negative effect on attitudes due to school violence

As Table 4.3 indicates, the aspects of teacher performance that were most affected by school violence were: the use of more stringent classroom management techniques ($M = 3.0$), having less effective classroom management ($M = 2.3$), teachers keeping more to themselves at work ($M = 2.3$), volunteering less of their time ($M = 2.3$) and losing their temper more easily in the classroom ($M = 2.1$). In addition, 16.2 percent of teachers indicated that they sometimes or often (4.1%) take their stress out on their students and the same numbers of teachers distance themselves from students (sometimes, 16.2%; often 4.1%).

Table 4.4 illustrates the affects of school violence on teacher attitudes. 63.5 percent of teachers report that they sometimes, often or usually feel more stressed because of violence in their school and 56.7 percent feel more anxious the same amount of time due to school violence. Along the same vein, 62.2 percent of teachers feel dissatisfied with their working conditions. Interestingly, nearly 40 percent of teachers worry about their student's safety on a regular basis (often - 25.7 % , usually – 13.5%); yet very few teachers (5.5%) actually fear the students on a regular basis. Dissatisfaction with school administrative support had a high number of respondents (56.8%) who felt they sometimes (20.3%) often (18.9%) or usually (17.6%) are dissatisfied with school administrative supports due to school violence.

Intended Teacher Attrition

Although this survey did not measure teacher attrition, it did measure teacher attrition intention by asking teachers if school violence gave them consideration for leaving or moving.

Table 4.5. Frequency of the Impact of School Violence on Teacher Attrition Intention [n (%)]

Item	Mean [†] ± SD	Never 1	Rarely 2	Sometimes 3	Often 4	Usually 5
Teacher Attrition						
Think about retiring	2.0 ± 1.3	41 (55.4)	7 (9.5)	14 (18.9)	6 (8.1)	5 (6.8)
Consider another career other than teaching	1.9 ± 1.2	41 (55.4)	8 (10.8)	17 (23.0)	3 (4.1)	3 (4.1)
Think about transferring to another district or school	2.6 ± 1.3	20 (27.0)	14 (18.9)	22 (29.7)	11 (14.9)	6 (8.1)
<i>Summary Score (range 3-15, w/ 15 as highest intended attrition)</i>	6.4 ± 2.9					

†All individual performance and attitude items are measured on a 5-pt Likert scale from 1 (*never*) to 5 (*usually*), with a higher score indicative of a greater negative effect on performance or attitudes due to school violence

Table 4.5 illustrates that school violence has the most impact on teachers intention of moving or transferring schools ($M = 2.6$) with more than half of teachers (52.7%) indicating that they sometimes, often or usually think about transferring due to school violence.

Other Factors

The fourth section of the School Violence and Teacher Performance and Attitude Survey attempted to measure other factors relating to school violence. One factor was whether school supports or outside supports were available to teachers to help them with the issues surrounding school violence.

Table 4.6. Frequency of Staff Supports and Programs Available to Cope with or Handle School Violence

Supports and Programs	Available Support at School n (%)	Desired Support at School n (%)
Training		
Crime or violence prevention curriculum, instruction, or training	20 (27.0)	35 (47.3)
Conflict resolution training	33 (44.6)	39 (52.7)
De-escalation training	16 (21.6)	42 (56.8)
Crisis response training	26 (35.1)	41 (55.4)
Classroom Behavioral Supports	41 (55.4)	35 (47.3)
Mentor program	43 (58.1)	24 (32.4)
<i>Total no. of Training Supports (range from 0-6 supports) [mean ± sd]</i>	2.4 ± 1.8	2.9 ± 2.2
Counseling		
School counselors to talk to	55 (74.3)	21 (28.4)
Outside mental health agency (EAP)	42 (56.8)	19 (25.7)
Crisis group counseling by inside staff	22 (29.7)	23 (31.1)
Crisis group counseling by outside staff	18 (24.3)	14 (18.9)
<i>Total no. of Counseling Supports (range from 0-4 supports) [mean ± sd]</i>	1.9 ± 1.3	1.5 ± 1.3

More than half of all survey respondents indicated a desire for de-escalation training (56.8%), crisis response training (55.4%) and conflict resolution training (52.7%); however it appears that those programs often do not exist at the participant's schools. Table 4.6 demonstrates what supports and programs are available to teachers and whether or not a program is available, would teachers want to utilize them if offered. Although many supports and programs are offered at schools including varied counseling opportunities, teachers preferred specific training programs ($M = 2.9$) rather than counseling ($M = 1.5$). Although less than a third of teachers indicated that they would want to talk to school counselors (28.4%), 44.6 percent said that they actually do utilize school counselors as a form of school support to cope with school violence (Table 4.7). Yet, most teachers talk to other teachers (83.8%), talk to their significant

other (78.4%) or their friends outside of school (70.3%) for support in coping with school violence.

Table 4.7. Frequency of Utilized School Supports or Outside Supports to Cope with School Violence

Utilized Supports	n (%)
\School Supports	
Talk to school counselors	33 (44.6)
Talk to an outside counselor	2 (2.7)
Talk to other teachers	62 (83.8)
Talk to administrators	34 (45.9)
Talk to school psychologist	5 (6.8)
Talk to an outside school psychologist	3 (4.1)
<i>Total no. of Utilized School Supports</i> <i>(range from 0-6 supports) [mean ± sd]</i>	1.9 ± 1.2
Outside Supports	
Talk to my significant other	58 (78.4)
Talk to my friends	52 (70.3)
Seek out professional counseling	12 (16.2)
Seek out religious solace	10 (13.5)
<i>Total no. of Outside Supports</i> <i>(range from 0-4 supports) [mean ± sd]</i>	1.8 ± 0.9

Correlations

Correlations were determined based on the outcome variables and predictor variables. As previously discussed, the outcome variables included teacher performance, attitude and thoughts on attrition. The predictor variables were designed to include Interpersonal Non-Physical Violence, Interpersonal Physical Violence, Non-Personal Violence and Group Crime Violence as determined by the type and severity of the school violence. The correlation analysis explored the possibility of any linear relationships between the variables measured on the participants.

Table 4.8. Pearson's correlations between the predictor and outcome variables

		Correlations		
		Teacher Performance (Q11e, f, g, h, i, j, k, l, m, n, o, r, s) (scores range from 13-65, with 65 more negative performance)	Teacher Attitudes (Q11a, b, c, d, p, q, t, u, v) (scores range from 9-45, with 45 more negative attitudes)	Teacher Attrition (Q12a, b, c) (scores range from 3-15, with 15 greater chance of attrition)
Interpersonal Non-Physical Violence (INPV) (Q10a & Q10b) (scores range from 2-12, with 12 more violence)	Pearson Correlation	.646**	.666**	.521**
	Sig. (2-tailed)	.000	.000	.000
	N	69	70	72
Interpersonal Physical Violence (IPV) (Q10e, Q10h, Q10g) (scores range from 3-18, with 18 more violence)	Pearson Correlation	.443**	.525**	.439**
	Sig. (2-tailed)	.000	.000	.000
	N	65	66	69
Non-Personal Violence (NPV) (Q10i, Q10j & Q10k) (scores range from 3-18, with 18 more violence)	Pearson Correlation	.307*	.520**	.274*
	Sig. (2-tailed)	.010	.000	.020
	N	69	70	72
Group Crime Factor (GCV) (Q10c & Q10d) (scores range from 2-12, with 12 more violence)	Pearson Correlation	.451**	.617**	.427**
	Sig. (2-tailed)	.000	.000	.000
	N	68	69	71

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The correlations between the predictor and outcome variables are shown in Table 4.8. Teacher's performance, attitudes and intended attrition are positively associated with interpersonal non-physical violence, interpersonal physical violence and group crime violence variables ($p = .01$). In addition, teacher performance and intended attrition are positively associated with non-personal violence ($p = .01$).

Table 4.9 Pearson correlations between outcome variables and supports

Pearson Correlation Coefficients			
	Performance	Attitudes	Attrition
Utilized School Support			
Pearson correlations	.035	-.030	-.131
Prob > r under H0: Rho=0	.775	.805	.273
Number of Observations	69	70	72
Utilized Outside Supports			
Pearson correlations	.059	.171	.134
Prob > r under H0: Rho=0	.633	.157	.261
Number of Observations	69	70	72

Table 4.9 shows the relationships between teacher’s performance, attitudes and attrition with utilized school or outside supports.

There was no supporting evidence of a relationship between the demographic variables (including teacher’s age, gender, years at current school or total years teaching) with Interpersonal Non-Physical Violence (INPV), Interpersonal Physical Violence (IPV) or Group Crime Violence (GCV).

Diagnostics for The Multiple Linear Regression Analyses

It is recognized that the sample size is marginally acceptable for multiple linear regression analysis. However, since the study was designed with regression analysis in mind, it was conducted. Prior to the multiple linear regression analyses, diagnostic testing was performed to examine the normality of residuals, homogeneity of variance, and multicollinearity amongst the predictors. Each of the three outcome variables graphically displayed normality and homogeneity of variance (see Figures 1-9) and demonstrated non-significant Kolmogorov-Smirnov tests values, again indicative of normality (see Table 4.10).

Table 4.10. Kolmogorov-Smirnov Tests for Normality of Outcome Variables

Outcome Variable	Kolmogorov-Smirnov Z	p-value [†]
Teacher Performance	0.566	0.906
Teacher Attitudes	0.517	0.952
Intended Teacher Attrition	0.665	0.768

†NOTE: A non-significant p-value indicates normality.

The detection of multicollinearity in the data set was then examined using a variance inflation factor (VIF), tolerance, and condition indices. Initial analysis using the VIF and tolerance for each of the predictor variables did not suggest collinearity amongst the predictors (VIF < 3.0, tolerance > 0.33, and condition indices < 15).

Multiple Linear Regression Analysis

Teacher Performance

The teaching characteristics (total years teaching and work setting) were entered into the first block, the two utilized support variables (utilized school supports and outside supports) into the second and the four experiences of school violence predictors (INPV, IPV, NPV, GCV) into the third block in order to explain teacher performance; whereby a higher score was indicative of a negative impact on performance (see Table 4.11). After controlling for the teaching characteristics and utilized support, the set of experience of school violence predictors significantly contributed to the model as evidenced by significant F change statistic and the increase in R^2 by 0.44 to an overall R^2 of 0.46. When examining Model 3, there was one significant predictor of teacher performance: interpersonal non-physical violence (INPV) ($b=1.62$; $p = .000$). After controlling for all other predictors, for every unit increase in INPV, the teacher performance summary score increased by 1.62 on average. It is important to note that the group crime violence (GCV) predictor displayed a trend toward significance ($b=0.87$; $p = .072$). Similarly, for every unit increase in GCV, the teacher performance summary score

increased by 0.87. As a result, interpersonal non-physical violence and group crime violence were positively related to negative teacher performance.

Overall, 46 percent of the variance in teacher performance was explained by all the predictors ($R^2 = 0.46$). The regression equation is as follows: predicted $y = 9.12 - 0.04$ (0-3 vs. 4+ years total teaching) $- 2.60$ (elementary vs. middle/high school) $+ 0.86$ (number of utilized school supports) $- 0.31$ (number of utilized outside supports) $+ 1.62$ (INPV) $+ 0.15$ (IPV) $- 0.37$ (NPV) $+ 0.87$ (GCV).

Table 4.11. Multiple Linear Regression Estimates of the Impact of Demographics, Utilized School Supports, and the Experience of Violence on Teacher Performance (n = 64)

	Model 1	Model 2	Model 3
	b (SE)	b (SE)	b (SE)
Constant/Intercept:	23.62 (1.68)***	21.75 (3.18)***	9.12 (3.37)**
Teaching Characteristics:			
Total Years Teaching: 0-3 years (vs. 4+ years)	2.39 (2.98)	2.29 (3.03)	-0.04 (2.39)
Work Setting: Middle/High School (vs. Elementary)	1.18 (2.17)	1.10 (2.20)	-2.60 (1.85)
Utilized Supports:			
No. of Utilized School Supports	--	0.48 (0.94)	0.86 (0.73)
No. of Utilized Outside Supports	--	0.55 (1.23)	-0.31 (0.97)
Experience of Violence:			
Interpersonal Non-Physical Violence	--	--	1.62 (0.35)***
Interpersonal Physical Violence	--	--	0.15 (0.41)
Non-Personal Violence	--	--	-0.37 (0.37)
Group Crime Violence	--	--	0.87 (0.47)†
F	0.45	0.35	5.91***
R ²	0.02	0.02	0.46
R ² Change	--	0.01	0.44
F Change	--	0.26	11.22***

*p<.05, **p<.01, ***p<.001; † = trend toward significance (p=0.072)

Teacher Attitudes

The teaching characteristics (total years teaching and work setting) were entered into the first block, the two utilized support variables (school supports and outside supports) in the

second block and the four experiences of school violence predictors (INPV, IPV, NPV, GCV) into the third block in order to explain teacher attitudes whereby a higher score is indicative of a negative impact on teacher attitudes (see Table 4.12). After controlling for the teaching characteristics and utilized supports, the set of school violence predictors significantly contributed to the model as evidenced by significant F change statistic and the increase in R^2 by 0.51 to an overall R^2 of 0.56. When examining Model 3, there were two significant predictors of teacher attitude; interpersonal non-physical violence (INPV) ($b=1.38$; $p = .000$) and group crime violence (GCV) ($b=1.22$; $p = .006$). After controlling for all other predictors, for every unit increase in INPV, the teacher attitude summary score increased by 1.38 on average. Similarly, for every unit increase in GCV, the teacher attitude increased by 1.22. This indicates that INPV and GCV are positively related to negative teacher attitudes.

Overall, 56 percent of the variance in teacher attitudes was explained by all the predictors ($R^2 = 0.56$). This model's regression equation includes: predicted $y = 6.20 - 1.61$ (0-3 vs. 4+ years total teaching) $- 2.07$ (elementary vs. middle/high school) $- 0.24$ (number of utilized supports) $+ 0.50$ (number of utilized outside supports) $+ 1.38$ (INPV) $- 0.17$ (IPV) $+ 0.28$ (NPV) $+ 1.22$ (GCV).

Table 4.12. Multiple Linear Regression Estimates of the Impact of Demographics, Utilized School Supports, and the Experience of Violence on Teacher Attitudes (n = 65)

	Model 1	Model 2	Model 3
	b (SE)	b (SE)	b (SE)
Constant/Intercept:	22.22 (1.73)***	19.39 (3.16)***	6.20 (3.03)*
Teaching Characteristics:			
Total Years Teaching: 0-3 years (vs. 4+ years)	-1.40 (2.89)	-1.45 (2.90)	-1.61 (2.08)
Work Setting: Middle/High School (vs. Elementary)	2.01 (2.19)	1.65 (2.22)	-2.07 (1.66)
Utilized Supports:			
No. of Utilized School Supports	--	-0.02 (0.97)	-0.24 (0.69)
No. of Utilized Outside Supports	--	1.71 (1.30)	0.50 (0.93)
Experience of Violence:			
Interpersonal Non-Physical Violence	--	--	1.38 (0.32)***
Interpersonal Physical Violence	--	--	-0.17 (0.37)
Non-Personal Violence	--	--	0.28 (0.33)
Group Crime Violence	--	--	1.22 (0.43)**
F	0.55	0.71	8.85***
R ²	0.02	0.05	0.56
R ² Change	--	0.03	0.51
F Change	--	0.87	16.27***

*p<.05, **p<.01, ***p<.001

Teacher Intended Attrition

The teaching characteristics (total years teaching and work setting) were entered into the first block, the two utilized support variables into the second block and the four experiences of school violence predictors (INPV, IPV, NPV, GCV) into the third block in order to explain intended teacher attrition where a higher score is indicative of higher intended teacher attrition (see Table 4.13). After controlling for the teaching characteristics and utilized supports, the set of experience of school violence predictors significantly contributed to the model as evidenced by significant F change statistic and the increase in R² by 0.36 to an overall R² of 0.40. When examining Model 3, there was one significant predictor of teacher intended attrition: interpersonal non-physical violence (INPV) (b=0.35; $p = .003$). After controlling for all other

predictors, for every unit increase in INPV, intended teacher attrition increased by 0.35 on average.

There was a trend toward significance for the regression coefficients of work setting ($b = -1.17$; $p = 0.55$) and GCV ($b = 0.32$; $p = .050$). The mean intended teacher attrition score was 1.17 units lower for teachers working in a middle/high school as compared to teachers who worked in an elementary school. And for every unit increase in GCV, teacher attrition increased by 0.35, indicating a positive relationship of increased GCV with intended teacher attrition.

Overall, 40 percent of the variance in teacher intended attrition was explained by all the predictors ($R^2 = 0.40$). This model's regression equation includes: predicted $y = 2.94 - 1.30$ (0-3 years vs. 4+ years teaching) $- 1.17$ (elementary vs. middle/high school) $- 0.23$ (number of utilized school supports) $+ 0.17$ (number of utilized outside supports) $+ 0.35$ (INPV) $+ 0.16$ (IPV) $- 0.17$ (NPV) $+ 0.32$ (GCV).

Table 4.13. Multiple Linear Regression Estimates of the Impact of Demographics, Utilized School Supports, and the Experience of Violence on Teacher Attrition Intention (n = 68)

	Model 1	Model 2	Model 3
	b (SE)	b (SE)	b (SE)
Constant/Intercept:	6.57 (0.55)***	6.36 (1.01)***	2.94 (1.13)*
Teaching Characteristics:			
Total Years Teaching: 0-3 years (vs. 4+ years)	-1.00 (0.94)	-0.94 (0.95)	-1.30 (0.78)
Work Setting: Middle/High School (vs. Elementary)	-0.40 (0.70)	-0.04 (0.70)	-1.17 (0.62)†
Utilized Supports:			
No. of Utilized School Supports	--	-0.28 (0.30)	-0.23 (0.25)
No. of Utilized Outside Supports	--	0.39 (0.40)	0.17 (0.33)
Experience of Violence:			
Interpersonal Non-Physical Violence	--	--	0.35 (0.12)**
Interpersonal Physical Violence	--	--	0.16 (0.14)
Non-Personal Violence	--	--	-0.17 (0.12)
Group Crime Violence	--	--	0.32 (0.16)††
F	0.56	0.70	4.86***
R ²	0.02	0.04	0.40
R ² Change	--	0.03	0.36
F Change	--	0.83	8.68***

* $p < .05$, ** $p < .01$, *** $p < .001$; † = trend toward significance ($p = 0.065$); †† = trend toward significance ($p = 0.050$)

Unstructured Interviews

During the semi-informal interviews, each of the five participants (100%) responded to the second guided question (“Is there anything that you feel your school district could be doing to help you with the issue of school violence?”) that they would like specialized training to deal with school violence. In addition, all five indicated that they would attend such training “even on my own time” if the school district did not provide it through an in-service day or other school paid time. The participants, all from County 3, indicated that group crime violence in the form of gang related behaviors was a common stress for them at work. Other common themes were a concern for student safety and a frustration with student violent behavior (verbal threats and intimidation, as well as “shoving matches”) which disrupted teaching. One teacher stated bullying is a way of life.” Four of the five participants felt that administrative support was provided, although lacking in consistency. Four participants believed that complaining to administration regarding their level of concern for either student violence or its impact on their teaching and emotional well being would be detrimental to their careers.

Summary

Presented is a summary of findings from the study as they relate to the original research questions. It is understood that with the limited sample size, the results may not be representative of all teachers and should be read with that in mind. The first goal of the study investigated how teachers’ exposure to school violence affected their teaching:

1. Does school violence affect teacher performance? How is teacher performance affected?
 - Interpersonal non-physical violence (INPV) and group crime violence (GCV) were positively related to negative teacher performance.

- Teachers reported that school violence affected their performance through the use of more stringent classroom management techniques (66.2%), having less effective classroom management (43.3%), teachers keeping more to themselves at work (44.6%), volunteering less of their time (42%) and losing their temper more easily in the classroom (39.2%).
 - Teachers reported they sometimes (16.2%) or often (4.1%) take their stress out on their students.
 - Teachers reported they sometimes (16.2%) and often (4.1%) distance themselves from students.
2. Does school violence affect teacher's attitudes towards work, staff members or students? If so, how are teacher attitudes affected?
- There was a positive correlation between Interpersonal non-physical violence (INPV) and group crime violence (GCV) to negative teacher attitudes.
 - 63.5 percent of teachers report that they sometimes, often or usually feel more stressed because of violence in their school.
 - 56.7 percent of teachers feel more anxious (sometimes, often or usually) due to school violence.
 - 62.2 percent of teachers feel dissatisfied with their working conditions.
 - 56.8 percent of teachers reported dissatisfaction with school administrative support in regards to school violence.
3. Does school violence affect teacher's thoughts on attrition? If so, are teachers leaving the profession entirely (leavers), or moving to other schools (movers)?

- There was a positive relationship between interpersonal non-physical violence (INPV) with intended teacher attrition.
- More than half of teachers (52.7%) indicated that they sometimes, often or usually think about transferring (movers) due to school violence.

The second goal of the study investigated what programs or supports help teachers cope with school violence and whether recommendations need to be implemented for program modifications or additional programming:

4. What supports are currently available and utilized by teachers to help them manage the effects of school violence? Are teachers comfortable accessing the present programs or would want their school to offer them?
 - 58.1 percent of teachers reported having a mentor program available at their school to help with the effects of school violence, yet only 32.4 percent indicated they would feel comfortable using it or want the school to offer mentor programs.
 - 55.4 percent of teachers reported classroom behavioral supports available to them for school violence.
 - 74.3 percent of teachers reported the use of school counselors as a support available; yet only 28.4 percent indicated they would feel comfortable using it or want the school to offer school counselors for them.
 - 56.8 percent of teachers have an outside mental health agency (i.e., EAP) as a support available, yet less than half of the teachers reported (25.7%) they would feel comfortable using an outside source or want the school to offer it.
 - More than half of all survey respondents indicated a desire for de-escalation training (56.8%), crisis response training (55.4%) and conflict resolution training

(52.7%); however it appears that those programs often are not available at the participant's schools (21.6%, 35.1% and 44.6% available respectively).

- A large percentage of teachers talk to other teachers (83.8%), talk to their significant other (78.4%) or their friends outside of school (70.3%) for support in coping with school violence.

CHAPTER 5

CONCLUSIONS

Introduction

School violence and teacher attrition is not new to school districts. Yet, violent acts continue amongst students towards peers and teachers. School violence is a concern to all constituents: administrators, students, teachers, parents and businesses in the local communities. Rates of school violence have remained largely steady over the past decade. For many, the very notion of school violence on a daily, weekly or even monthly basis seems incomprehensible. Many of us cannot imagine the steady stream of verbal assaults, intimidation or foul language that is rampant in school classrooms and hallways today. The notion of daily bullying, shoving, and physical threats to both students and teachers is inconceivable. Nevertheless, all this violence happens in schools across the country, every day.

The research that was done on this project is merely the beginning. The impact of school violence on teacher's performance, attitudes and attrition should be researched on a large scale basis. It is only through research that we can find a way to reduce school violence, help teachers cope in order to be more effective and put an end to the revolving door of teachers.

Research Questions

Using a small sample of teachers, this study attempted to investigate whether teacher's perceptions of school violence impacted three main areas: work performance, attitudes towards work, students or other staff and intentions on attrition. In addition, the research questioned whether school supports or outside supports would help diminish the effects of school violence on teacher's performance and attitudes while simultaneously reduce thoughts on attrition.

While the results indicated a positive relationship between interpersonal non-physical violence (INPV) and group crime (GCV) with teacher's performance, attitudes and thoughts on attrition; it did not find any relationship between school supports (e.g., mentor programs) or outside supports (e.g., mental health agencies) with teachers attitudes, performance or intended attrition. Although, other studies have concluded differently showing that mentor programs or administrative supports can help with performance (Galand, Lecocq & Philippot, 2007) or attrition (Kukla-Acevedo, 2009), this investigation had no matching results.

Results of the unstructured interviews indicated that teachers would welcome additional training for dealing with school violence and even do so on their own time, if necessary. Additionally, a common theme was noted that utilizing school supports in the way of administrators, was felt to be negatively viewed as an option for coping with the effects of school violence.

Limitations and Strengths

The major limitations of the study can be categorized into two areas. These include the research sample and the instrument. The research sample was limited in the number of participants, geographic regional area and membership in a teacher's union. In addition, those members could only have been offered participation in the survey if they had provided the union with a private email address, thereby further limiting the number of participants. Consequently, the sample may not be indicative or a guarantee as a replication of the population of school teachers across the United States, although they were representative of the sample population in the state of Pennsylvania. Additionally, school administrators are not often members of a teacher's union (PSEA) and consequently were under represented ($n = 0$) in the participants.

The instrument (survey) used to collect data was developed by the researcher and was not tested for validity. Breaking down the constructs and questions in the survey may provide more validity to the survey. The survey was designed and pre-tested on teachers that were representative of the sample used in the research as well as edited and approved by the sponsoring union (Pennsylvania State Education Association) and the dissertation committee; yet it cannot be considered without faults. As previously noted, it omitted school administrators which may have yielded valuable information. Furthermore, participants may have had biased responding depending on a variety of situations (i.e, dissatisfaction with current school, been victim of school crime, fear of repercussions of reporting). Response rates also tend to be low in emailed surveys and the non-response rate creates its own bias and threat to external validity in the results (Kano, Franke, Affifi & Bourque, 2008).

Strengths of the research included the involvement of the Pennsylvania State Education Association. The endorsement of this agency provided participants the knowledge and confidence that the research was legitimate; thereby increasing potential participation. Additionally, the statistical methods and analysis was theory driven which provided strong statistical results.

Conclusions and Further Research

Overall, it appears that the daily stress of school violence has at minimum a relationship with teacher performance and attitudes. In conjunction with other researchers (Dzuka & Dalbert, 2007; Galand, Lecocq & Philippot, 2007), this study supported the notion that school violence impacts teacher performance and attitudes. The School Violence and Teacher Performance and Attitude Survey further investigated this aspect. Overall, the results of the School Violence and Teacher Performance and Attitude Survey demonstrated that there was a measurable impact on

teacher's attitudes and teaching performance. Taking the above mentioned research further, this study quantified how teacher's attitudes and performance were affected. An increase in school violence was shown to have a positive correlation with an increase in teacher's negative performance and negative attitude. As school violence specifically relates to teacher performance, previous studies on stress indicated (Pei & Guoli, 2007; Yong & Yue, 2007) that school violence has an effect on teacher performance. However, the researchers did not delineate how teacher's work performance was specifically affected other than an increase in personal health related concerns. This research illustrated that the impact of school violence can be felt in the way of negative teacher performance through several performance factors including an increase in losing one's temper more often, volunteering less time, keeping more to themselves, having less effective classroom management and more stringent techniques to manage the class.

Negative teacher attitudes can be triggered through an increase in stress and anxiety due to school violence (Dzuka & Dalbert, 2007). Dzuka and Dalbert illustrated the correlation between school violence and teacher's feelings of anger and anxiety. Negative teacher attitudes can also be expressed through feeling dissatisfied with school administrative support or their working conditions. Results of this survey demonstrated the impact of school violence on teacher attitudes through a correlation between Interpersonal Non-Physical Violence, Group Crime Violence and an increase in teacher's feelings of stress, anxiety and dissatisfaction with administrative support. The teacher's attitudes and performance are often felt by both students and colleagues. Additionally, the impact of school violence has an effect on teacher's thoughts on leaving or moving schools. Every time a teacher leaves or moves, that position must be filled

with another teacher. Oftentimes, the student's academic learning is compromised (if attrition occurs mid-year) and districts pay thousands of dollars to develop new teachers.

There appears to be some interesting or at first glance, puzzling, results from this survey. First, national statistics indicate huge numbers of violence are occurring in schools. For example, the NCES reports that nearly 1.7 million violent crimes occurred in middle and high schools across the United States (Dinkes, Kemp & Baum, 2009). These numbers of violence seem startling to most readers. Yet, when those large numbers are broken down, as Neiman and DeVoe did (2009), the average school violence crime rate is thirty one incidents per year across those same schools. The results obtained from this survey appeared somewhat low in the response rate for school violence. Using Interpersonal Non-Physical Violence as the barometer, since this appeared to have the highest correlation with the predictor and outcome variables, the average rate of violence that teachers perceived was four incidents per month of INPV. At first glance, this seems low looking at the hefty national numbers. However, they are more in line than they appear. Compared with Neiman and DeVoe's (2009) break down of thirty one incidents per year (roughly 2.58 violent acts per month), this study's participants reported slightly more incidents of school violence than reported nationally.

Presently, there are no national statistics on how school violence may impact teacher performance or teacher's attitude. The researcher questions whether the results indicated in this survey are indicative of what is happening in the trenches nationally as compared to what specific districts report (i.e., urban northeast district superintendant reporting teachers concern for school violence as top priority for union). Another interesting point was discovered when reviewing the correlations in the study. The results indicated a positive correlation between teacher performance and INPV (Interpersonal Non-Physical Violence), yet the means of

frequency for teacher performance were actually quite low (e.g., take stress out on students – rarely if ever). Additionally, the majority of unstructured interview participants indicated that complaining to administration regarding their fears (or concerns) related to school violence could potentially have a negative impact on their career. Consequently, underreporting may have been an issue in this research even though, confidentiality was guaranteed. As a counselor (high school) and a teacher (college) in the field, I have had the occasion to speak with colleagues across the state regarding school violence and its impact on them. What contemporaries report informally to each other appears more serious and concerning than the results indicated here might otherwise illustrate.

This study also looked at the availability and effectiveness of supports for teachers. As previous researchers (Kondrasuk, Greene, Waggoner, et al., 2005; Daniels, 2002; Daniels, Bradley & Hays, 2007) indicated, social and counseling supports for teachers to cope with the effects of school violence are not commonly found. This study concluded that although some supports are available, they may be underutilized as expressed through the unstructured interviews whereby teachers articulated a desire for more training even at their own expense and time. Yet, as Newman et al. (2004) suggests, there is a demonstrated need for supports in place for teachers as a direct response to a violent incident rather than a self recognized need. Since violence occurs weekly if not daily in schools through acts of verbal abuse and disrespect, perhaps teachers should have supports on a regular basis to cope with such stressful work conditions. This study found that only three percent of the teachers sought outside counseling to cope with school violence, yet 84 percent talk to colleagues and 46 percent talk to administrators. Additionally, most teachers utilized outside supports in the means of talking to their personal friends (70%) or significant others (78%) as a way to cope with the effects of school violence.

As a counseling professional, the argument could be made that schools providing regular outside counseling may be a more effective way of dealing with the effects of school violence than talking to colleagues, friends or family. In the event of a serious violent crime (e.g., homicide), most districts rally the school counselors on hand to talk to students. This researcher has yet to find a district (through personal experience or speaking with colleagues) that makes available outside counseling for teachers, whether by individual, group counseling or group crisis response counseling within the school specifically for teachers.

Further research on this topic would be suggested for several reasons. First, the investigation would be better served if conducted on a much larger scale in order to get an enhanced representative sample of teachers across the country. A larger study would also afford better statistical analyses and more valid results. The use of unstructured interviews may be better served if performed on a larger sample in order to get more in-depth information that may not be gleaned from a standard self administered survey. Additionally, school districts need to discover different programming for teachers that will help them diminish school violence and increase teacher's coping skills. Mental health counseling or training for minimizing the effects of stress and anxiety may be helpful to teachers based on the results found in this study. It would be interesting to research the effects of mandatory outside mental health counseling on a regular basis for teachers to deal with stress and anxiety rather than the standard approach of relying on teachers to recognize and seek counseling on their own. Another matter that would aid teachers is further research on better working conditions; which would be inclusive of not only diminished school violence but also an environment of administrative school support for teachers that is not punitive in nature. The issue of better working conditions or decreasing school violence is an increasing concern for teachers across the country. School districts often have

pillars of values that elementary and many middle schools must follow. However, it seems that by high school age, those values are often dissolved in the wake of attention to increased state scores, numbers of students applying to and attending college and numerous other high school curricula that overshadows the simple guidelines of respect, good citizenship and moral character. Further research would help to determine a predictor model of teacher performance, attitudes and attrition if programs could be implemented to lower levels of school violence. As this study indicates, school violence affects teacher performance, attitudes and a trend in significance for work conditions. As the NCES reports, nearly a third of public school teachers indicated that dissatisfaction with workplace conditions was important in their decision to move to another school. Because school violence was a factor in those indicators, it seems plausible that if research can explore ways to decrease violence the effect will be far reaching.

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APPENDICES

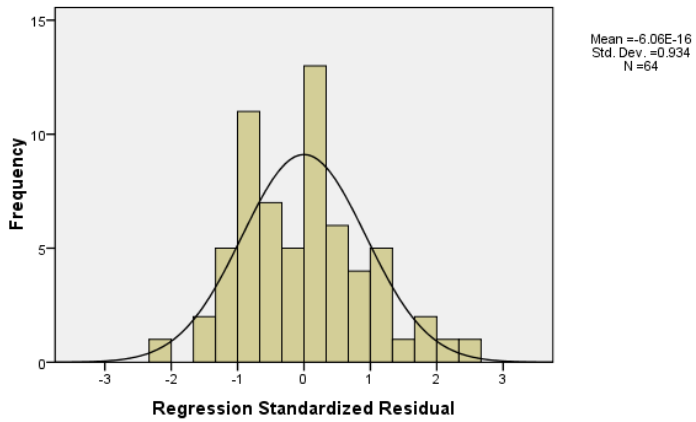


Figure 1. Histogram of the Standardized Residuals Assessing Normality for Teacher Performance

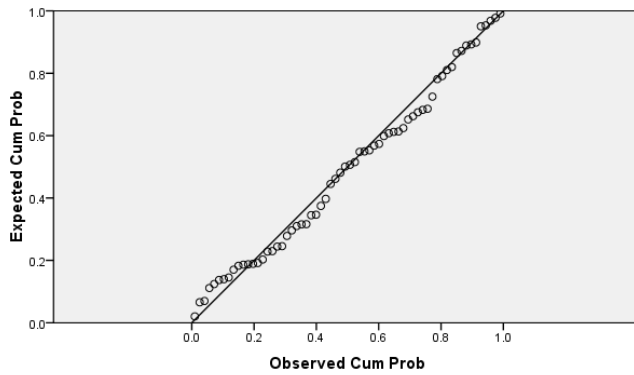


Figure 2. Normal P-P Plot of Regression Standardized Residual Assessing Normality for Teacher Performance

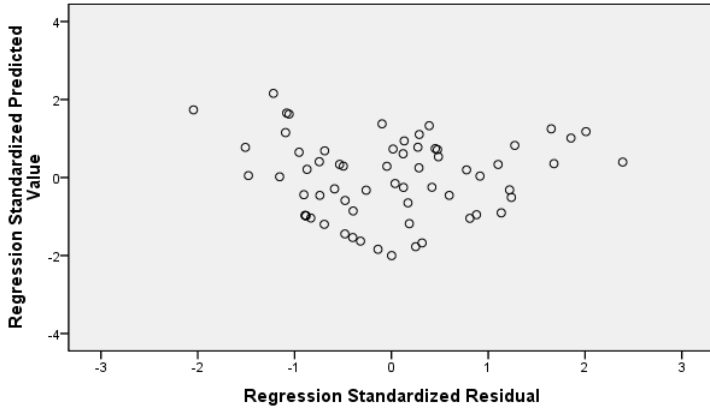


Figure 3. Scatterplot of Standardized Residuals and Predicted Values Assessing Homogeneity of Variance of Teacher Performance

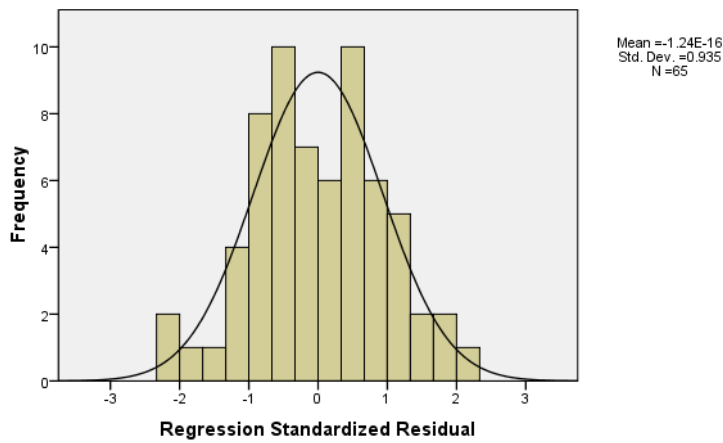


Figure 4. Histogram of the Standardized Residuals Assessing Normality for Teacher Attitudes

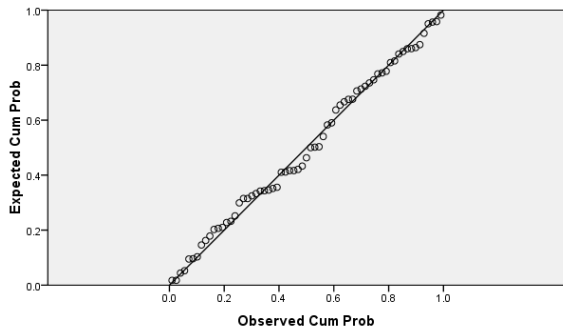


Figure 5. Normal P-P Plot of Regression Standardized Residual Assessing Normality for Teacher Attitudes

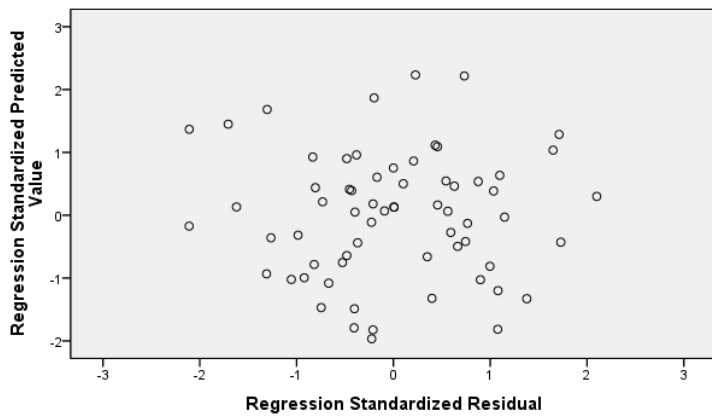


Figure 6. Scatterplot of Standardized Residuals and Predicted Values Assessing Homogeneity of Variance of Teacher Attitudes

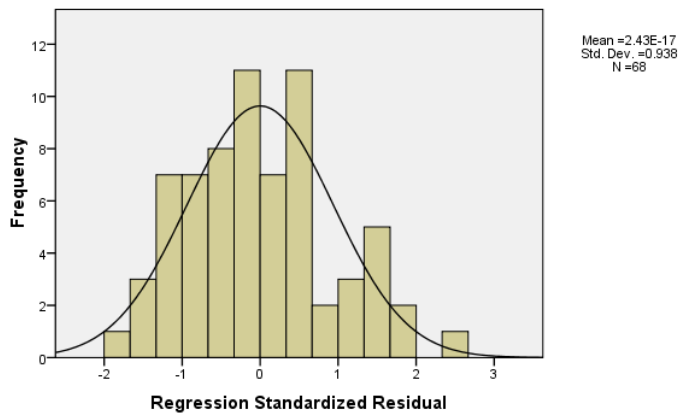


Figure 7. Histogram of the Standardized Residuals Assessing Normality for Intended Teacher Attrition

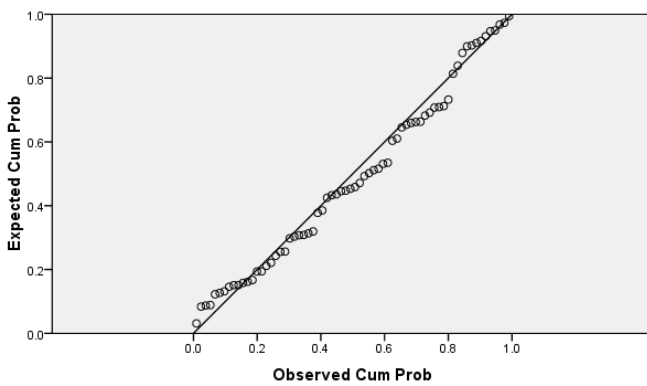


Figure 8. Normal P-P Plot of Regression Standardized Residual Assessing Normality for Intended Teacher Attrition

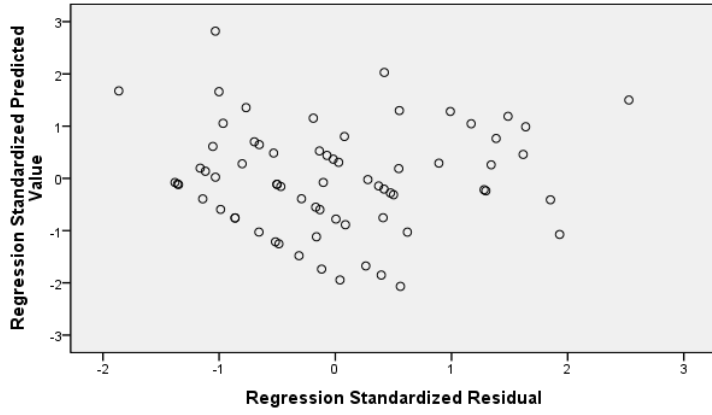


Figure 9. Scatterplot of Standardized Residuals and Predicted Values Assessing Homogeneity of Variance of Intended Teacher Attrition

APPENDIX A

PSEA LETTER OF SUPPORT

Temple University,
Dr. Richard Throm
Office for Human Subjects Protections
Institutional Review Board
3400 North Broad Street
Philadelphia PA 19140



400 North Third Street
PO Box 1724
Harrisburg, PA 17105-1724
(717) 255-7000 • (800) 944-PSEA (7732)
Fax: (717) 255-7128 • (717) 255-7124

www.psea.org

James P. Testerman, *President*
Michael J. Crossey, *Vice President*
W. Gerard Oleksiak, *Treasurer*
John F. Springer, *Executive Director*

Re: School Violence and Its Effect on Teacher Performance and Attitude
Protocol Number 12294
PI: Ducette, Joseph

Dear Temple IRB:

The Pennsylvania State Education Association (PSEA) is pleased to collaborate on the School Violence and Its Effect on Teacher Performance and Attitude research. We cooperate in only a handful of such projects each year. The issue of school violence is important, certainly well worth the time and effort our participation requires.

An affiliate of the National Education Association, PSEA regularly requests that our members (191,000 strong throughout Pennsylvania) participate in surveys. Our access is directly to our members, not through school districts. Members will be contacted and asked to participate in this survey via private, personal electronic mail accounts, and so survey access has no bearing on school district jurisdiction. We have never sought (nor has it ever been suggested that we should obtain) school district approval to survey our members.

Should you have any questions about our cooperation in or the dissemination of this survey, please contact me by telephone at (717) 255-7038 or by e-mail at dmerc@psea.org.

Sincerely,



Dan Mercer, Ph.D.
Assistant Director of Research
Pennsylvania State Education Association

The PSEA Mission

To advocate for quality public education and our members through collective action.

Affiliated with the National Education Association

APPENDIX C

SCHOOL VIOLENCE AND TEACHER PERFORMANCE AND ATTITUDE SURVEY

School Violence and Teacher Performance and Attitude

Introduction

Dear Teacher or Administrator,

This survey is being conducted in order to take a serious look at how school violence may impact teacher attrition, performance and attitude. Teacher attrition and school violence are both on the rise. As educators and researchers, we need to investigate this escalating concern.

Why is this survey important for you to take?

Without your participation, research such as this would be impossible to conduct. Your data and input will be used to help determine programs and support needs for this growing concern in education.

What will happen with the information collected?

Statistical evaluations will be conducted on the data and information collected in order to determine where new policy needs to be implemented or revised in school settings.

How will my information be kept confidential?

Personal information is not being requested; therefore, your confidentiality is secure. If you choose to participate in the follow up personal interview, your personal information will not be disclosed nor connect you in any way to your specific school or district.

Will I be able to access the results after the survey is complete?

The results will be made available to each school that participated in the survey at the conclusion of the project.

Who else is participating or interested in this survey?

The Pennsylvania State Education Association has approved this survey and encourages you to participate. Other school districts and researchers, nationally, have expressed interest in the research and findings.

Thank you for your time and cooperation.

Best regards,
Tracy E. Hill
Doctoral Student at Temple University,
PhD Educational Psychology
Dissertation Committee Chair: Dr. Joseph DuCette, Temple University

School Violence and Teacher Performance and Attitude

General Information

1. Do you work predominantly in a High School, Middle School or Elementary School?

- High School (9 - 12) Middle School (6 - 8) Elementary School (K - 5)

2. What is your current position?

- Teacher
 Counselor
 Intervention Specialist
 Psychologist
 Administrator
 Other - please specify

Other (please specify)

3. Please indicate your gender:

- Male
 Female

4. Please indicate your race/ethnicity:

- White, non-Hispanic
 Black, non-Hispanic
 Hispanic
 Native American
 Asian/Pacific Islander

5. Please indicate your current age:

For the remainder of this survey, all positions will be labeled "teacher" or "staff" regardless of your specific title. This is for conformity in the survey questions, only.

Additionally, you may have changed schools for reasons which may have included school violence. However, please answer all questions for the school you are currently working in. You may address any other schools in an interview or comment section at the end.

6. How many years have you been at your current school?

- 0 - 3 years 11 - 15 years 26 - 30 years
 4 - 7 years 16 - 20 years 31 - 40 years
 8 - 10 years 21 - 25 years 41 years or more

School Violence and Teacher Performance and Attitude

7. How many years have you been teaching total (including your current school)?

- | | | |
|------------------------------|-------------------------------|--|
| <input type="radio"/> 0 - 3 | <input type="radio"/> 11 - 15 | <input type="radio"/> 26 - 30 |
| <input type="radio"/> 4 - 7 | <input type="radio"/> 16 - 20 | <input type="radio"/> 31 - 40 |
| <input type="radio"/> 8 - 10 | <input type="radio"/> 21 - 25 | <input type="radio"/> 41 years or more |

8. Is your school considered a public, private or public charter school?

- | | | |
|--|-------------------------------|--------------------------------------|
| <input type="radio"/> Traditional Public | <input type="radio"/> Private | <input type="radio"/> Public Charter |
|--|-------------------------------|--------------------------------------|

9. What district does your school reside in?

- Berks County
- Chester County
- Montgomery County

School Violence and Teacher Performance and Attitude

School Violence

As it pertains to this study, school violence is defined as any act or behavior conducted by a student (to another student or to a staff member) that creates an environment of physical harm or emotional distress. School violence includes those activities or behaviors occurring at or on school grounds, school buses or venues in which school sponsored events or activities occur. School violence includes any of the following as identified by the U.S. Department of Education.

10. I have witnessed, felt the stress from or been a victim of school violence (in my school) for the following:

	Never	Once	Yearly	Monthly	Weekly	Daily
Insubordination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verbal intimidation, threats or disrespect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gang related behaviors or associations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hate crimes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical attacks or fights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rape	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robbery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual battery or harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theft or larceny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vandalism or violence with or without a weapon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaviors which may include firearms or explosives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Violence and Teacher Performance and Attitude

Teacher Performance and Attitudes

Does school violence affect teacher's performance and attitudes towards work, staff or students?

Remember that violence includes: insubordination; verbal intimidation, threats or disrespect; gang related behaviors or associations; hate crimes; physical attacks or fights; rape; robbery; sexual battery or harassment; theft or larceny; vandalism or violence; behaviors which may include firearms or explosives

11. Because of violence in my school, I tend to:

	Never	Rarely	Sometimes	Often	Usually
Feel more stressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel more anxious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worry about my safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worry about the student's safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take more time off	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrive late to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leave promptly at end of school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lose my temper more easily in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer more of my extra time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take my stress out on the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take my stress out on the administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take my stress out on the other staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep more to myself at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distance myself from the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distance myself from other staff members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel dissatisfied with school administrative support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel dissatisfied with my working conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have less effective classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use more stringent classroom management techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have less confidence in the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have more respect for the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fear the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

School Violence and Teacher Performance and Attitude

Staff Supports and Programs

What school supports or programs do teachers in your school have in order to cope with or handle school violence?

14. Does your school provide the following programs or supports to help you with school violence?

- Yes, we have this available.
- | | |
|--|--------------------------|
| Crime or violence prevention curriculum, instruction or training | <input type="checkbox"/> |
| Conflict resolution training | <input type="checkbox"/> |
| De-escalation training | <input type="checkbox"/> |
| Crisis Response Training | <input type="checkbox"/> |
| School counselors to talk to | <input type="checkbox"/> |
| Outside mental health agency (EAP) | <input type="checkbox"/> |
| Crisis group counseling by inside staff | <input type="checkbox"/> |
| Crisis group counseling by outside staff | <input type="checkbox"/> |
| Classroom Behavioral Supports | <input type="checkbox"/> |
| Mentor program | <input type="checkbox"/> |

Other (Please specify, 100 character limit)

15. Please check off the following programs that you would feel comfortable accessing and/or want your school to offer?

- | | | | | | | | | | |
|---|---|---|---|---|---|--|---|--|------------------------------|
| <input type="checkbox"/> Crime or violence prevention curriculum, instruction or training | <input type="checkbox"/> De-escalation training | <input type="checkbox"/> Crisis response training | <input type="checkbox"/> School counselors to talk to | <input type="checkbox"/> Conflict resolution training | <input type="checkbox"/> Outside mental health agency (EAP) | <input type="checkbox"/> Crisis group counseling by inside staff | <input type="checkbox"/> Crisis group counseling by outside staff | <input type="checkbox"/> Classroom Behavioral Supports | <input type="checkbox"/> pro |
|---|---|---|---|---|---|--|---|--|------------------------------|

Other (Please specify, 100 character limit)

16. Please check all the following school supports that you utilize to cope with school violence.

- | | | | | | |
|--|---|---|---|--|--|
| <input type="checkbox"/> Talk to school counselors | <input type="checkbox"/> Talk to an outside counselor | <input type="checkbox"/> Talk to other teachers | <input type="checkbox"/> Talk to administrators | <input type="checkbox"/> Talk to school psychologist | <input type="checkbox"/> Talk to an outside psychologist |
|--|---|---|---|--|--|

Other (Please specify, 100 character limit)

School Violence and Teacher Performance and Attitude

17. If confronted with school violence, either personally or from a distance, I would do the following:

- Talk to my significant other Talk to my friends Seek out professional counseling Seek out religious solace

Other (Please specify, 100 character limit)

18. If you are a Counselor or Psychologist, have you had any specialized formal training in any of the following? If you are not a counselor or psychologist, please skip to the final question.

- | | Yes |
|---|-----------------------|
| Conflict resolution training/counseling | <input type="radio"/> |
| De escalation training/counseling | <input type="radio"/> |
| Crisis response training/counseling | <input type="radio"/> |
| Trauma counseling | <input type="radio"/> |
| PTSD training/counseling | <input type="radio"/> |

19. If you would like to add your own comments or further information, please write in the space provided below.

School Violence and Teacher Performance and Attitude

Final Thoughts

I would like to conduct several individual interviews to further explore your experiences regarding school violence and its affect on teachers. I foresee that each interview will last between 15 and 20 minutes.

If you would like to be considered for this, please provide your contact information so that I may schedule a time convenient for you. Your confidentiality will remain intact if you choose to participate in this portion of the study.

If you would like to be considered, please provide your contact information below.

20. Please provide your contact information if you would like to be considered for an individual semi-formal interview.

Email Address:

Phone Number: