

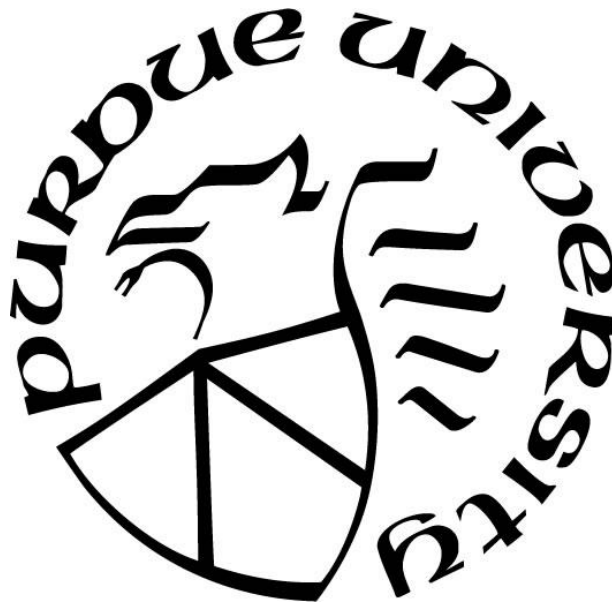
**UNCIVIL INTERACTIONS AMONG TEACHERS: SCHOOL LEADERS  
MEDIATING EFFECT ON TURNOVER**

by  
**Melissa L. Miller**

**A Dissertation**

*Submitted to the Faculty of Purdue University  
In Partial Fulfillment of the Requirements for the degree of*

**Doctor of Philosophy**



Department of Educational Studies

West Lafayette, Indiana

May 2020

**THE PURDUE UNIVERSITY GRADUATE SCHOOL**  
**STATEMENT OF COMMITTEE APPROVAL**

**Dr. Marilyn A. Hirth, Chair**

Department of Educational Leadership

**Dr. James H. Freeland**

Department of Educational Leadership

**Dr. Christine Kiracofe**

Department of Educational Leadership and Policy Studies

**Dr. Alice A. Johnson**

Department of Educational Leadership

**Approved by:**

**Dr. Janet Alsup**

Head of the Graduate Program

*This dissertation is dedicated to my parents, my husband, my children, and my friends. Thank you for your unconditional love, support, and encouragement.*

## TABLE OF CONTENTS

LIST OF TABLES .....	7
LIST OF FIGURES .....	8
ABSTRACT .....	9
CHAPTER 1. INTRODUCTION .....	10
Problem Statement .....	13
Purpose of the Study .....	15
Conceptual Framework .....	15
Research Questions .....	16
Hypotheses.....	17
Significance of the Problem.....	18
Definition of Terms .....	18
CHAPTER 2. REVIEW OF THE LITERATURE .....	20
Historical Overview of Teacher-to-Teacher Uncivil Behaviors .....	20
Prevalence of Teacher-to-Teacher Uncivil behaviors in Education .....	22
Effects of Teacher-to-Teacher Uncivil Behaviors .....	23
Job Satisfaction .....	25
Leadership Support.....	26
Turnover.....	30
ESSA Reform .....	32
CHAPTER 3. METHODOLOGY .....	35
Purpose of the Study .....	35
Research Questions .....	35
Hypotheses.....	36
Setting and Participants .....	36
Instrumentation .....	37
Negative Acts Questionnaire-Revised.....	39
Andrews and Withey’s Job Satisfaction Scale.....	40
Leader-Member Exchange 7 .....	40
Turnover Intention.....	41

Data Collection .....	42
Data Analysis .....	43
Limitations .....	45
CHAPTER 4. RESULTS .....	47
Purpose of the Study .....	47
Quantitative Results .....	47
Descriptive Statistics .....	48
Gender .....	49
Current Grade .....	49
Years of Experience .....	51
Number of Schools Taught At .....	52
Negative Acts Questionnaire-Revised .....	54
Andrew and Withey's Job Satisfaction Scale .....	58
Leader-Member Exchange 7 .....	59
Turnover Intentions .....	61
Cronbach's alpha .....	62
Hypotheses .....	65
CHAPTER 5. SUMMARY AND CONCLUSIONS .....	69
Overview .....	69
Review of the Literature .....	70
Methodology .....	72
Settings and Participants .....	72
Procedures .....	73
Data Analysis .....	73
Discussion of the findings .....	74
Uncivil Behaviors .....	75
Job Satisfaction .....	78
Leadership Support .....	81
Turnover Intent .....	84
Analyzing the Research Questions .....	87
Implications .....	91

Recommendations for Future Study.....	94
Limitations and Threats to Validity .....	95
Conclusion .....	96
REFERENCES .....	99
APPENDIX A.....	116
APPENDIX B .....	117
APPENDIX C .....	118
APPENDIX D.....	119
APPENDIX E .....	120
APPENDIX F .....	121
APPENDIX G.....	122
APPENDIX H.....	123

## LIST OF TABLES

Table 1. Frequencies and Percentages for Demographic Variables .....	48
Table 2. T test Results for Gender and Turnover Intentions, Job Satisfaction, Leadership Support, and Negative Acts .....	49
Table 3. Descriptive Statistics and F test Results for Current Grade and Turnover Intentions, Job Satisfaction, Leadership Support, and Negative Acts .....	50
Table 4. Descriptive Statistics and F test Results for Years of Experience and Turnover Intentions, Job Satisfaction, Leadership Support, and Negative Acts .....	52
Table 5. Descriptive Statistics and F test Results for Number of Schools Taught at and Turnover Intentions, Job Satisfaction, Leadership Support, and Negative Acts .....	53
Table 6. Descriptive Statistics for Turnover Intentions, Job Satisfaction, Leadership Support, and Negative Acts.....	54
Table 7. Percentages for NAQ-R.....	56
Table 8. Categorization of Exposure to Uncivil Behaviors.....	58
Table 9. Percentages for JSS .....	59
Table 10. Percentages for LMX.....	60
Table 11. Percentages for Turnover Intentions.....	62
Table 12. Cronbach's Alpha .....	63
Table 13. Correlations between Demographics and Variables.....	64
Table 14. Pearson Product Coefficient for Negative Acts and Job Satisfaction .....	65
Table 15. Pearson Product Coefficient for Negative Acts and Leadership Support.....	66
Table 16. Pearson Product Coefficient for Negative Acts and Turnover Intentions .....	66
Table 17. Pearson Product Coefficient for the Predictors and Turnover Intentions .....	67
Table 18. Summary of Multiple Regression Analysis .....	67

## LIST OF FIGURES

Figure 1. Retrieved from <a href="https://positivepsychologyprogram.com/self-determination-theory">https://positivepsychologyprogram.com/self-determination-theory</a> .....	16
Figure 2. Mosadeghrad & Ferdosi (2013). Graphic from Mosadeghrad, A. M., & Ferdosi, M. (2013). Leadership, Job Satisfaction and Organizational Commitment in Healthcare Sector: Proposing and Testing a Model. <i>Materia Socio-Medica</i> . Retrieved from <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3769150/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3769150/</a> .....	29
Figure 3. Research model. Predictor variables of uncivil behaviors, job satisfaction, and leadership support, and outcome variable (attrition) .....	43



## **ABSTRACT**

Author: Dr. Melissa Miller

Institution: Purdue University

Degree Received: May 2020

Title: Uncivil Interactions Among Teachers: School Leaders Mediating Effect on Turnover

Major Professor: Dr. Marilyn A. Hirth

The purpose of this quantitative study is to explore the frequency of uncivil behaviors amongst teachers. The research seeks to determine leadership support and job satisfaction levels in order to relate their relationship to turnover. Fulfillment of teachers' basic psychological needs is essential for optimal performance and growth. The 2018 Indiana Department of Education Teacher survey data shows low favorability levels regarding school leadership trends and collegiality in schools. The researcher examined the perceptions of the educators in a region of Indiana. This research study was compared with a similar study completed in an urban school district in Western Central Illinois. The researcher used an electronic survey, via Qualtrics, to gather demographic information and determine the extent of teacher-to-teacher uncivil behaviors as well as levels of leadership support and job satisfaction. A total of 74 teachers participated in the research study. Overall, 10.9% percent of respondents perceived themselves to be victims of uncivil behaviors on a weekly or daily (regular) basis. Strong statistical significance was found between uncivil behaviors and job satisfaction, leadership support, and teacher turnover. A recommendation from this study is that teacher turnover can be reduced when leaders meet the intrinsic needs of their teachers.

## **CHAPTER 1. INTRODUCTION**

Headlines continue to call attention to school districts and their struggle to develop, attract, and retain highly effective teachers. Responding to this challenge at the national level, the 2015 amendment to the Elementary and Secondary Education Act of 1965 (ESEA), also known as the Every Student Succeeds Act (ESSA), has driven policy reform to close educational achievement gaps, improve educational outcomes for all learners, and increase equity. The previous version of the law enacted in 2002, No Child Left Behind, provided a stepping stone to identify where students were making progress and where they needed additional support. The latest expectation that all students will graduate and be prepared for college or a career has necessitated state and federal legislators to continually revise policies.

In the state of Indiana, a comprehensive plan to improve outcomes for all students was submitted to the U.S. Department of Education in January 2018. This plan identifies the need for support system data and climate analyses in order to direct, invest in, and develop the education workforce. The Excellent Educator Workforce roadmap (McCormick, 2018) was established to strengthen existing evaluation and support systems and to develop support structures in order to address negative school climate or culture. This roadmap outlines strategies focused on improving teacher recruitment and retention. In addition, the roadmap addresses leadership development opportunities given that high-performing teacher attrition is more likely if advancement opportunities are not available. Glenda Ritz (2015), previous superintendent of Indiana public instruction stated, “We know great educational outcomes start with positive classroom experiences. Working to attract and retain excellent teachers [professional development alignment and resources for support] for Indiana schools is a commitment of the department” (Ritz, G., personal communication, August 25, 2015).

Extrinsic motivators, such as teacher effectiveness ratings and school grades, aimed at improving teacher recruitment and retention continue to be the epicenter of policy reform in Indiana. Given the Indiana ESSA plan for attracting and retaining excellent educators in order to improve teacher and school performance, there is a need to consider several questions. Are extrinsic motivators aimed at educators and schools the best way to close the educational achievement gaps, improve educational outcomes for all learners, and increase equity? What does research tell us about intrinsic motivators that affect teachers' job satisfaction? How do teachers feel school climate and leadership support impact recruitment and retention? How are leaders meeting the mental health needs of their staff? Particularly, for teachers working in low-income schools, the inequities that affect students living in poverty can be especially challenging even though accountability measures are equally applied to all public school venues.

Self-determination theory (SDT) provides a theoretical framework for understanding the motives for teacher attrition in education, which is significant to the study of Indiana's educational reform policies and their accompanying accountability measures (Ryan & Deci, 2000). SDT is a theory that links human motivation, personal growth, and personality by positing there are two main types of motivation—intrinsic and extrinsic—and that both are powerful forces in evolutionary psychology (Deci & Ryan, 2008). Intrinsic motivation refers to motivation that stems directly from an action which is satisfying and interesting, as opposed to doing an activity to obtain a reward or avoid punishment (extrinsic motivation). When external motivators are not present or available, persistent behavior toward a goal is more likely to be achieved with intrinsic motivation. According to Deci & Ryan, SDT suggests individuals have three primary psychological needs that develop intrinsic motivation: autonomy, competence, and

connectedness. Fulfillment of the three needs is essential for personal well-being, optimal performance, and problem solving (Deci & Ryan, 2008).

Consequently, if teachers' basic needs for autonomy, competence, and connectedness are thwarted, they may experience anger and anxiety and exhibit aggressive behavior in the form of uncivil behavior which can be construed as workplace bullying. Workplace bullying or uncivil behaviors is a pattern of persistent uncivil behaviors that a victim identifies as intentional attempts to hurt, control, or force an individual out of the workplace (Agervold, 2007).

Workplace bullying, specifically uncivil teacher-to-teacher behaviors, may be one adverse organizational condition that increases the likelihood of teacher attrition (Larwood & Paje, 2004). The links between employees' intrinsic motivational needs fulfillment and a decrease in teacher turnover have been found in the research (Dysvik & Kuvaas, 2010). Research has also found that leaders' autonomy support leads to greater levels of need satisfaction for his or her employees. This intrinsic motivator, autonomy support, has been shown to boost teacher job satisfaction, performance evaluations, and acceptance of organizational change (Gagné & Deci, 2005). In addition, leadership support has been identified as a predictor of avoiding stress, burnout, and job dissatisfaction. When we consider the implications of the combination of teacher-to-teacher uncivil behaviors, lack of leadership support and teacher turnover in schools, the negative consequences can deeply impact a community as a whole. Examining ESSA reform through the lens of SDT provides a framework for understanding the relative degree of intrinsic motivation that is associated with these measures in order to address the Indiana teacher attrition problem.

## **Problem Statement**

Growth in the number of low income families and declines in student achievement highlight the need for supportive educator evaluation systems that provide actionable feedback to school corporations in order to support teachers' personal and professional growth. According to the online Indiana Department of Education's Scorecard for 2017-2018, 48.1% of Indiana students qualify for Title 1 services. Title 1 schools, which serve more low-income students, have 50% higher teacher turnover rates (Guha, Hyler, & Darling-Hammond, 2017). These indicators are represented in the data on low performing schools in Indiana. Research suggests that administrator support can affect a teacher's decision to stay at a school regardless of the student income level. If Indiana's average retention rate for educators is around 82% (Sutcher, Darling-Hammond, & Carver-Thomas, 2016), compared to the national average of 88%, what evaluation systems are in place to monitor and address the growing teacher turnover crisis in Indiana?

Previous research indicates that organizations which display uncivil behaviors behavior see many negative effects including decreased employee morale, excessive absenteeism rates, reduced productivity, a high level of attrition, and violence in the workplace (Einarsen et al., 2009; Namie, 2003). According to the National Center of Education Statistics, nationwide student enrollment in teacher education programs declined by 35% between 2010 and 2014 (Kena et al., 2015). In addition to declining enrollment, longitudinal data by researchers Goldhaber et al. (2015) finds that approximately 17% of new teachers leave the profession during the first four years of instruction and an additional 8% of the veteran workforce leave each year (Kena et al., 2014). Of particular interest, the 2018 Statewide Teacher Survey results from the Indiana Department of Education show that 41% of teachers plan on leaving the profession in the next six years. Those teachers cite pay, professional climate, and lack of

autonomy as the main reasons for leaving the teaching profession (Johnson, 2018). In addition, data show that teachers who strongly disagree that their administrator encourages a professional climate have turnover rates at nearly 25% (Sutcher et al., 2016). Nationally, this percentage is more than double the turnover rate of teachers who feel their administrators are supportive. Folk (2017) studied education outcomes and writes, “The negative outcomes of job satisfaction and turnover may be impacting the development of the Indiana’s future teaching professionals” (p. 5).

The effect of specific variables, i.e. - teaching experience, student behavior, and compensation, on teachers' job satisfaction and intent to stay in teaching, have been examined in previous research but a limited amount of research has scrutinized the weight of working conditions on teachers’ decisions to leave or stay in the teaching profession (Loeb, Darling-Hammond, & Luczak, 2005). Teachers’ working conditions may be the cause of job dissatisfaction and teacher attrition per these data. This study will be useful for education leaders as it is important to understand the detrimental effects to the overall health of a school district when teacher-to-teacher uncivil behaviors exists between staff. The intrinsic role school leaders play in stemming an uncivilly treated teacher’s desire to leave an organization may impact the growing teacher attrition rates in Indiana. Hasty (2007) states bullying “threatens the sustainability of an organization and it is imperative school leaders not only assess the extent of the problem, but effectively address the needs of teachers, increasing the likelihood that high quality teachers remain in the classroom to aid in student achievement” (p. 7). Bullies are costly to an organization and profession because the dysfunction that surrounds them can proliferate throughout an organization and ultimately, affect student achievement.

### **Purpose of the Study**

The purpose of this quantitative study was to explore the extent of teacher-to-teacher uncivil behaviors. In addition, the research sought to determine leadership support and job satisfaction levels in order to relate their relationship to teacher turnover. Through this quantitative method, the research achieved the following:

1. Determine the extent of Indiana K-12 teachers perceivably exposed to uncivil behaviors.
2. Establish a relationship between uncivil behaviors and job satisfaction.
3. Reveal a relationship between uncivil behaviors and leadership support in the teaching profession.
4. Enhance the understanding of teacher turnover by examining intrinsic needs of teachers.

### **Conceptual Framework**

The self-determination theory serves as the theoretical framework within this research. Scholars have also used self-determination theory to explain the effects of teacher-to-teacher uncivil behaviors. According to SDT (Deci & Ryan, 2002), intrinsic motivation is fostered by the fulfillment of three basic psychological needs: the need for autonomy, competence, and connectedness (Figure 3). The authors state, “Perhaps no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation to extend and exercise one’s capacities, to explore, and to learn” (p. 70). Autonomy indicates the desire to experience freedom in personal decision making (DeCharms, 1968). Competence refers to the need to controls one’s environment and to achieve valued results (White, 1959). Connectedness refers to a sense of belongingness and having a support system (Baumeister & Leary, 1995). When these three basic psychological needs are realized, individuals are intrinsically motivated to work because they find it personally gratifying (Ryan & Deci, 2017). Aquino, Grover, Bradfield, and Allen (1999) found that employees who experience uncivil behaviors are not driven to perform because they

have low autonomy. In addition, the negative behaviors that constitute teacher-to-teacher uncivil behaviors make it difficult to fulfill the basic psychological need of connectedness and relatedness at work.

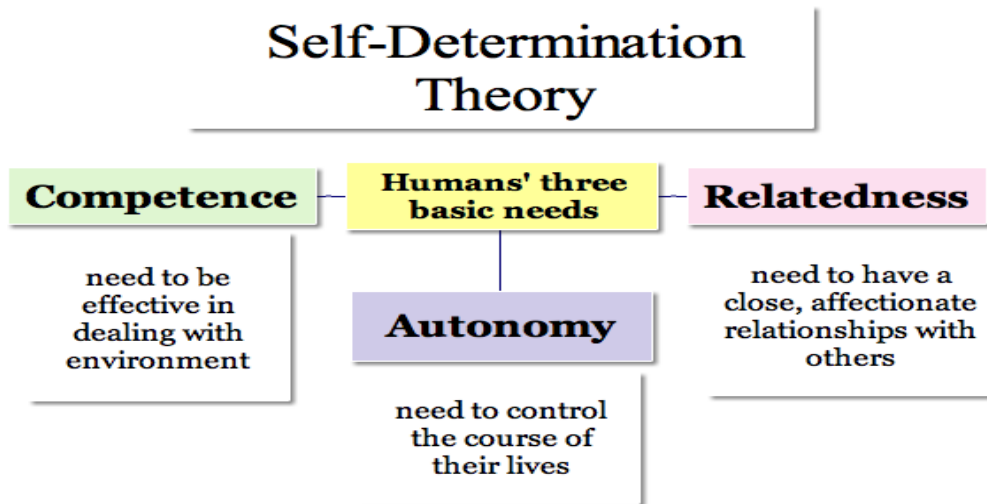


Figure 1. Retrieved from <https://positivepsychologyprogram.com/self-determination-theory>.

### Research Questions

This study investigated the extent of teacher-to-teacher uncivil behaviors and the nature of the relationship between uncivil behaviors, job satisfaction, leadership support and teacher attrition. The study examined the possibility that leadership support buffers the negative effects of teacher-to-teacher uncivil behaviors, therefore moderating teacher turnover. The following questions will be investigated:

1. To what extent are Indiana K-12 teachers perceivably exposed to teacher-to-teacher uncivil behaviors as identified by the NAQ-R?
2. What is the strength of the relationship between the perceptions of teacher-to-teacher uncivil behaviors and teacher job satisfaction?
3. What is the strength of the relationship between the perception of teacher-to-teacher uncivil behaviors and leadership support?



4. Is there a significant relationship between the perception of teacher-to-teacher uncivil behaviors, job satisfaction, and leadership support (predictors) and teacher turnover (outcome)?

### **Hypotheses**

Four key variables are identified through a review of the literature and are further discussed in Chapter Two. The four key variables include: 1) Teacher-to-teacher uncivil behaviors; 2) Teacher turnover; 3) Job satisfaction; 4) Leadership support. These key components have been included in the hypotheses to be tested in order to help answer the critical research questions.

The following hypotheses were tested through this study in order to determine the extent of teacher-to-teacher uncivil behaviors and the relationship between teacher-to-teacher uncivil behaviors, job satisfaction, leadership support and teacher turnover in schools:

HO<sub>1</sub>: There is no statistically significant relationship between teacher-to-teacher uncivil behaviors, as measured by the NAQ-R, and job satisfaction, as measured by the Andrews and Withey Job Satisfaction Scale (JSS).

HO<sub>2</sub>: There is no statistically significant relationship between teacher-to-teacher uncivil behaviors as measured by the NAQ-R, and leadership support, as measured by the Leader-Member Exchange 7 scale (LMX-7).

HO<sub>3</sub>: There is no statistically significant relationship between teacher-to-teacher uncivil behaviors as measured by the NAQ-R, and teacher turnover, as measured by the Turnover Cognitions scale (TCS).

HO<sub>4</sub>: There is no statistically significant relationship between teacher-to-teacher uncivil behaviors, as measured by the NAQ-R (predictor); job satisfaction, as measured by the Andrews and Withey Job Satisfaction Scale (predictor); leadership support, as measured by the LMX-7 (predictor); and teacher turnover, as measured by the Turnover Cognitions Scale (outcome).

## **Significance of the Problem**

Of particular significance, the 2018 Indiana Department of Education Teacher Survey data shows only 23% of professionals felt favorably about current school leadership trends and 31% experienced collegiality within the school. By investigating the extent of teacher-to-teacher uncivil behaviors and the relationship to turnover, job satisfaction, and leadership support within the theoretical lens of self-determination theory, this study aims to provide a better understanding of the motives that influence teacher attrition in Indiana schools. As soon as these relationships are recognized, elements may be identified that help educational stakeholders identify strategies to retain qualified teachers. These discoveries could lead to momentous changes in curricula including, but not limited to, principal preparation, professional development, and mentoring programs for administrators and teachers. Given the teacher shortage crisis in Indiana and the reform measures to retain and recruit teachers, determining the extent of teacher-to-teacher uncivil behaviors in school settings and the role leadership support plays in moderating attrition is vital to the life of an organization.

## **Definition of Terms**

The following definitions are provided for uniformity in meaning for terms used throughout the study.

***Workplace Bullying*** - Bullying takes place when one or more persons systematically and over time feels they have been subjected to negative treatment on the part of one or more persons, in a situation in which the person(s) exposed to the treatment have difficulty in defending themselves. (Einarsen & Skogstad, 1996, p. 190-191).

***Job Satisfaction*** - The “pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating one’s job values” (Locke, 1969, p. 316)

***Leadership Support*** - Borman and Dowling (2008) stated that administrative support is help given to teachers by administrators in the areas of instruction, school climate, the curriculum, and student behavior.

***School Climate*** - the quality and aspects of a school's life as it relates to the criterion and values, relationships, social interactions, and school structures (Kosciw et al., 2016).

***Teacher Turnover*** - Ingersoll (2001) defined teacher turnover as the rate teachers transfer from school to school, or exit the profession altogether.

## **CHAPTER 2. REVIEW OF THE LITERATURE**

This literature review evaluated the variables investigated in this study: 1) Teacher-to-teacher uncivil behaviors; 2) Teacher turnover; 3) Job satisfaction; and 4) Leadership support. Teacher turnover in the education profession has been a topic of concern for the past few decades (Tye & O'Brien, 2002). It is important to understand factors which affect the overall health of an organization in order to produce effective educational outcomes that meet mandates at the state and federal level. Investigation of the impact teacher-to-teacher uncivil behaviors has on an employee and an organization may provide a basis for understanding the teacher shortage crisis. Specifically, research that examines the extent of teacher-to-teacher uncivil behaviors and its relationship to job satisfaction and leadership support to teacher turnover will contribute to the development of strategies for retaining highly effective teachers.

### **Historical Overview of Teacher-to-Teacher Uncivil Behaviors**

The academic interest in the phenomenon of workplace mistreatment commenced in the early 1980s in Sweden via the work of psychologist Heinz Leymann (Leymann, 1990). Leymann, a family therapist, observed children playing on a playground and noted similar bullying behaviors were also found in the adult workplace. An American author, Carol Brodsky, wrote a book titled *The Harassed Worker* in 1976, but it did not gain attention until Leymann's work became popular. Additionally, in 1992 Andrea Adams, a journalist from the U.K. wrote a book on uncivil behaviors and produced BBC documentaries on the subject. During the last quarter of a century, bullying in the workplace has been studied mainly in Europe (Einarsen, 2000) but is internationally acknowledged as an occupational hazard in the workplace.

Liefooghe & Mac Davey (2010) argue that the various paradigms and theoretical backgrounds used by researchers makes it difficult to draw together the findings because the same construct of teacher-to-teacher uncivil behaviors may not be used in different countries. Researchers have used many different definitions to explain the concept of teacher-to-teacher uncivil behaviors but the most globally accepted definition by Einarsen et al. (2003) is:

Bullying at work means harassing, offending, socially excluding someone or negatively affecting someone's work tasks. In order for the label bullying to be applied to a particular activity, interaction or process has to occur repeatedly and regularly (e.g. weekly) and over a period (e.g., six months). Bullying is an escalated process in the course of which the person confronted ends up in an inferior position and becomes the target of a systematic negative social act (p. 15).

In addition to the various terms used by researchers, i.e. – workplace bullying, uncivil behaviors, uncivil interactions, victimization, intimidation, etc., certain aspects of the definition are continuously debated by researchers. Subjective vs objective bullying, intent, and interpersonal vs organizational bullying studies address the phenomenon (Archer, 1999; Balko, 2013). Researchers universally acknowledge the concept of uncivil behaviors at work, and in a study by Monks et al. (2009) the four features of uncivil behaviors are identified as frequency, persistency, hostility, and perceived power disparity.

The exposure to hostile and negative behavior is the prime feature of teacher-to-teacher bullying. This hostility manifests itself into behaviors that can be viewed as work-related, person-related, and physical/threatening behaviors. Work-related acts include excessive criticism of work, refusing leave, blocking promotion, and extensive monitoring of work. Person-related uncivil behaviors include such as gossip, lies, belittling, and isolation. Physical and threatening behaviors include coercion, verbal attacks, and harassment. Researchers can infer that an individual is a target of uncivil behaviors when they specify they have been subjected to these work-related, person-related or physical/threatening behaviors at frequent and persistent intervals

(Baillien, De Cuyper, & De Witte, 2011; Fox & Stallworth, 2010). Finally, a perceived disparity in power is a fundamental component of teacher-to-teacher uncivil behaviors. According to Hauge et al. (2010), “The imbalance of power often mirrors the formal power structure of the organizational context in which the bullying scenario unfolds” (p.15). This imbalance of power is not reliant on hierarchical position in an organization as uncivil behaviors can take place from subordinate to superior, supervisor to subordinate, or colleague to colleague because of informal or perceived power.

### **Prevalence of Teacher-to-Teacher Uncivil Behaviors in Education**

Variations in prevalence rates of uncivil behaviors across organizations and countries can be seen due to differences and limitations in study designs. European researchers have generally reported uncivil behaviors frequency rates ranging from 5 to 10% (Einarsen et al., 2010) while researchers in the United States have reported a prevalence of nearly 50% (Lutgen-Sandvik et al., 2007). School teachers have been recognized as a professional group that is gravely affected by this undesirable workplace behavior (De Vos, 2013; Kõiv, 2015). Research indicates that as many as 63% of teachers have suffered negative behaviors in their school and 7% of them have experienced teacher-to-teacher uncivil behaviors (De Vos, 2013).

In a study with over 5,000 participants in 70 professions, Hoel and Cooper (2000) conducted research and found the education profession to be one of the most prevalent environments of uncivil behaviors. The study revealed that 57.7% indicated witnessing uncivil behaviors over the last five years and 15.6% of teachers had been bullied in the previous six months; 35.9% in the last five years. Hoel and Cooper’s study revealed that 34.7% of teachers’ motivation was affected by uncivil behaviors and 38.8% of teachers identified that uncivil behaviors affected their ability to be effective on the job. Therefore, the researchers determined

uncivil behaviors was widespread in education and the behavior presented an occupational hazard to teachers.

Powell's study (2013) of 380 administrators, teachers, and various other school staff divulged that 38% of respondents experienced uncivil behaviors behavior from a co-worker and also determined that there is a significant relationship between teacher-to-teacher uncivil behaviors and school culture. In this particular study, a hierarchical multiple regression was calculated with the dependent variable the total score on the Workplace Bullying Scale (WBS). The lower the School Culture Total Score (SCTS) the higher the score on uncivil behaviors ( $\beta = -.339$ ). After controlling for the demographic variables, school culture was a statistically significant predictor ( $p < .01$ ) of uncivil behaviors.

In 2015, a teacher-to-teacher uncivil behaviors study of public schools certified prekindergarten through twelfth grade teachers revealed 72.6% of teachers described witnessing acts of uncivil behaviors amongst teachers over the past six months (Malahy, 2015). Additionally, 18.9% of those teachers reported that they and face acts of uncivil behaviors on a daily, weekly, or monthly basis when they go to work. Therefore, it is necessary to examine the effects of teacher-to-teacher uncivil behaviors on an employee and an organization in order to better understand the teacher turnover crisis.

### **Effects of Teacher-to-Teacher Uncivil Behaviors**

Researchers agree that the negative effects of teacher-to-teacher uncivil behaviors greatly impact employees and organizations. According to Einarsen et al. (2003), uncivil behaviors is a “more crippling and devastating problem for employees than all other kinds of work related stress put together” (p. 3). Employees affected by uncivil behaviors reported more symptoms of depression, anxiety, stress disorders, sleep issues, and low self-esteem. These symptoms may

manifest themselves into physical symptoms such as migraines, nausea, substance abuse, and cardiovascular issues.

Notelaers, De Witte, & Einarsen (2010) found that an individual's quality of life is negatively impacted if subjected to uncivil behaviors and is considered a stressor that has devastating effects on overall well-being. Bowling and Beehr (2006) found that being a target of uncivil behaviors in the workplace was positively associated with anxiety, depression, burnout, and frustration, while being negatively associated with positive work feelings, self-esteem, job satisfaction, and commitment to the organization. The authors' comprehensive meta-analysis looked at these various consequences of workplace harassment and confirmed the link to targets' overall well-being.

According to Rayner (1997), reasons for organizations to address teacher-to-teacher uncivil behaviors include poor performance, litigation costs, difficulty recruiting new employees, legal implications, absenteeism, and employee turnover. Poor work performance and increased levels of stress can contribute to a victim's decision to leave an organization. Various studies have demonstrated the significant consequences teacher-to-teacher uncivil behaviors has on an organization. On a national level, Haynes (2014) estimates that "nearly half a million teachers leave the profession a year" at an estimated cost of \$1 to \$2.2 billion. This breaks down to between \$9,000-\$20,000 per school district to replace a teacher. Stop and consider what else the dollars directed at replacing a teacher could buy and what impact the redirection of those funds would have on student achievement. The overall negative costs to an organization due to teacher-to-teacher uncivil behaviors are too costly, emotionally and financially, to ignore.



## **Job Satisfaction**

Numerous studies have recognized uncivil behaviors as a leading occupational stressor (Hauge, Skogstad, & Einarsen, 2010; Leymann, 1996). In addition, the negative effect of workplace stress on job satisfaction has continually been analyzed. In one conceptual model, Bryk et al., (2010) noted that employees become intrinsically motivated when their basic needs for autonomy, connectedness, and competence were met and this needs satisfaction results in an increased work engagement. According to a study by Goodlad (1984), teachers chose the education profession for a variety of reasons; the desire to work with children, the drive to service others, career security, and the sense of achievement received from the work itself. Goodlad concluded that the majority of teachers had entered the education profession due to the intrinsic nature of the work itself by using a survey instrument with 1,300 teachers. Consistent with Goodlad (1984), findings from a 2012 study of high school urban teachers supports the principle that regardless of demographic factors, teachers had higher intrinsic job satisfaction compared to extrinsic job satisfaction (Cui-Callahan, 2012).

With a focus on the historical literature, Robinson (1998) conducted a review related to clinical supervision and teacher job satisfaction to pinpoint some of the issues that lead teachers to leave the profession or stay and be dissatisfied. Robinson's objective was to evaluate models that improve teaching practices and indirectly improve teachers' job satisfaction, resulting in better instructional practices and more effective student learning. Robinson deduced a number of findings: "Administrators who are responsible for supervising teachers have the ability to enhance job satisfaction in the intrinsic reward areas of professional challenge, professional autonomy, and interaction with colleagues through their actions during clinical supervisory practices" (p. 9).

In 2011, Halpert examined the level of teacher job satisfaction, as well as the dynamics that would directly escalate their level of satisfaction. Researchers analyzed the opinions of the 41 participants towards the administration of an urban school. Interestingly, satisfied and unsatisfied teachers from this study both reported administrative support as an influential indicator in job satisfaction. Twenty-nine percent of the satisfied teachers specified a reduction in classroom size would drastically increase their level of job satisfaction. Moreover, satisfied teachers specified salary adjustments and administrative support as the second and third variable, 28% and 19% respectively, that would increase their satisfaction levels after a reduction in class size. The dissatisfied teachers were asked what would most increase their satisfaction levels and 33% responded an impact on student discipline and administrative support would be equally their first choice to increase their level of satisfaction the most.

Meador's (2001) stated that "Teachers in low turnover rate districts are more satisfied, perceive more support and are more committed than teachers in high turnover rate districts" as rationale for his statement, "Thus, it is in the interest of school districts and administrators to provide opportunities for great job satisfaction to retain the best teachers" (p. 12). It is shocking, given the theoretical framework of SDT, that teacher-to-teacher uncivil behaviors, leadership support, and job satisfaction has not been established as a predictor to attrition. Many studies efficaciously demonstrate that the abjuration of basic psychological needs effectively explains why employees are dissatisfied at work.

### **Leadership Support**

The role organizational factors and work conditions play in uncivil behaviors was first introduced by Heinz Leymann in the 1980s. In this model, workplace bullying is caused by structural issues in the organization itself and not by a particular person. According to Einarsen

et al., (1994), five factors in an organization that contribute to uncivil behaviors include: (1) job design and organization, (2) organizational cultures and climate, (3) reward systems and competition, (4) organizational change, and (5) leadership.

A common denominator in the research is that victims of uncivil behaviors report a more stressful work environment (Einarsen et al., 1994; Leymann, 1996). Ambiguity and conflicting staff roles are reported to create stress and therefore, make them strong predictors of uncivil behaviors (Baillien & De Witte, 2009; Einarsen et al., 1994). Thus, uncivil behaviors seem to flourish where employees report unclear expectations and demands in their positions and where the expectations are contradictory or arbitrary (Hodgins, MacCurtain, & Mannix-McNamara 2014).

Brodsky (1976) posits that for uncivil behaviors to take place, a culture that permits and rewards the behavior must first be present. The culture and climate of the organization is an essential component in understanding teacher-to-teacher uncivil behaviors because the uncivil behavior is related to social and communication climates in workplaces, as research has shown (Einarsen et al., 1994; Vartia, 1996). For example, Vartia (1996) found that the climate in workplaces where uncivil behaviors transpired was described as tense, stressed, or exceedingly competitive. Only 39% of the 26,000 respondents in the 2018 Indiana Teacher survey felt the working environment at their school was positive (IDOE, 2018).

The quality of the relationship between employer and employee can have profound influence on many facets of employee performance. In order for leadership to be an effective process, relationships built on trust and communication must be developed between leaders and followers. When looking at the administrator-teacher relationship, teachers are identified as the followers but they can also be considered leaders when looking at the teacher-student

relationship. Administrators should aim to develop as many productive relationships with the teachers in their prevue as they can. These constructive relationships should filter into the classroom as teachers strive to develop fruitful relationships with their students. As Power (2013) described, “followers [e.g., teachers and students] in high-quality relationships demonstrate organizational commitment beyond contractual obligations, and develop a sense of citizenship that can be vital to promoting dramatic organizational [e.g., educational] change” (p. 279).

In a 2008 qualitative study of teachers, seven of the eight teachers who had left the organization agreed that administration was one of the biggest influential factors in not returning to the teaching profession (Gonzalez et al., 2008). Interviewees in this study observed that administrators were inconsistent when it came to rules and regulations. Administrators had favorite teachers, employees, parents, students, etc. If you were not among one of the favorites, it was understood that you would not be listened to or heard.

The quality of the administrator-subordinate relationship has been found to be positively correlated to the follower’s satisfaction, organizational commitment, role clarity, school culture, organizational climate, performance evaluation ratings given by leaders, and is negatively correlated to role conflict and turnover intentions (Cogliser & Schriesheim, 2000; Shead, 2010; Trace, 2016). Researchers note school leadership directly influences the outcomes of a school and the effectiveness of teachers in the organization. Mosadeghrad & Ferdosi (2013) proposed a conceptual model (Figure 2) of the relationship between leadership, job satisfaction and organizational commitment. The authors state “leadership is positively related to job satisfaction, which is positively related to organizational commitment” (p. 8). Consequently, support from leadership may serve as one strategy to combat teacher turnover.

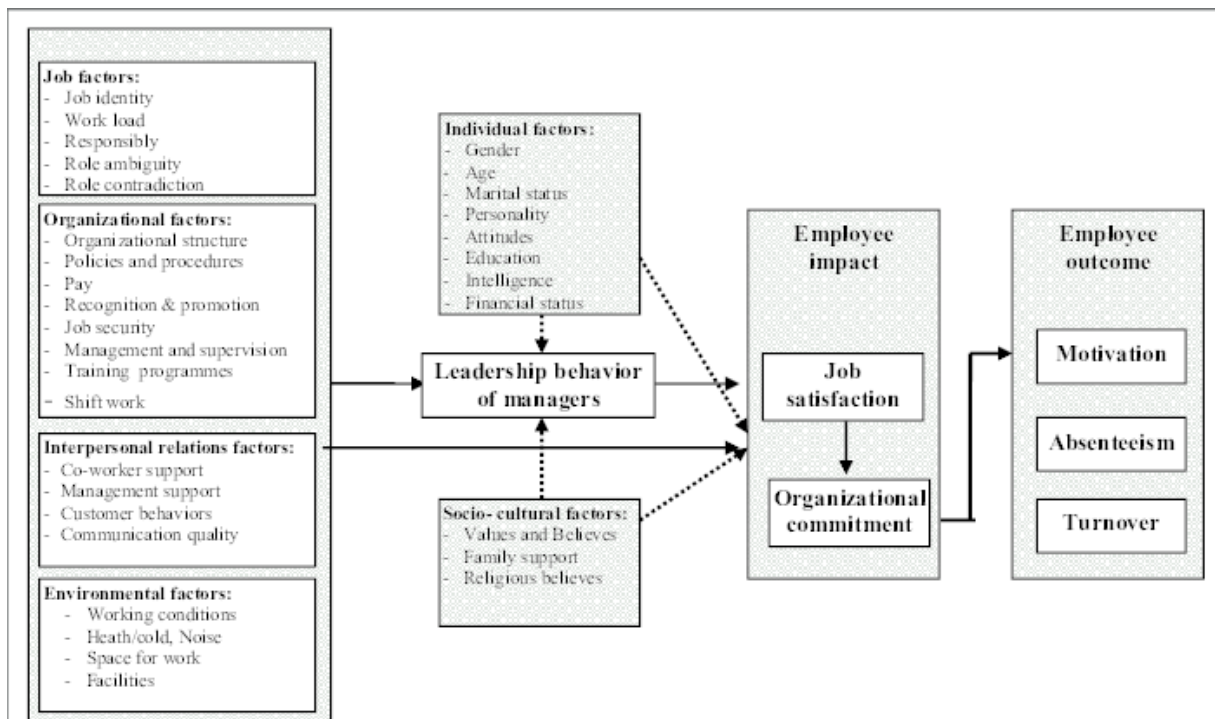


Figure 2. Mosadeghrad & Ferdosi (2013). Graphic from Mosadeghrad, A. M., & Ferdosi, M. (2013). Leadership, Job Satisfaction and Organizational Commitment in Healthcare Sector: Proposing and Testing a Model. *Materia Socio-Medica*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3769150/>

Previous studies uncovered that two variables, behavior of students and teachers' salaries, were the major influences on teachers' attrition (Liu & Meyer, 2005). However, a study of 34,810 public school teacher's not only demonstrated that perceived administrative support is a stronger predictor, but it mediated the effects of those two variables relative to teachers' job satisfaction and intent to stay in teaching. This finding shines light on the significance and impact of teachers' perceptions of administrative support for the purpose of increasing their job satisfaction and intent to remain in the teaching field (Tickle, 2008).

Additionally, the seven National Educational Leadership Preparation (NELP) standards address the most critical knowledge and skills areas for leaders in education. The NELP (2018) standards align to national leadership standards, and are supported by research on effective

leadership practice, input from key stakeholder communities, and the four Council for the Accreditation of Educator Preparation (CAEP) principles. Greater emphasis in NELP standards is given to the leaders' responsibility for the well-being of students and staff as well as their role in working with others to create supportive and inclusive cultures in the district and schools.

Finally, current research defends the importance of leadership support in connection to teacher-to-teacher uncivil behaviors. Leadership as a management function is universally defined as the ability to influence and motivate individuals toward a particular goal. According to Ingersoll & Smith (2003), dissatisfied teachers routinely cite “inadequate administrative support” as a reason for leaving the education profession. Because the education environment often involves teamwork for tasks, there is the potential that conflict can arise. Lack of leadership support can lead to competition or conflict, which is conducive to teacher-to-teacher uncivil behaviors incidences (Hauge et al., 2010). According to De Wet (2010), “Teachers with high levels of leadership support reported higher levels of job satisfaction compared to teachers with low levels of support from leadership” (p. 6). Although other factors are also associated with job satisfaction and attrition, analysis found that teachers who find their leaders to be unsupportive are more than two times as likely to depart as those who feel well-supported (Rossiter & Sochos, 2018).

## **Turnover**

In addition to the advent of teacher-to-teacher uncivil behaviors research in the 1980s, Hall and Carroll (1987) identified teacher attrition as a problem affecting education. They stated middle school teachers were leaving at a 23% rate per year, elementary teachers at a 35% rate per year, and at the highest rate, high school teachers, at a 42% per year. The researchers connected planning time to attrition, reporting that teachers with allocated plan time left at a rate

of 35% whereas those without an assigned plan time were leaving at a 65% rate. When it came to having support in the classroom, more than 56% of teachers said it was low, and 31% reported they just wanted to leave the teaching profession altogether. This early identification of factors relating to teacher attrition paved the way for the study of teacher attrition and opened the door for continuing research.

Thirty years later, it is noteworthy that the research of Thornton, Peltier, and Medina (2007) yielded similar findings, and identified new problematic factors for teachers. These researchers organized their findings into six general categories relating to teacher attrition and reported numerous problems observed in earlier research. The six general categories were: (1) employment issue, (2) work conditions, (3) teachers' personal issues, (4) support issues, (5) student issues, and (6) career changes. Emergence of these categories in the Thornton et al. (2007) study brought to attention the persistence of many issues in teacher attrition.

Not counting research efforts to improve the supply of teachers, Guarino, Santibanez, and Daley (2006) suggested that teachers seek higher salaries, better working conditions, and greater intrinsic rewards in their quest for employment. Studies and government data have identified specific factors related to increasing the potential or possibility of teacher attrition. A growing number of studies have explored the ways in which the organization itself (schools) may play a role in teacher attrition. Guarino et al. (2006) pointed out that urban schools and schools with greater diversity were difficult to staff and that teachers have a tendency to leave these schools when more attractive opportunities presented themselves. Although, their research indicated factors that are amenable to policy changes can have an impact on teachers' decisions to transfer to another school or quit teaching. Specifically, teachers with more autonomy and leadership support appeared to have lower levels of teacher turnover.

Research shows that there was a 63% decrease in new teacher licenses from 2009- 2010 as compared to 2013-2014 (Harris & Adams, 2007). As previously mentioned, teacher attrition is steadily on the rise in the education profession. The highest rates of attrition occur in urban city and rural schools, specifically in low-income schools, where more than 75% of students register for free or reduced lunch (Kena et al., 2015). These teachers report unfair evaluations, high stress, low pay, poor morale, lack of respect, high-stakes testing, increasing mandates, loss of professional autonomy, and low job satisfaction as reasons for leaving the profession (Sutcher et al., 2016).

Some researchers have connected teacher turnover to socio-economic features of schools. Kelly's (2004) historical research followed teachers and discovered several school sociological factors related to high turnover rate. The data showed a higher turnover rate in high minority population schools, alternative schools, and schools with a high percent students living in poverty. Feng's (2005) study showed a higher teacher turnover rate for low income schools as well as a high rate for minority schools. Feng's research also reported 8.3% of teachers left public schools per year whereas 7.3% left private schools per year.

The 2017-2018 Indiana Teacher Survey data paints a grim picture of the future of education professionals in the state. More than 20% of the 26,000 teachers who responded to the survey plan on leaving the profession within five years. Therefore, job satisfaction and the organizational climate become important elements in understanding teacher attrition.

### **ESSA Reform**

President Obama signed the Every Student Succeeds Act (ESSA) on December 10, 2015 which afforded states with flexibility on school improvement strategies and accountability measures. While school improvement plans and robust accountability frameworks are vital for



school and pupil success, safeguarding students' access to highly effective educators is equally important (Johnson, 2018). Title II, Part A of ESSA is the segment of the law that specifically designates funding for states and school districts to develop and improve support systems that provide them opportunities to make improved hiring choices, monitor equitable access for all students, evaluate teacher preparation practices, and offer meaningful professional development.

Indiana is leveraging ESSA's flexibility to support efforts around minority teacher recruitment; improving the teacher preparation experience; providing training and mentoring to beginner teachers; increasing teacher salaries; and developing or boosting professional growth pathways, with the objective of ensuring that all students are taught by high-quality, prepared, meaningfully supported teachers (McCormick, 2018). Indiana's ESSA plan presents a vision for teacher pipeline reform spanning the entire career continuum, from recruitment and preparation, to evidence-based professional learning and teacher leadership. The Indiana Department of Education's theory (2018) of action states:

IF the IDOE collaborates with key stakeholders, including LEAs, institutions of higher education, and educator associations, to refine existing human capital management systems that leverage evaluation and support systems to recruit, prepare, develop, support, advance, reward, and retain great teachers and leaders, THEN increased educator capacity and effectiveness will ensure equitable access to excellent educators and lead to improved student outcomes (p. 73).

Districts also must deliver professional development that is guided by evidence and district needs, as well as evaluate the professional development to verify its effectiveness. The IDOE will also use Title II, Part A funds to help districts implement teacher leadership opportunities that will allow teachers to grow professionally without leaving the classroom.

While the IDOE's theory of action characterizes an encouraging outline for teacher recruitment and retention reform in the state of Indiana, policymakers should consider what other supports districts may need as they apply new practices to better support their teachers. Solving

the teacher shortage crisis is much more difficult if turnover rates remain high or continue to climb. As noted in the literature review, when teacher-to-teacher uncivil behaviors takes place significant costs to an employee and organization are realized. Most egregious of all, student learning and achievement are jeopardized. In this study, it is hypothesized that teachers are more likely to stay in an organization if their basic psychological needs are met (i.e. they do not experience teacher-to-teacher uncivil behaviors, are satisfied in their work environment, and have leadership support). Studies examining the role of leadership support on the linkage between teacher-to-teacher uncivil behaviors, job satisfaction, and turnover have received little consideration within the workplace-uncivil behaviors research (Bowling & Beehr, 2006).

## **CHAPTER 3. METHODOLOGY**

### **Purpose of the Study**

The purpose of this quantitative study was to explore the extent of teacher-to-teacher uncivil behaviors. In addition, the research sought to determine leadership support and job satisfaction levels in order to relate their relationship to teacher turnover. Through this quantitative method, the research achieved the following:

1. Determined the extent of Indiana K-12 teachers perceivably exposed to uncivil behaviors.
2. Established a relationship between uncivil behaviors and job satisfaction.
3. Revealed the relationship between uncivil behaviors and leadership support in the teaching profession.
4. Enhanced the understanding of teacher turnover by examining intrinsic needs of teachers.

This study provides data on the pervasiveness of teacher-to-teacher uncivil behaviors in schools and echoes other studies of uncivil behaviors in the workplace. Current research examining the linkage between teacher turnover, leadership support, teacher-to-teacher uncivil behaviors, and job satisfaction has received limited attention (Rossiter and Sochos, 2018). Recognizing the extent of teacher-to-teacher uncivil behaviors in schools will provide school administrators with the information they need to provide professional development, improve working conditions, and deter turnover intentions.

### **Research Questions**

Research procedures and data analysis strategies are outlined as they seek to answer the following research questions:

1. To what extent are Indiana K-12 teachers perceivably exposed to teacher-to-teacher uncivil behaviors as identified by the NAQ-R?
2. What is the strength of the relationship between the perceptions of teacher-to-teacher uncivil behaviors and teacher job satisfaction?
3. What is the strength of the relationship between the perception of teacher-to-teacher uncivil behaviors and leadership support?
4. Is there a significant relationship between the perception of teacher-to-teacher uncivil behaviors, job satisfaction, and leadership support (predictors) and teacher turnover (outcome)?

### **Hypotheses**

The following hypotheses were tested within the relationship between teacher-to-teacher uncivil behaviors, job satisfaction, leadership support and turnover in schools:

HO<sub>1</sub>: There is no statistically significant relationship between teacher-to-teacher uncivil behaviors, as measured by the NAQ-R, and job satisfaction, as measured by the Andrews and Withey Job Satisfaction Scale.

HO<sub>2</sub>: There is no statistically significant relationship between teacher-to-teacher uncivil behaviors as measured by the NAQ-R, and leadership support, as measured by the Leader-Member Exchange 7 scale (LMX-7).

HO<sub>3</sub>: There is no statistically significant relationship between teacher-to-teacher uncivil behaviors as measured by the NAQ-R, and teacher turnover, as measured by the Turnover Cognitions scale (TCS).

HO<sub>4</sub>: There is no statistically significant relationship between teacher-to-teacher uncivil behaviors, as measured by the NAQ-R (predictor); job satisfaction, as measured by the Andrews and Withey Job Satisfaction Scale (predictor); leadership support, as measured by the LMX-7 (predictor); and teacher turnover, as measured by the Turnover Cognitions Scale (outcome).

### **Setting and Participants**

Region 1 has the second-largest population of public school students in the state of Indiana. Therefore, the potential settings for this study will focus schools within Region 1 of the state as defined by the Indiana Department of Education. According to the Indiana Department

of Education Compass website, the student population during the 2015-2016 school year was comprised of 69% White students, 16% Black students, 14% Hispanic students, and 1% Multi-racial students which closely mirrors the Indiana state student population. Due to lack of resources to contact the approximately 6,500 certified staff in this specific region of Indiana, the researcher chose an accessible population identified as one of the seven counties in this region. This region consists of twenty-nine elementary, eight middle, two intermediate, three middle/high, and six high schools. Twenty-two of the schools in this region are Title 1 schools which mirrors the approximately 50% free and reduced rate in Indiana.

Certified kindergarten through twelfth-grade general education and special education teachers within the 48 schools described above were chosen for this study because turnover at each level impacts student learning and organizational outcomes. According to the Indiana Department of Education compass website, 1607 teachers were employed at these 48 schools during the 2016-2017 school year. Teaching experience for these teachers included, 24% with 20+ years of teaching experience, 13% with 16 – 20 years of experience, 15% with 11 – 15 years of experience, 20% with 6 – 10 years of experience, and 28% with 0 – 5 years of experience. The compass website indicates teaching experience throughout Indiana for the 2017-2018 school year at similar levels with 24% at 20+ years of teaching experience, 14% with 16 – 20 years of experience, 16% with 11 – 15 years of experience, 17% with 6 – 10 years of experience, and 28% with 0 – 5 years of experience. Further demographic data regarding the participating teachers will be discussed in Chapter 4.

### **Instrumentation**

Teacher-to-teacher uncivil behaviors, job satisfaction, leadership support, and teacher turnover were measured using specifically designed online survey instruments related to each

variable. A questionnaire is a commonly used instrument when conducting quantitative research due to its standardized, highly structured format (Gall, Borg, & Borg, 2007). Negative behaviors associated with work, person, and physical intimidation uncivil behaviors were measured using the Negative Acts Questionnaire–Revised (Einarsen et al., 2009). Various aspects of job satisfaction were measured using the Andrews and Withey Job Satisfaction Scale (Andrews & Withey, 1976). Leadership support with its latent variables of autonomy, competence, and connectedness were measured using the Leader-Member Exchange 7 questionnaire (Graen & Uhl-Bien, 1995). Turnover intentions of teachers were assessed using the Turnover Cognitions Scale (Mobley et al., 1978). Finally, the online survey collected exploratory demographic data such as gender, the number of years in teaching, the grade level(s) currently being taught, and the number of school districts taught at (Appendix A).

An economical means of gathering data quickly is through survey research (Creswell & Creswell, 2017). Questionnaires can be used to survey sizable samples, thus bettering the validity of the results and deferring costs to a researcher. The questions can be structured to provide easily quantifiable data, streamlining data analysis (Creswell & Creswell, 2017; Fraenkel, Wallen, & Hyun 2011) and are convenient for the respondents. The aforementioned research data was collected via Qualtrics, a web-based software and survey tool utilized by Purdue University researchers.

The remainder of this section provides an overview of the NAQ-R, Andrews and Withey Job Satisfaction, the Leader-Member Exchange 7, and Turnover Cognitions Scales which were used in the questionnaire.

## **Negative Acts Questionnaire-Revised**

The Negative Acts Questionnaire–Revised (NAQ-R) is a 22-item self-report instrument that measures to what extent targets are exposed to acts of teacher-to-teacher uncivil behaviors (e.g., “being given tasks with unreasonable deadlines”) over the last 6 months. The survey taps behavioral aspects of uncivil behaviors and contains items that can be construed as work-related uncivil behaviors, person-related uncivil behaviors, or physical intimidation uncivil behaviors respectively but do not reference uncivil behaviors per se.

Respondents were asked to indicate the frequency, based on a Likert-type scale (ranging from 1=“Never,” 2=“Occasionally,” 3=“Monthly,” 4=“Weekly,” or 5=“Daily”) to which they have been subjected to the negative behaviors during the school year. The twenty-two questions are divided into three categories: seven work-related uncivil behaviors, twelve person-related uncivil behaviors, and three physically intimidating uncivil behaviors questions found in Appendix B. A higher total score indicated a more frequent level of teacher-to-teacher uncivil behaviors.

Einarsen, Hoel, and Notelaers (2009) indicated that the Negative Acts Questionnaire Revised (NAQ-R) was “created with the aim of establishing a reliable, valid, comprehensive, yet relatively short scale, tailor-made for use in a variety of occupational settings, and especially adapted to Anglo-American cultures” (p. 27). The NAQ-R is statistically reliable and valid instrument used by academicians to study uncivil behaviors (Namie, Christensen, & Phillips, 2014). The questionnaire was found to have criterion-related validity, internal reliability, and construct validity. The NAQ-R revealed a high Cronbach’s alpha in the study ( $\alpha = .90$ ) indicating excellent internal consistency (Einarsen et al., 2009). In addition, Pearson product correlation coefficients between raw sum scores and a teachers’ perception of uncivil behaviors demonstrated a strong positive correlation ( $r = .54, p < .001$ ), further supporting the tool’s

reliability (Einarsen et al., 2009). NAQ-R Permission to administer the NAQ-R was granted by Stale Einarsen from Bergen Workplace Bullying Research group. Professor Einarsen is one of the authors of the NAQ-R (Appendix I).

### **Andrews and Withey's Job Satisfaction Scale**

Andrews and Withey's (1976) job satisfaction questionnaire uses a 7-point Likert-type scale (ranging from 1="Terrible" to 7="Delighted") to measure the satisfaction level of employees. This instrument contains five questions (Appendix C) incorporating how the employee feels about the job, co-workers, work climate, specific work functions and resources needed to perform the work. The higher the employee results for the questions, per an interval scale, the stronger the job satisfaction level for the employee.

Rentsch and Steel (1992) used two studies to evaluate the psychometric properties of Andrews and Withey's (1976) overall job satisfaction questionnaire. The first study found that the Andrews and Withey questionnaire correlated significantly with both the Job Descriptive Index ( $r = .70, p < .001$ ) and the Minnesota Satisfaction Questionnaire ( $r = .70, p < .001$ ). The second study found that the Andrews and Withey satisfaction scale was significantly correlated with job performance, organizational commitment, and turnover intentions. Scholars continue to use this instrument to assess job satisfaction in education (Chang, Leach, & Anderman, 2015), and professional organizations (Li & Ahlstrom, 2016). Permission to administer the JSS was granted by Andrews and Withey (Appendix J).

### **Leader-Member Exchange 7**

The Leader-Member Exchange 7 questionnaire (LMX-7) was developed to measure the quality of working relationships between leaders and followers (Graen & Uhl-Bien, 1995) and



utilizes a 5-point Likert scale (Appendix D). For example, when the participant is asked, “Do you know where you stand... do you know how satisfied your manager is with what you do?” the answer will range from “Rarely, None, or Not at All (1)” to “Very Often or Fully (5).” The scores of each LMX-7 questions must be totaled and a high total indicates quality of the relationship. The LMX-7 has an internal consistency reliability alpha of .92 (Dickinson et al., 2003), which is considered highly reliable. Gerstner and Day (1997) stated that the LMX-7 had a tendency to produce a higher correlation with job satisfaction as compared to earlier versions. Stringer (2006) states that the LMX-7 form is valid due to all-encompassing pre-tests. Permission to administer the LMX-7 was granted by Dr. Mary Uhl-Bien (Appendix K).

### **Turnover Intention**

Turnover intentions were measured with the Turnover Cognitions Scale using a five-item scale based on the work of Mowday et al. (1984) and Mobley, Horner, and Hollingsworth (1978). The alumni sample used the two negatively worded items and three positively worded items listed in Appendix E. The hospitality sample used the same five turnover cognition items, except that the three positively worded items were negatively worded. Respondents indicated their agreement with each item on a 5-point scale (ranging from 1=“Strongly Disagree” to 5=“Strongly Agree”). The coefficient alpha reliability estimate for this scale was .94 for the alumni sample and .90 for the hospitality sample. Permission to administer the TCS was granted by Dr. William Mobley (Appendix L).

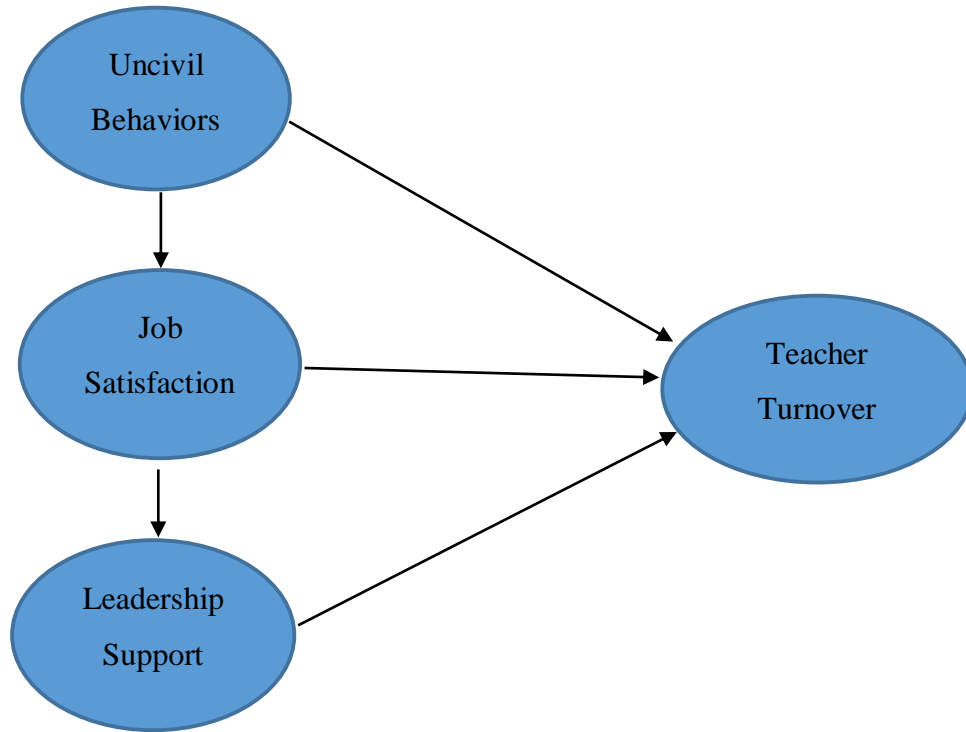
Taken together, the NAQ-R, the Andrews and Withey Job Satisfaction, LMX-7, and Turnover Cognitions Scale provide the basis for the examination of the relationship between teacher-to-teacher uncivil behaviors, job satisfaction, and leadership support on teacher turnover.

## **Data Collection**

Following approval from the Institutional Review Board (IRB) and permission to conduct this study in the identified region, permission to conduct the survey will be requested from the corresponding superintendents as a professional courtesy. The permission email to Superintendents in a region of Indiana, a copy of which can be found in Appendix F, included an introduction to this researcher and to the study. After permission is granted from the superintendents, the researcher forwarded the survey link to the building level leaders (Appendix H) to disperse to the teachers in the district. Superintendent and building level leaders school email addresses are public domain, listed on school corporation web sites, and serve as a convenient method of contacting leaders of the 48 schools previously indicated. Participants were informed at the commencement of the survey that, by participating in the survey, they acknowledge their consent to participate without compensation and that no known risks were associated with participation (Appendix G).

The survey was divided into five sections, with four demographic questions at the beginning, followed by the 5-item Andrews and Withey Job Satisfaction Scale, the 7-item Leader-Member Exchange 7 scale, the 5-item Turnover Cognitions Scale, and by the 22-item Negative Acts Questionnaire Revised. An option for the respondent to comment is included at the end of the survey. The estimated time for completion was 10 minutes, which allowed approximately 15 seconds to respond to each question or statement. Teachers were thanked for their participation at the end of survey. Data from teacher responses was analyzed using SPSS 25.0.

## Data Analysis



*Figure 3. Research model. Predictor variables of uncivil behaviors, job satisfaction, and leadership support, and outcome variable (teacher turnover)*

Qualtrics provides for output of the results in various formats, which were utilized in the data analysis. In this study, survey data was collected for each of the variables. Survey research summarizes responses from participants to look at the frequencies of certain variables. Although a survey relies on self-report data, inferences can still be drawn using statistical measures to examine patterns in the relationships between and among the variables (Leedy & Ormrod, 2019). The strength and direction of the relationship between uncivil behaviors and each of the variables; leadership support, job satisfaction, and turnover intentions were examined.

For research question one, descriptive statistics were conducted to validate characteristics of respondents who experienced negative acts from occasionally to a daily basis. In addition, descriptive statistics for each scale and teacher demographic information were gathered to

determine the mean and standard deviation for each measure. Finally, an analysis of variance was conducted to identify any significant differences between the scale measure results and the demographic data.

Raw sum scores for individual NAQ-R responses were calculated to categorize respondents based on Notelaers and Einarsen's (2013) new method of analysis, which eliminates dichotomizing of uncivil behaviors, which produce less accurate results. Calculation of raw sum scores produces a threshold (lower and higher cutoff values), allowing for categorization of exposure to uncivil behaviors.

For the remaining research questions, a correlation analysis was conducted to examine the strength of the relationship between teacher-to-teacher uncivil behaviors, job satisfaction, leadership support, and turnover intentions. According to Leedy and Ormrod (2019), correlational research examines whether differences in one variable are associated with differences in one or more other variables. Quantitative data was collected for the variables and the results were examined to determine the strength and direction of the relationship. Pearson's product moment correlation coefficient measures the strength of linearity between two normally distributed variables (Clapham & Nicholson, 2014).

The Pearson product-moment correlation coefficient ( $r$ ) was the statistical measure used to indicate the strength of the relationships between the independent variable uncivil behaviors and each of the dependent variables; leadership support, job satisfaction, and turnover intention job at the 0.05 level of statistical significance. The Pearson's correlation coefficient ( $r$ ) is expressed as the covariance divided by the standard deviation. The correlation coefficient is a point on the scale between -1 and 1. The closer the value gets to either of those points, the stronger the relationship is between the two variables (Howell, 2013).

Total JSS score was used to calculate the correlation for the variable, job satisfaction. Scores from the questions addressing leadership support at work and turnover intention were used to calculate the correlations for each of these variables. As in previous research studies examining uncivil behaviors, Pearson product-moment correlations provided sufficient data to answer the research questions.

In addition to the correlation analyses, the relationship between teacher turnover and teacher-to-teacher uncivil behaviors, job satisfaction, and leadership support, was calculated via a multiple regression analysis. A multiple regression analysis was used to predict a continuous dependent variable based on multiple independent variables. The six assumptions of multiple regression that were met state will allow the researcher to: (a) provide information on the accuracy of predictions; (b) test how well the regression model fits the data; (c) determine the variation in the dependent variable explained by the independent variables; and (d) test hypotheses on the regression equation (Berry, 1993). In this study, the relationship between teacher-to-teacher uncivil behaviors, as measured by the NAQ-R (predictor); job satisfaction, as measured by the Andrews and Withey Job Satisfaction Scale (predictor); leadership support, as measured by the LMX-7 (predictor); and teacher turnover, as measured by the Turnover Cognitions Scale (outcome) were used for analysis.

### **Limitations**

This study used a convenience sample of teachers. The researcher made every effort to have a sample that is representative of Indiana's diverse geographical area, socio-economic status, and ethnicity. Results were based on data from those respondents.

In addition, instruments used to collect data required participants to self-report. There may be factors that affect their responses including, but not limited to: the time of year the

survey was completed by participants, events that transpired prior to completing the survey, unwillingness to identify as a victim of negative acts (uncivil behaviors), etc. The time frame for this survey was January 2019.

This study is a correlation study and it should be noted that causation between the variables is not implied because of correlation. The study looked at the strength and direction of the relationship between teacher-to-teacher uncivil behaviors, job satisfaction, and leadership support and teacher turnover. It cannot be determined if one variable caused the other variables to occur.

## **CHAPTER 4. RESULTS**

### **Purpose of the Study**

The purpose of this quantitative study was to explore the extent of teacher-to-teacher uncivil behaviors. In addition, the research sought to determine leadership support and job satisfaction levels in order to relate their relationship to teacher turnover. Through this quantitative method, the research achieved the following:

1. Determined the extent of Indiana K-12 teachers perceivably exposed to uncivil behaviors.
2. Established a relationship between uncivil behaviors and job satisfaction.
3. Revealed the relationship between uncivil behaviors and leadership support in the teaching profession.
4. Enhanced the understanding of teacher turnover by examining intrinsic needs of teachers.

### **Quantitative Results**

The survey contained four demographic questions and one fill-in-the-blank comment option. The portion of the survey used to generate data to answer the research questions included 44 Likert-type scale items. Negatively worded statements were reversed scored. Responses to the demographic questions provided insight on the participants who completed the survey. Receipt of principal agreement to share the survey was not collected from twenty-four of the twenty-nine building principals (Appendix H). Therefore, surveys were sent to five of the twenty-nine Indiana building principals in January 2019 and 79 participants' responses were collected. The response rate for the survey was 23.5% in the five schools. The data were cleaned for statistical analysis by ensuring that all responses were usable data and that all respondents met the inclusion criteria; data cleaning is a significant part of data analysis. In inspecting the

data, five participant responses were deemed unusable due to partial participation. The respondents failed to answer the remaining questions after responding to a few survey questions. Hair (2006) recommend a sample size of 15-20 participants for each independent variable in a study in order to achieve statistical power.

### **Descriptive Statistics**

The 74 cleaned survey responses include frequencies and percentages for the following variables: gender, current grade taught, years of teaching experience, and number of schools taught during teaching career (Table 1). Additionally, the relationship between the demographic variables and uncivil behaviors (negative acts), job satisfaction, leadership support, and turnover intentions were examined.

Table 1.  
*Frequencies and Percentages for Demographic Variables*

Item		<i>N</i>	%
	<b>Gender</b>		
Female		57	77.0
Male		17	23.0
	<b>Current Grade</b>		
Elementary		15	20.3
Middle School		9	12.2
High School		35	47.3
Special Ed/Other		15	20.3
	<b>Years of Experience</b>		
0-5 Years		15	20.3
6-10 Years		15	20.3
11-15 Years		16	21.9
16-20 Years		6	8.2
21+		22	29.7
	<b>Number of Schools</b>		
1		19	25.7
2		24	32.4
3		16	21.6
4		15	20.3



## Gender

Based on information from the Indiana Department of Education, the majority of teachers in Indiana were female (IDOE, 2018). This mirrors the 77.0% of the participants who were female and 23.0% who were male in this study. Males reported higher frequencies for turnover intentions and job satisfaction. Females reported higher frequencies for leadership support and negative acts (uncivil behaviors).

A *t*-test was used to look at the group statistics in order to compare the mean score and standard deviation of each scale for males and females. Results revealed that there was not a statistically significant difference in job satisfaction, negative acts, leadership support, and turnover intentions between males and females. (Table 2).

Table 2.

*T test Results for Gender and Turnover Intentions, Job Satisfaction, Leadership Support, and Negative Acts*

<i>Scale</i>	<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Turnover Intentions	Male	17	1.97	0.77	0.848	0.328
	Female	57	1.81	0.61		
Job Satisfaction	Male	17	4.39	1.58	0.470	0.951
	Female	57	4.20	1.37		
Leadership Support	Male	17	2.80	0.95	-0.18	0.065
	Female	57	2.86	1.16		
Negative Acts	Male	17	3.09	1.46	-0.16	0.416
	Female	57	3.15	1.30		

## Current Grade

Teachers were asked to report current grade level taught. Data were grouped by elementary; middle school; high school; and special education/other. Table 1 reflects the highest percentage of respondents, 47.3%, teach at the high school level. It is not known if the 20.3% of teachers who reported their current grade as the special education/other item teach at a specific

grade level or throughout all grades. Middle school teachers reported the highest frequency of turnover intentions and negative acts and the lowest frequency of leadership support and job satisfaction. Elementary teachers reported the lowest frequency of turnover intentions and encountering negative acts while experiencing the most leadership support and job satisfaction.

A one-way ANOVA was conducted to compare if the reported frequencies of encountering negative acts, leadership support, job satisfaction, and turnover intent differed significantly between grade levels. Results revealed that there was not a statistically significant difference for turnover intentions or job satisfaction and current grade taught at but a statistically significant difference was found between current grade and leadership support and negative acts (Table 3).

Table 3.

*Descriptive Statistics and F test Results for Current Grade and Turnover Intentions, Job Satisfaction, Leadership Support, and Negative Acts*

<i>Scale</i>	<i>Grade</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Turnover Intentions	Elementary	15	2.75	1.25	1.27	.292
	Middle	9	3.83	1.22		
	High	35	3.17	1.34		
	Special/Other	15	3.05	1.39		
Job Satisfaction	Elementary	15	4.87	1.13	3.26	0.28
	Middle	9	3.22	1.43		
	High	35	4.09	1.41		
	Special/Other	15	4.59	1.36		
Leadership Support	Elementary	15	3.55	0.90	3.53	0.02
	Middle	9	2.25	1.03		
	High	35	2.67	1.03		
	Special/Other	15	2.92	1.26		
Negative Acts	Elementary	15	1.47	0.62	4.19	.009
	Middle	9	2.38	0.75		
	High	35	1.87	0.51		
	Special/Other	15	1.89	0.73		

## **Years of Experience**

Slightly more than half of the teachers ( $n = 44$ ) in the survey had more than 10 years teaching experience compared to those with less than 10 years teaching experience ( $n = 30$ ). The lowest percentage of teaching experience, 8.2%, fell within the 16-20 years range. The largest percentage of respondents, 29.7%, had greater than 20 years of teaching experience. Those teachers with greater than 20 years of teaching experience had the lowest frequency of turnover intentions and the highest frequency of leadership support and job satisfaction.

A one-way ANOVA was conducted to compare if the reported frequencies of encountering negative acts, leadership support, job satisfaction, and turnover intent differed significantly between years of experience. Results revealed that there was not a statistically significant difference for job satisfaction, negative acts and turnover intentions with years of experience but a statistically significant difference was found between years of experience and leadership support (Table 4).

Table 4.

*Descriptive Statistics and F test Results for Years of Experience and Turnover Intentions, Job Satisfaction, Leadership Support, and Negative Acts*

<i>Scale</i>	<i>Years Exp</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Turnover Intentions	0-5	15	3.71	1.29	3.28	0.16
	6-10	15	3.22	1.41		
	11-15	17	3.24	1.19		
	16-20	6	3.90	0.94		
	20+	21	2.38	1.18		
Job Satisfaction	0-5	15	3.71	1.66	1.45	.227
	6-10	15	4.12	1.44		
	11-15	17	4.22	1.10		
	16-20	6	4.03	1.28		
	20+	21	4.80	1.40		
Leadership Support	0-5	15	2.30	0.86	3.22	.017
	6-10	15	2.65	1.16		
	11-15	17	2.73	0.95		
	16-20	6	2.79	1.36		
	20+	21	3.49	1.07		
Negative Acts	0-5	15	2.11	0.72	.883	.479
	6-10	15	1.72	0.54		
	11-15	17	1.85	0.60		
	16-20	6	1.89	0.71		
	20+	21	1.75	0.69		

### Number of Schools Taught At

Slightly less than one-third ( $n = 24$ ) of the teachers taught at two schools in their careers. More than half ( $n = 43$ ) of the teachers who agreed to participate in the study had taught at two or less schools in their careers. The lowest percentage, 20.3%, of teachers had taught at four or more schools throughout their teaching tenures. Teachers that taught at one school had the highest frequency of turnover intentions and perception of negative acts. Those teachers that taught at three schools perceived the lowest frequency of negative acts and turnover intentions. In addition, the teachers who taught at three schools had the highest frequency of job satisfaction. Support from leaders was highest for teachers who taught at four schools and the least for teachers who taught at two schools.

A one-way ANOVA was conducted to compare if the reported frequencies of encountering negative acts, leadership support, job satisfaction, and turnover intent differed significantly between number of schools taught at. Results revealed that there was not a statistically significant difference between number of schools taught at and job satisfaction, leadership support, negative acts, or turnover intentions (Table 5).

Table 5.

*Descriptive Statistics and F test Results for Number of Schools Taught at and Turnover Intentions, Job Satisfaction, Leadership Support, and Negative Acts*

<i>Scale</i>	<i>Number of Schools</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Turnover Intentions	1	19	3.29	1.41	.300	.825
	2	24	3.15	1.56		
	3	16	2.88	1.33		
	4+	15	3.20	0.81		
Job Satisfaction	1	19	4.10	1.66	.293	.830
	2	24	4.13	1.49		
	3	16	4.48	1.29		
	4+	15	4.37	1.16		
Leadership Support	1	19	2.78	1.11	.826	.484
	2	24	2.67	1.06		
	3	16	2.82	1.30		
	4+	15	3.24	0.97		
Negative Acts	1	19	2.00	0.79	.702	.554
	2	24	1.84	0.56		
	3	16	1.69	0.59		
	4+	15	1.86	0.65		

Table 6.

*Descriptive Statistics for Turnover Intentions, Job Satisfaction, Leadership Support, and Negative Acts*

Scale	Mean	Std. Deviation
Turnover Intentions	3.14	1.33
Job Satisfaction	4.24	1.41
Leadership Support	2.85	1.10
Negative Acts-Total	1.85	0.65
Work-Related Items	2.54	0.94
Person-Related Items	1.75	0.67
Physical Intimidation Items	1.14	0.33

### **Negative Acts Questionnaire-Revised**

This study sought to determine the extent of uncivil behaviors that existed in schools among teachers. The Negative Acts Questionnaire-Revised was a 22 item survey relative to negative workplace acts that was administrated to the participants (Einarsen, Raknes, & Matthiesen, 1994) located in Appendix B. The NAQ-R measured exposure to uncivil behaviors within the last six months.

The questionnaire differentiated between the perception of whether or not the respondent identified as a victim and exhibited behaviors. Therefore, the NAQ-R recognized perceptions, behaviors, and responses as segregated yet associated components of the phenomenon. The items were written in behavioral terms and the words “uncivil behaviors”, “bullying”, or “harassment” were not contained in any of the questions. The questions were broken into three scopes: questions one through seven indicating work-related items, the ensuing twelve questions associated with person-related uncivil behaviors, and questions 21-23 indicating physical intimidation items (Table 7). The three scopes were not made known on the NAQ-R. Therefore, respondents were not cognizant of these categories when completing the questionnaire therefore participants’ responses were not prejudiced by knowing these categories.

A Likert scale was used to measure the responses to the questions. The choices for the 22 queries were Never, a 1 on the scale; Occasionally, corresponding to 2 on the scale; Monthly, equaling a 3 on scale; Weekly, a 4 on the scale; and Daily, a 5 on the scale. Additionally, a raw score was calculated for each respondent. Using Notelaers and Einarsen's (2013) cutoff values and categorization schema as seen in Table 8 of "not bullied," "occasionally bullied," and "victims" results revealed that 79.1% of respondents equally perceived themselves to be "not bullied" or "occasionally bullied" and 10.9% identified as "victims of bullying". The frequency distribution of responses to individual items is found in Table 7.

The work-related negative acts subscale included workers being exposed to an unmanageable workload, unreasonable deadlines for tasks, having their opinions ignored, having information withheld which affects performance, and being ordered to do work below your level of competence. Approximately 43.8% of respondents perceived being exposed to an unmanageable workload on a regular basis. For this study, regular basis is defined as the total of weekly and daily occurrences. Only 4.1% of respondents perceived pressure not to claim something which by right you are entitled. Interestingly, results from the Malahy (2015) study indicated that 15.7% of respondents had their opinions ignored while 11.1% of respondents in this study perceived this uncivil behavior on a daily basis.

Person-related negative acts subscale include being ignored or excluded, spreading of gossip or rumors about you, having key areas of responsibility removed or replaced with more trivial tasks or unpleasant tasks, and being humiliated or ridiculed in connection with your work. Interestingly, 7.9% of respondents in the Malahy (2015) study were victims of gossip while 5.6% of respondents in this study perceived this uncivil behavior. The highest person-related response, 19.2%, was the perception of being ignored or excluded. Respondents equally

perceived, at 9.6%, being ignored or facing a hostile reaction when approached and having key areas of responsibility removed or replaced with more trivial tasks on a regular basis.

The majority of respondents, 97.3%, in this study reported that they had never experienced physical intimidation in the workplace. Physical intimidation subscale items include being shouted at, intimidating behaviors such as finger pointing or shoving, and threats of violence or physical abuse. Of the respondents who had experienced physical intimidation at all, 4.1% perceived being shouted at or being the target of spontaneous anger on a monthly basis.

Overall, 10.9% of the respondents experienced negative acts on a regular basis. The findings closely concur with the findings of Hoel and Cooper (2000) that 15.6% of teachers had been bullied in the last six months. Malahy (2015) also reported that 18.9% of teachers were bullied on regular basis.

Table 7.

*Percentages for NAQ-R*

<b><i>Frequencies of negative behaviors</i></b>	<b><i>Never</i></b>	<b><i>Occasionally</i></b>	<b><i>Monthly</i></b>	<b><i>Weekly</i></b>	<b><i>Daily</i></b>
1. Someone withholding information which affects your performance.	19.2	27.4	23.3	19.1	11.0
2. Being ordered to do work below your level of competence.	30.1	19.2	13.7	19.2	17.8
3. Having your opinions ignored.	12.5	32.0	33.3	11.1	11.1
4. Being given tasks with unreasonable deadlines.	15.1	54.8	17.8	4.1	8.2
5. Excessive monitoring of your work.	32.9	37.0	19.2	6.8	4.1
6. Pressure not to claim something which by right you are entitled to (e.g. leave, expenses)	43.8	37.0	15.1	2.7	1.4
7. Being exposed to an unmanageable workload.	11.0	30.1	15.1	17.8	26.0



Table 7 continued

8. Being humiliated or ridiculed in connection with your work.	56.1	27.4	5.5	4.1	6.9
9. Having key areas of responsibility removed or replaced with more trivial tasks or unpleasant tasks.	39.7	35.6	15.1	2.7	6.9
10. Spreading of gossip or rumors about you.	50.0	40.2	4.2	4.2	1.4
11. Being ignored or excluded.	26.0	39.7	15.1	11.0	8.2
12. Having insulting or offensive remarks made about your person, attitudes or your private life.	57.5	31.5	4.1	5.5	1.4
13. Hints or signals from others that you should quit your job.	66.8	17.8	8.2	5.5	2.7
14. Repeated reminders of your errors or mistakes.	61.6	32.9	5.5	0.0	0.0
15. Being ignored or facing a hostile reaction when you approach.	43.8	37.0	9.6	4.1	5.5
16. Persistent criticism of your work and effort.	63.0	31.5	4.1	1.4	0.0
17. Practical jokes carried out by people you do not get along with.	79.5	16.4	2.7	1.4	0.0
18. Having allegations made against you.	75.4	21.9	0.0	2.7	0.0
19. Being the target of excessive teasing or sarcasm.	76.7	21.9	1.4	0.0	0.0
20. Being shouted at or being the target of spontaneous anger.	79.6	15.1	4.1	1.3	0.0
21. Intimidating behavior such as finger-pointing, invasion of your personal space, shoving, blocking your way.	89.0	8.2	1.4	1.4	0.0
22. Threats of violence of physical abuse or actual abuse.	100.0	0.0	0.0	0.0	0.0

Note: *Values are percentages*

*Regular basis was used when reporting frequencies of weekly and daily occurrences*

Table 8.

*Categorization of Exposure to Uncivil Behaviors*

	<i><b>Not Bullied</b></i>	<i><b>Occasionally Bullied</b></i>	<i><b>Victim of Bullying</b></i>
Scores	Sum <33	45 > Sum ≥ 33	Sum ≤ 45

**Andrew and Withey's Job Satisfaction Scale**

Furthermore, this study sought to measure the level of job satisfaction that existed in schools among teachers. The five item survey administered to the participants incorporates how the employee feels about the job, co-workers, work climate, specific work functions, and resources need to perform the work (Appendix C). Responses were measured using a Likert scale. The choices for the five questions were Delighted, a 7 on the scale; Pleased, equaling 6 on the scale; Mostly Satisfied, a 5 on scale; Mixed, a 4 on the scale; Mostly Dissatisfied, a 3 on the scale; Unhappy, equaling a 2 on the scale; and Terrible, a 1 on the scale (Table 9). Nearly a quarter, 21.9%, of the participants reported they felt terrible about the materials available for them to do their job. Additionally, 11.2% responded that they are mostly dissatisfied, dissatisfied, or felt terrible about their coworkers. Interestingly, 58.0% of respondents mostly satisfied, if not delighted, about the work they do on the job.

In this study, men reported slightly more dissatisfaction in their job than females. The elementary and special education/other respondents were more dissatisfied than the middle or high school staff. Interestingly, teachers with 20+ years of experience were most likely to be dissatisfied in their roles. Those teachers who reported that they had taught at three schools reported a slightly higher job dissatisfaction than those who had taught at one, two, or more than four schools.

Table 9.

*Percentages for JSS*

<i>Frequencies of Job satisfaction</i>	<i>Delighted</i>	<i>Pleased</i>	<i>Mostly Satisfied</i>	<i>Mixed</i>	<i>Mostly Dissatisfied</i>	<i>Dissatisfied</i>	<i>Terrible</i>
1. How do you feel about your job?	8.0	9.3	28.0	29.4	16.0	4.0	5.3
2. How do you feel about the people you work with-your coworkers?	14.0	26.8	24.0	24.0	5.6	4.2	1.4
3. How do you feel about the work you do on the job-the work itself?	6.9	23.3	28.8	17.6	6.9	6.9	9.6
4. What is it like where you work-the physical surroundings, the hours, the amount of work you are asked to do?	4.1	15.1	15.1	30.1	12.3	8.2	15.1
5. How do you feel about what you have available for doing your job-equipment, information, good supervision, and so on?	1.4	12.3	26.0	17.8	15.1	5.5	21.9

**Leader-Member Exchange 7**

In order to measure the quality of working relationships between leaders and followers, the Leader-Member Exchange 7 questionnaire was administered (Appendix D). The items on this questionnaire utilized a Likert scale for responses. The choices for the seven questions were Rarely or None, a 1 on the scale; Occasionally or A little, equaling 2 on the scale; Sometimes or Moderately, a 3 on scale; Fairly often or Mostly, a 4 on the scale; Very Often or Fully, a 5 on the scale (Table 10). Approximately one-third, 32.9%, of participants reported their school leader has little or no confidence in their decision making abilities. Approximately half, 52.1%, of

respondents perceived that their school leader rarely or occasionally understands teacher problems and needs. In contrast, 37.5%, reported school leaders fairly often or often recognize their potential.

In this study, woman reported slightly more leadership support in their job than men. The elementary, high school, and special education/other respondents reported the most leadership support while the middle school teachers reported the least. Alarming, teachers with 0-5 years of experience reported that they were the least likely to receive support from leaders in their roles as teacher. Those teachers who reported that they had taught at four schools or more reported slightly higher leadership support than those who had taught at one, two, or three schools.

Table 10.

*Percentages for LMX*

<b><i>Frequencies of Leader-Member Exchange</i></b>	<b><i>None or Rarely</i></b>	<b><i>Occasionally or A little</i></b>	<b><i>Sometimes or Moderately</i></b>	<b><i>Fairly Often or Mostly</i></b>	<b><i>Very Often or Fully</i></b>
1. How well do you feel your manager understands your problems and needs?	17.8	34.3	23.2	13.7	11.0
2. How well do you feel that your manager recognizes your potential?	26.3	18.1	18.1	25.0	12.5
3. Regardless of how much formal authority your manager (i.e. supervisor) has built into his/her position, what are the chances that he/she would be personally inclined to use power to help you solve problems in your work?	8.2	27.4	27.4	23.3	13.7
4. Again, regardless of the amount of formal authority your manager (i.e. supervisor) has, to what extent can you count on him/her to “bail you out” at his/her expense when you really need it?	26.0	38.4	21.9	11.0	2.7

Table 10 continued

5. How would you characterize your working relationship with your manger (i.e. supervisor)?	9.6	15.1	39.7	23.3	12.3
6. My manager (i.e. supervisor) has enough confidence in me that he/she would defend and justify my decisions if I am not present to do so.	12.2	20.6	21.9	34.3	11.0
7. Do you know where you stand... do you know how satisfied your manager (i.e. supervisor) is with what you do?	24.7	21.9	17.9	20.6	15.1

### Turnover Intentions

Turnover intentions were measured with the Turnover Cognitions Scale using a five-item scale based on the work of Mowday et al. (1984) and Mobley, Horner, and Hollingsworth (1978). Respondents indicated their agreement with each item on a 5-point scale ranging from “1 (Strongly Disagree)” to “5 (Strongly Agree)” (Table 11). Negatively worded items were reverse scored. Almost half of participants, 43.8%, of participants reported an intent to leave their current school. In addition, 55.6% of respondents will look for a new job in the future. Only 26.4% of respondents strongly disagreed or disagreed that they will probably look for a new job in the future.

In this study, slightly more men reported their intent to leave the profession than women. The elementary school respondents were least likely to leave while the middle school teachers were the most likely to leave the teaching profession. Interestingly, teachers with 16-20 years of experience were most likely to leave their roles as a teacher while the elementary teachers were the least likely to leave. Those teachers who reported that they had taught at three schools

reported a slightly higher intent to leave than those who had taught at one, two, or more than four schools.

Table 11.

*Percentages for Turnover Intentions*

<b><i>Frequencies of Turnover Intentions</i></b>	<b><i>Strongly disagree</i></b>	<b><i>Disagree</i></b>	<b><i>Neutral</i></b>	<b><i>Agree</i></b>	<b><i>Strongly Agree</i></b>
1. I will probably look for a new job in the future.	18.1	8.3	18.0	37.5	18.1
2. At the present time, I am actively searching for another job in a different organization.	34.3	8.2	11.0	31.5	15.0
3. I do not intend to quit my job.	17.8	26.0	17.9	12.3	26.0
4. It is unlikely that I will actively look for a different organization to work for in the next year.	17.8	24.7	21.9	11.0	24.6
5. I am not thinking about quitting my job at the present time.	20.6	26.0	20.5	6.9	26.0

### **Cronbach's alpha**

Each scale was scored by adding all items in the scale. A critical component to this study was to develop a questionnaire to measure different, underlying constructs (Cronbach, 1951). George and Mallery (2019) explained that Cronbach's alpha of  $0.70 \leq \alpha \leq 0.80$  is Acceptable,  $0.80 \leq \alpha \leq 0.90$  is Good, and  $\alpha \geq 0.90$  is Excellent. One construct, "leadership support", consisted of 7 questions. The scale had a high level of internal consistency, as determined by Cronbach's alpha of 0.958. The Turnover Intentions, Negative Acts, and Job Satisfaction scales all tested for Cronbach's alpha above .900. Table 12 displays each components Cronbach's alpha result as well as the entire scale combined, and Table 12 follows with the descriptive statistics for each scale. The entire scale of the factors combined gives a Cronbach's Alpha of 0.721

indicating that the entire study is highly reliable in measuring pervasiveness of teacher-to-teacher uncivil behaviors in schools, job satisfaction, leadership support and turnover intentions; therefore, the questionnaire created in this study is an acceptable and valid measurement tool.

Table 12.

*Cronbach's Alpha*

<b>Factor</b>	<b>Number of Items</b>	<b>Cronbach's Alpha</b>
Negative Acts	22	.945
Turnover Intentions	5	.935
Leadership	7	.958
Job Satisfaction	5	.931
Entire Scale Combined	39	.721

## Correlations

The researcher used Pearson's correlation coefficient to measure correlation between variables. There was a statistically significant, strong negative correlation for uncivil behaviors and teacher job satisfaction,  $r(72) = -.76$ ,  $p < .001$  which indicates participants who reported uncivil behaviors reported lower job satisfaction. Additionally, there was a statistically significant strong correlation between uncivil behaviors and principal support, correlation between turnover intentions and principal support, and correlation between turnover intentions and job satisfaction were negatively associated (Table 13). The correlation between uncivil behaviors and turnover intentions was the only strong positive correlation,  $r(72) = .55$ ,  $p < .001$ .

For further insight, the researcher calculated multiple Pearson's correlation coefficients between the variables and demographics (Table 13). To calculate the correlation between teacher gender and the variables, the researcher assigned a value of 1 to male participants and 2 for female participants. To calculate the correlation between current grade taught and the variables, the researcher assigned a value of 1 to elementary (K-5) participants, 2 for middle

school (6-8), 3 for high school (9-12) and 4 for other (special education). To calculate the correlation between teacher's years' experience and the variables, the researcher assigned a value of 1 for 0-5 years, 2 for 6-10 years' experience, 3 for 11-15 years, 4 to 16-20 years of experience and 5 for 20+ years. To calculate the correlation between the number of different schools and the variables, the researcher assigned a value of 1 to one school, 2 for two schools, 3 for 3 schools, and 4 for 4+ different schools. Of the demographic variables, Overall Years of Experience had significant positive correlations at the .05 level to both Job Satisfaction (.26) and Leadership Support (.38). A significant negative correlation, -.31 was found between Years of Experience and Turnover Intentions at the .01 level; thus, the more experience a participant possessed the less likely it would be that they leave their current school.

The findings in Table 13 also indicate that uncivil behaviors have a negative correlation with gender of respondents, their years of experience and the number of schools taught. Overall, demographic variables such as gender, current grade taught, years of experience, and number of schools taught have a linear relationship with study variables indicating that these factors need to be taken into consideration for their possible impacts in the overall study result.

Table 13.

*Correlations between Demographics and Variables*

	<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>	<b>6.</b>	<b>7.</b>	<b>8.</b>
<b>1. Gender</b>	1	-.080	-.114	-.024	-.10	-.06	.02	-.02
<b>2. Current Grade</b>	-.08	1	-.13	.0	.15	-.04	-.18	.04
<b>3. Years of Experience</b>	-.11	-.13	1	.27*	-.14	.26*	.38**	-.31**
<b>4. Number of Schools Taught At</b>	-.02	.0	.27*	1	-.10	.09	.14	-.05
<b>5. Negative Acts</b>	-.10	.15	-.14	-.10	1	-.76**	-.66**	.55**
<b>6. Job Satisfaction</b>	-.06	-.04	.26*	.09	-.76**	1	.73**	-.75**
<b>7. Leadership Support</b>	.02	-.18	.38**	.14	-.66**	.73**	1	-.70**
<b>8. Turnover Intentions</b>	-.02	.04	-.31**	-.05	.55**	-.75**	-.70**	1

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

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



## Hypotheses

HO<sub>1</sub>: There is no statistically significant relationship between teacher-to-teacher uncivil behaviors, as measured by the NAQ-R, and job satisfaction, as measured by the Andrews and Withey Job Satisfaction Scale.

To examine HO<sub>1</sub>, linear regression analysis was used to test if teachers' perceptions of uncivil behaviors significantly predicted participants' job satisfaction. The results of the regression in Table 14 indicated the predictors explained ( $R^2=.570$ ,  $F(1,72)=95.4$ ,  $p= <.001$ ). Negative acts accounted for 57.0% of the explained variability in teacher job satisfaction. As a result of the p-value  $< .05$ , we reject the null hypothesis and determine that there is a significantly predictive relationship between job satisfaction and the variable of perceived negative acts (teacher-to-teacher uncivil behaviors).

Table 14.

*Pearson Product Coefficient for Negative Acts and Job Satisfaction*

R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate	F	p
.755	.570	.564	.934	95.4	0.00

HO<sub>2</sub>: There is no statistically significant relationship between teacher-to-teacher uncivil behaviors as measured by the NAQ-R, and leadership support, as measured by the Leader-Member Exchange 7 scale (LMX-7).

To examine HO<sub>2</sub>, linear regression analysis was used to test if teachers' perceptions of uncivil behaviors significantly predicted participants' level of support from leaders. The results of the regression in Table 15 indicated the predictors explained ( $R^2=.436$ ,  $F(1,72)=55.7$ ,  $p= <.001$ ). Negative acts accounted for 43.6% of the explained variability in teacher's perception of leadership support. As a result of the p-value  $< .05$ , we reject the null hypothesis and determine that there is a significantly predictive relationship between leadership support and the variable of perceived negative acts (teacher-to-teacher uncivil behaviors).

Table 15.

*Pearson Product Coefficient for Negative Acts and Leadership Support*

R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate	F	p
.660	.436	.428	.838	55.7	0.00

HO<sub>3</sub>: There is no statistically significant relationship between teacher-to-teacher uncivil behaviors as measured by the NAQ-R, and teacher turnover, as measured by the Turnover Cognitions scale (TCS).

To examine HO<sub>3</sub>, linear regression analysis was used to test if teachers' perceptions of uncivil behaviors significantly predicted participants' intent to leave (turnover). The results of the regression in Table 16 indicated the predictors explained ( $R^2=.302$ ,  $F(1,72)=31.19$ ,  $p=<.001$ ). Negative acts accounted for 30.2% of the explained variability in teacher turnover. As a result of the  $p\text{-value} < .05$ , we reject the null hypothesis and determine that there is a significantly predictive relationship between teacher turnover and the variable of perceived negative acts (teacher-to-teacher uncivil behaviors).

Table 16.

*Pearson Product Coefficient for Negative Acts and Turnover Intentions*

R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate	F	p
.550	.302	.293	1.12	31.19	0.00

HO<sub>4</sub>: There is no statistically significant relationship between teacher-to-teacher uncivil behaviors, as measured by the NAQ-R (predictor); job satisfaction, as measured by the Andrews and Withey Job Satisfaction Scale (predictor); leadership support, as measured by the LMX-7 (predictor); and teacher turnover, as measured by the Turnover Cognitions Scale (outcome).

To examine HO<sub>4</sub>, a multiple regression analysis was used after assumptions were met to test if teachers' perceptions of uncivil behaviors, job satisfaction, and leadership support significantly predicted participants' intent to leave (turnover). The multiple regression model

statistically significantly predicted Teacher Turnover,  $F(3,70) = 36.809$ ,  $p < .001$ , adj.  $R^2 = .612$  (Table 17). All three variables added statistically significantly to the prediction,  $p < .05$ . As a result of the  $p\text{-value} < .05$ , the null hypothesis is rejected and it is determined that there is a significantly predictive relationship between teacher turnover and perceived negative acts (teacher-to-teacher uncivil behaviors), job satisfaction, and leadership support. Table 18 displays the beta weights for the model. When the three factors scores are 0, turnover intentions as measured by the Turnover Cognitions Scale would start at 7.139. For every point gained in uncivil behaviors, one could predict a .252 increase turnover intentions. The  $p\text{-value}$  for uncivil behaviors was not statistically significant ( $p = .298 > 0.05$ ). For every point gained in job satisfaction, one could predict a .547 decrease in turnover intentions. The  $p\text{-value}$  for job satisfaction was statistically significant ( $p = .000 > 0.05$ ). For every point gained in leadership support, one could predict a .425 decrease in turnover intentions. The  $p\text{-value}$  for leadership support was statistically significant ( $p = .002 > 0.05$ ).

Table 17.

*Pearson Product Coefficient for the Predictors and Turnover Intentions*

R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate	F	p
.782	.612	.595	.846	36.81	0.00

Table 18.

*Summary of Multiple Regression Analysis*

	B	SE <sub>B</sub>	β	p
(Constant)	7.139	.873		
Negative Acts	.252	.240	-.123	.298
Job Satisfaction	-.547	.120	-.581	.000
Leadership Support	-.425	.134	-.354	.002

Chapter 4 presented the descriptive data, correlations, and analysis in regard to perceived negative acts, leadership support, job satisfaction, and teacher turnover intentions. Taken together, the NAQ-R, the Andrews and Withey Job Satisfaction, LMX-7, and Turnover Cognitions Scale provided the basis for the examination of the relationship between teacher-to-teacher uncivil behaviors, job satisfaction, and leadership support on teacher turnover.

## **CHAPTER 5. SUMMARY AND CONCLUSIONS**

### **Overview**

As the U.S. economy slowly recovered from the Great Recession and school budgets improved, districts began to look for teachers. They soon found that filling vacancies, especially in mathematics, science and special education, was more difficult than they had anticipated. The struggle, in many districts, has continued and the teacher shortage has serious consequences (Garcia & Weiss, 2019).

A teacher shortage hurts students, faculty, and the entire public education system. Lack of qualified teachers and staff turnover threaten students' ability to learn, negatively affects their achievement, and decreases teachers' effectiveness and quality (Sorensen & Ladd, 2020). High teacher turnover consumes economic resources that could be of better use elsewhere in education. In addition, the teacher shortage makes it difficult to build a solid reputation for teaching and to professionalize the occupation.

Tackling issues regarding teacher working conditions and analyzing other variables that prompt teachers to leave the profession should be a priority in order to maximize student achievement. As America searches for answers to address the teacher shortage, leaders must establish ways to strengthen existing evaluation and support systems in order to address negative school climate or culture. States, including Indiana, have submitted comprehensive plans to the U.S. Department of Education in order to direct, invest in, and develop the education workforce. Research reveals that intrinsic motivators which affect teachers' job satisfaction, school climate and levels of support from leaders play critical roles in teacher retention.

The purpose of this quantitative study was to explore the extent of teacher-to-teacher uncivil behaviors. In addition, the research sought to determine leadership support and job

satisfaction levels in order to relate their relationship to teacher turnover. Through this quantitative method, the research achieved the following:

1. Determined the extent of Indiana K-12 teachers perceivably exposed to uncivil behaviors.
2. Established a relationship between uncivil behaviors and job satisfaction.
3. Revealed the relationship between uncivil behaviors and leadership support in the teaching profession.
4. Enhanced the understanding of teacher turnover by examining intrinsic needs of teachers.

### **Review of the Literature**

The movement of people and resources toward the common goal of increasing student achievement requires leaders in the education field to meet the basic psychological needs of teachers in order to reduce turnover. In addition, the 2108 NELP standards address school leaders' responsibility for staff and student well-being as well as their role in creating a supportive and inclusive school culture. Though no one condition or factor alone creates or eliminates shortages, each of them plays a role in this established dilemma, deserves separate attention, and has its own implications for policy ramifications. In the nation's K-12 schools the teacher shortage is an increasingly recognized but still poorly understood calamity. The teacher shortage of approximately 110,000 teachers in the 2017-2018 school year is poorly understood because the factors effecting it are multifaceted and interdependent.

While the IDOE's theory of action characterizes a promising concept for teacher recruitment and retention transformation in the state of Indiana, policymakers should consider what other supports districts may need as they apply new practices to better support their teachers. Solving the teacher shortage crisis is much more difficult if turnover rates remain high

and continue to climb as soon. As noted, when teacher-to-teacher uncivil behaviors takes place significant costs to an employee and organization are realized. Most egregious of all, student learning and achievement are threatened.

This crisis calls for earnest, all-inclusive, and practical policy resolutions. Einarsen et al. (1994) provide an interpretation from Leymann's (1992) work, stating that "...personality factors are irrelevant to the study of uncivil behaviors, and that work conditions alone are the primary cause of such behavior and experiences" (p.384) in the teacher retention process, and, relatedly, why individuals are less inclined to pursue the teaching profession.

Guided by self-determination theory, uncivil behaviors were shown to disengage teachers in this study from their work by denying them of their intrinsic needs (relatedness, competence, and autonomy). The present study findings suggest that if teachers perceive negative acts in the workplace, have little to no support from leadership, and are unsatisfied in their work they intend to, or do, leave the profession. As discussed in a report by Garcia and Weiss (2019), teacher retention and job satisfaction are affected by teachers' working environments, including their relationships with other teachers and with their school administrators. Having intrinsic needs met corresponding to nurturing and supportive relationships with coworkers and with school leaders, being attended to as professionals, and weighing in over the policies of their schools are important components of teachers' commitment and overall satisfaction. These attributes of a supportive school climate also correlate with their retention in the profession (Ladd, 2011). Evidence from this research study suggests that teachers' relationships with their colleagues and administrators likely plays a role in the teacher shortage. The demands of teaching are constantly changing and school districts need to continually adapt their practices to meet these changing

requirements. By failing to meet the intrinsic needs of teachers we hurt teachers' efficacy and sense of purpose and, ultimately, our children.

### **Methodology**

The purpose of this quantitative study was to extend previous research regarding the extent of teacher-to-teacher uncivil behaviors. In addition, leadership support and job satisfaction levels measured were analyzed to determine their relationship to teacher turnover. This study sought to determine whether perception of negative acts (teacher-to-teacher uncivil behaviors), leadership support and job satisfaction influence teacher turnover. In today's era of accountability, schools must examine every aspect of their school climate and programming to identify areas where increased focus will result in improvements to student achievement.

A quantitative design was used for this study. Because the researchers had examined the predictive quality of perceptions of teacher-to-teacher uncivil behaviors, job satisfaction, leadership support on teacher turnover, linear and multiple regression analysis was conducted and analyzed for significance. In addition to the regression models, the researcher examined the characteristics of Indiana schools through descriptive analysis of the teacher responses to the questionnaire. Frequencies, item means, and other descriptive statistics were examined to determine the characteristics that are rated as most prominent for teachers in Indiana schools.

### **Settings and Participants**

The settings of the study were chosen due to their correlation with Indiana demographics. Due to the proximities to major metropolitan areas, the schools in this study are defined as urban. Participants from each grade level (i.e., elementary, middle school, and high school) were represented in the survey. According to the Indiana Department of Education compass website,



teaching experience for these teachers included, 24% with 20+ years of teaching experience, 13% with 16 – 20 years of experience, 15% with 11 – 15 years of experience, 20% with 6 – 10 years of experience, and 28% with 0 – 5 years of experience. The schools surveyed employ approximately 335 certified teachers. Seventy-four responses were collected for a response rate of 23.5% in five schools in an Indiana region. Principals and support staff were not invited to participate in this study.

## **Procedures**

After gaining approval from the Purdue University Institutional Review Board, the researcher emailed superintendents to discuss the study, the instruments, and the time commitment required of the teachers. A response from two superintendents was received and the respective school principals were emailed. As a result of five principals accepting the request to share the survey, not all teachers in the accessible region were addressed by the researcher. The researcher presented an introductory paragraph outlining the researcher, the nature of the study, and the instruments via email in January 2019. Teachers were able to complete the surveys anonymously via Qualtrics. A 21-day window for responses was afforded to the participants before the researcher conducted the appropriate data analysis.

## **Data Analysis**

SPSS 25.0 was used to perform the statistical analyses. The outcome studied was teacher turnover and the predictors were perceptions of negative acts (teacher-to-teacher uncivil behaviors), job satisfaction, and leadership support

## **Discussion of the findings**

Uncivil behaviors should not be confused with workplace harassment. Workplace harassment is a form of employment discrimination that contravenes Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act of 1990, (ADA), and the Age Discrimination in Employment Act of 1967, (ADEA). Workplace harassment is unwelcome conduct that is centered on race, sex, religion, color, national origin, age (40 or older), disability or genetic information (Dominick, 2018). This harassment becomes unlawful where 1) a condition of continued employment means enduring the offensive conduct, or 2) a reasonable person would consider the conduct severe and pervasive, creating an intimidating, hostile, or abusive work environment. Anti-discrimination laws also forbid harassment against individuals in retaliation for filing a discrimination allegation, testifying, or partaking in an investigation, proceeding, or lawsuit under these laws; or opposing employment practices that they reasonably believe discriminate against individuals, in violation of these laws (Dominick, 2018).

According to the Workplace Bullying Institute (Namie, Christensen, & Phillips, 2014), uncivil behaviors is “repeated, health-harming mistreatment of one or more persons (the targets) by one or more perpetrators.” The abusive conduct—including verbal abuse—is intimidating, threatening, or humiliating to the target. It can, and often does, interfere with the target’s ability to get their work done. Since uncivil behaviors is not illegal, many companies don’t have a formal policy against it.

Given comparisons to fields such as medicine and law, which recognize the needs of professionals more fully, some observers have dubbed education "the profession that eats its young" (Halford, 1998). The alarmingly low numbers of enrollment in teacher preparation programs, continued decline in school climate, increase in negative behaviors among colleagues,

continuous increase in job dissatisfaction, and the lack of support from leaders paints an ugly picture for the future of the profession if serious changes are not fashioned. As school districts overhaul their current policies to meet the ESSA mandates, particular attention should be used to include components of leadership and peer support training with the overall goal of increasing student achievement. The intrinsic needs of teachers', administrators' support, and positive school culture are essential in a school environment.

### **Uncivil Behaviors**

The current findings may offer valuable insights for the development of SDT—particularly with regard to teacher-to-teacher uncivil behaviors. As previously explained, exposure to uncivil behaviors undermines teachers' basic psychological needs, which ultimately results in turnover intentions. Because uncivil behaviors involve being on the receiving end of negative social behaviors that aim to defame and spurn (e.g., being excluded from social activities, being the target of offensive and insulting remarks) it is apt to foster feelings of loneliness and isolation. Consequently, such feelings are likely to thwart employees' need for relatedness (Baumeister, Brewer, Tice, & Twenge, 2007). Furthermore, uncivil behaviors are often conveyed through controlling behavior that aims to restrain employees' sense of ownership at work (e.g., excessive monitoring of one's work). Such negative behaviors, if experienced on a regular basis, are likely to facilitate perceptions of subjugation and thus undermine employees' need for autonomy (Blanchard et al., 2009). Lastly, uncivil behaviors often take form in actions that demean employees' endeavors (e.g., constant criticism regarding one's work or humiliating comments) or hamper employees' opportunities for success at work (e.g., withholding important information, being given an unmanageable workload). As such, uncivil behavior is likely to hinder employees' feelings of competence (Vie, Glasø, & Einarsen, 2012). Vie et al.

(2012) theorize that negative acts in the form of uncivil behaviors may be reasonably commonplace, as 70% of respondents in their research study indicated some kind of exposure to negative acts in the work setting.

The data from the 2018 Indiana Department of Education showed 31% of teachers experienced collegiality with their school and the data from this study painted a similar picture. In a study by Hoel and Cooper (2000), 15.6% of teachers had been bullied in the last six months. More recently, a study by Malahy (2015) reported 18.9% of teachers go to work and face acts of uncivil behaviors on a daily, weekly, or monthly basis compared to this study which saw 10.9% of teachers in Indiana reporting negative acts on a regular basis. Not only were the negative acts work related, with 26.0% of respondents perceiving unmanageable workloads on a daily basis, but 11.0% also perceived person-related uncivil behaviors in the form of being humiliated or ridiculed in connection with their work on a regular basis. This continued increase in teacher-to-teacher uncivil behaviors deserves significant attention.

In this study, 10.9% of the respondents experienced negative acts on a regular basis and men perceived uncivil behaviors slightly more than females. There was not a statistically significant difference of encountering negative acts for men and women. In a similar study by Vartia and Hyyti (2010), 20% of the respondents perceived themselves to be the victims of uncivil behaviors and a significant difference between men and woman was not found either. According to research by Gruber and Fineren (2007), boys are more likely to bully other boys than girls. This may be because workplace harassment is a form of employment discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, (ADEA), and the Americans with Disabilities Act of 1990, (ADA). Across 40 countries, as well as age groups, boys tend to engage more often in uncivil behaviors others and

are more likely to be physically victimized than girls (Peterson and Ray, 2006). Finally, gender has a moderate negative linear relationship with uncivil behaviors ( $r = -0.10$  at  $p < 0.01$  in this study. A similar study by Malahy (2015), showed that there exists a negative linear relationship between gender and uncivil behaviors with a  $p = 0.02$  at  $\alpha = 0.05$ .

The middle school teacher respondents ( $n = 9$ ) in this study perceived negative acts more than the elementary ( $n = 15$ ), high school ( $n = 35$ ), or special education/other staff ( $n = 15$ ). There were statistically significant differences ( $F = 4.19$ ) between the current grade taught and negative acts. In comparison, reported frequencies of encountering negative acts were examined in the Malahy (2015) study and high school teachers tended to report more encounters of uncivil behaviors than teachers in elementary schools, but there were no significant differences between high school teachers and elementary teachers for perceived negative acts. The findings in Table 13 also indicate that uncivil behaviors have a negative correlation with gender of respondents, their years of experience and the number of schools taught but not current grade level.

Slightly more than half of the teachers ( $n = 44$ ) in the survey had more than 10 years of experience compared to those with less than 10 years of teaching experience ( $n = 30$ ). Teachers with limited experience, 0-5 years ( $n = 15$ ), reported perceived negative acts with more frequency. A statistically significant difference between encountering negative acts and particular years of teaching experience was not found although the findings in Table 12 indicate that, overall, uncivil behaviors has a negative correlation years of experience.

In comparison, teachers with 10-30 years of teaching experience reported the highest frequency of encountering negative acts in all three sub-factors: work-related, person-related, and physical intimidating related uncivil behaviors in the Malahy (2015) study. Statistical significance was found between teachers who had less than ten years of teaching experience and

teachers with 10-30 years of teaching experience for the work-related and person-related uncivil behaviors. No significant relationship was found between years of teaching experience and frequency of encountering physical intimidating uncivil behaviors.

In addition, those teachers in this study who reported that they had taught at one school reported a slightly higher perception of uncivil behaviors than those that taught at two or more schools. A statistically significant difference was not found between number of schools taught at and perception of negative acts although the findings in Table 13 indicate that uncivil behaviors has a negative correlation the number of schools taught at. When behaviors of uncivil behaviors are entrenched in an organization and have become accepted practice then uncivil behaviors is part of the school culture.

### **Job Satisfaction**

Irrespective of scope and sector, negative acts in the workplace constitutes a challenge to many organizations nowadays. The consequences of this antisocial behavior are well documented in literature of organizations operating in both developed and developing countries. At the individual level, uncivil behaviors may lead to significant mental and physical disabilities, thereby affecting performance (Hoel & Giga, 2006). At the organizational level, it adversely affects employee commitment, attendance, job satisfaction, and turnover (Vukelić, Čizmić, & Petrović, 2019).

According to a report by Weiss (2019), 48.7% of teachers express some level of dissatisfaction with the profession at their current school. All of the “strongly agree” responses in the study were lower than they were in the 2011–2012 school year, indicating decreased satisfaction across the board. In this particular study, 23.4% of the respondents said that they were mostly dissatisfied, unhappy, or felt terrible about their work as an educator with a strong

negative correlation to turnover intention. In addition, a strong negative correlation was found between teacher-to-teacher uncivil behaviors and job satisfaction. Encountering negative acts more often resulted in lower job satisfaction.

In this study, 45.3% of the respondents were mostly satisfied, pleased, or delighted in their job with men ( $M = 4.39$ ) being slightly more satisfied than females ( $M = 4.20$ ). There was not a statistically significant difference between job satisfaction and gender. Gender was found to have a moderate negative linear relationship with job satisfaction ( $r = -0.060$ ) at  $p < 0.01$  in this study.

A statistically significant difference ( $F = 3.26$ ) was found in this study between current grade taught and job satisfaction. The elementary school respondents ( $n = 15$ ) in this study experienced job satisfaction more than the middle ( $n = 9$ ), high school ( $n = 35$ ), or special education/other staff ( $n = 15$ ). The largest percentage of teachers, 47.3%, taught at the high school level ( $M = 4.09$ ) and followed behind elementary ( $M = 4.87$ ) and Special/Other ( $M = 4.59$ ) in terms of job satisfaction.

In this study, teachers with limited years of experience, 0-5 years ( $n = 15$ ), reported lower job satisfaction. Those teachers with 20 years of experience were of the most satisfied ( $M = 4.80$ ) followed by 11-15 years of experience ( $M = 4.22$ ), 6-10 years of experience ( $M = 4.12$ ), 16-20 years of experience ( $M = 4.03$ ) and 0-5 years of experience ( $M = 3.71$ ). A statistically significant difference between job satisfaction and years of teaching experience was not found ( $F = 1.45$ ). Overall, years of experience had a significant positive correlation at the 0.05 level to job satisfaction (.26) suggesting that the more experienced teachers are more satisfied. In a study by Malahy (2015), is a positive linear relationship between years of experience and job satisfaction with a p-value of 0.02 at a 95% confidence interval.

Teachers that taught at three schools ( $M = 4.48$ ) had the highest frequency job satisfaction followed by four schools ( $M = 4.37$ ), two schools ( $M = 13$ ), and finally one school ( $M = 4.10$ ). Results revealed there was not a statistically significant difference found between number of schools taught at and job satisfaction ( $F = .293$ )

As seen in Table 14, negative acts accounted for 56.4% of the explained variability in teacher job satisfaction. As a result, we determine that there is a significantly predictive relationship between job satisfaction and the variable of perceived negative acts (teacher-to-teacher uncivil behaviors).

A strong positive correlation was found between leadership support and job satisfaction. The results from this research study reinforce results from previous researchers who link teacher job satisfaction to administrators' support (e.g., Trace, 2016; Goodpaster et al., 2012; Van Maele & Van Houtte, 2012). Tek (2014) found that effective school leadership increased teacher satisfaction which led to higher student achievement. In another study, Patrick, Knee, Canevello, & Lonsbary (2007) found that teacher job satisfaction and student achievement had a positive correlation, which showed that the more satisfaction a teacher had led to students scoring higher. When the school climate is a negative one because of teacher-to-teacher uncivil behaviors it adds a different layer. The distress caused by lack of cooperation and support from the administration and other colleagues, and the limited influence and autonomy teachers have over their daily activities or their schools' needs, further add to a problematic working environment. Significantly large shares of teachers indicate that their voices go unheard—schools are not fully benefiting from their knowledge, preparation, and expertise. All of this, of course, depresses satisfaction and drives teachers to consider leaving their schools or the professional altogether. Dissatisfaction increases when poor working conditions are accompanied by weak



compensation, lack of professional development opportunities, and the deteriorated prestige of teaching. Clearly, the challenging conditions confronting a growing share of teachers are helping to drive teacher shortages across schools.

### **Leadership Support**

The relationships between teachers and administrators largely outline a school's climate and working environment, with ramifications for teachers and also for students (Meyer, 2013). This relationship affects how well the school provides a learning community where there is time for peer collaboration and employees share a strong sense of purpose. Much empirical support has been found for the mediating role of need satisfaction in the relationship between positive work environments and employee functioning. For example, Deci et al. (2001) found that autonomy support (i.e., employees can make choices, their opinions are acknowledged and accepted, and they receive positive feedback) from their immediate superior as well as top management facilitated the satisfaction of employees' psychological needs, which positively predicted their psychological health (i.e., high self-esteem and task engagement and low anxiety).

As seen in Table 15, negative acts accounted for 43.6% of the explained variability in teacher's perception of leadership support. As a result, we determine that there is a significantly predictive relationship between leadership support and the variable of perceived negative acts (teacher-to-teacher uncivil behaviors). Overall, the findings on leadership support indicate that 11.2% of the participant's experience leadership support very often or fully. 46.0% of respondents felt that there was moderate, fair or average leadership support while 42.8% said that the experienced leadership support rarely or very little. The majority of the respondents therefore felt that their administrators did not understand their problems, did not recognize their potential,

or did not help them solve work-related problems. One respondent in this study stated “Leadership in education needs a better system of evaluation”. Alarming, another participant in this current research study responded, “No one should go into teaching. Principals should do a better job of taking care of their employees. Ridiculous”. This study results show a similar trend with a research on administrative support by Randall (2019) which indicated 67% of teachers felt mistreated by leadership due to lack of effective administrative support.

The 77% of females in this study reported higher frequencies of leadership support compared to the men. Results revealed that there was not a statistically significant difference of job satisfaction, leadership support, and turnover intentions between males and females but a statistically significant difference was found between gender and leadership support. Only one-third, 35.6%, of participants reported a positive working relationship with their school leader. In contrast, nearly one-half, 54.4%, reported poor leadership support. The findings are thus consistent with that obtained from a study by Weiss (2019) which demonstrated that less than half of the respondent’s report being fully supported by the school administration and their colleagues. The survey responses indicate that a larger number of teachers suffer some level of conflict or disagreement in their schools. From this study, gender has positive linear relationship with leadership support ( $r = 0.19$ ) at  $p < 0.01$ . Based on the 77% female demographic in survey responses, this study may suggest that the relationship between the leader and the follower had a particularly positive influence on females’ intent to stay in an organization.

The elementary ( $M = 3.55$ ), special education/other ( $M = 2.92$ ), and high school respondents ( $M = 2.67$ ) reported the most leadership support while the middle school teachers ( $M = 2.25$ ) reported the least. There was statistically significant difference ( $F = 3.53$ ) between

the current grade taught and leadership support. In comparison, 69% of special education teachers in a study by Otto & Arnold (2005) described satisfaction with leadership support.

The largest percentage of respondents, 29.7%, had greater than 20 years of teaching experience and had the highest frequency of leadership support. Alarming, teachers with 0-5 years of experience reported that they were the least likely to receive support from leaders in their roles as teacher. In a study by Ronfeldt & McQueen (2017), a new teacher who received leadership support reduced the odds of leaving by between 47% and 48%. Results from this study revealed there was a statistically significant difference found between years of experience and leadership support ( $F = 3.22$ ).

According to SDT, the fulfillment of basic needs is essential for personal growth and optimal performance. The main source of need satisfaction is an individual's social environment. In the organizational context, leaders are regarded as the central factor in satisfying employees' needs, given their influence on tasks characteristics and work design (Deci, Connell, & Ryan, 1989). By integrating leadership and SDT, basic need fulfillment mediates the link between leadership and employee outcomes. Not surprisingly, those teachers with 0-5 years of experience reported low levels of leadership support.

In a study by Kovjanic, Schuh, Jonas, Quaquebeke & Dick (2012), fulfillment of the three basic needs mediated the relationship between leadership and job satisfaction. In a similar vein, this study showed that those respondents with leadership support perceived negative acts less often than those respondents who lacked leadership support. These results contribute to the literature on leadership in two important ways. First, they support and Bass' (1985) position regarding the importance of need satisfaction in the leadership processes. Additionally, they extend this notion by shedding first light on which needs are affected by leadership (i.e., the

needs for autonomy, competence, and relatedness). Second, these findings also may provide an explanation for why this leadership style can be linked to a wide variety of positive outcomes. Indeed, the present study suggests that different processes are responsible for the relationship between turnover and different kinds of outcome variables. Besides the mediating effects of basic need satisfaction, there were also found direct paths from leadership support to job satisfaction and teacher turnover. These direct paths indicate partial rather than full mediation and suggest the existence of additional underlying processes. This finding appears important because it suggests that leadership unfolds its effectiveness through intrinsically motivating processes (i.e., fulfillment of the basic psychological needs). In a study by Quine (2001), leadership support was able to neutralize the negative effect of uncivil behaviors on turnover because support at work can protect employees from some of the damaging effects of uncivil behaviors.

According to Mowday et al. (1984), commitment to an organization “can provide employees with stability and feelings of belonging” (p. 139). This bolstered sense of security and belonging can buffer the negative effects of stress on job satisfaction, negative workplace acts, and leadership support. Without such commitment a valuable source of connectedness and relatedness is not available. In a recent post, Kautz and Ross (2019) explain that “school climate covers both tangible and intangible attributes, including relationships among students and staff, school discipline, student engagement, and safety.” School climate and broader underinvestment in education, mutually influence turnover, and lack of incoming teachers.

## **Turnover Intent**

Addressing teacher turnover is vital to stemming the country's continuing teacher shortage crisis. It is also important for school effectiveness. The cost of teacher turnover to

student achievement and district budgets is significant. As previously stated, research finds that high rates of turnover harm student achievement and each teacher who leaves, on average, can cost as much as \$20,000 in a school district.

Approximately 38.3% of the respondents in this study indicated that they had no intent to leave, 17.8% were neutral, and 43.8% agreed that they intend to leave their current employment. The findings had a mean of 3.14 and standard deviations of 1.33 indicating a move towards a response that teachers strongly agree that there exists a desire to leave their current school employment. Overall, 46.5% of respondents expressed interest in searching for another job in a different organization.

In this study, gender has a moderate negative linear relationship with turnover intentions ( $r = -0.66$ ) at  $p < 0.01$ . Males ( $M = 1.97$ ) reported higher frequencies of turnover intentions compared to females ( $M = 1.81$ ). Results revealed that there was not a statistically significant difference between males and females and turnover intentions.

Middle school teachers reported the highest frequency of turnover intentions ( $M = 3.83$ ) followed by High school teachers ( $M = 3.17$ ), Special Ed/Other teachers ( $M = 3.05$ ) and finally elementary teachers ( $M = 2.75$ ). Results revealed that there was not a statistically significant difference between grade taught and turnover intentions. The study findings agree with what Hall and Carroll (1987) established that 35% of elementary teachers left the profession per year while 42% of high school teacher leave the profession on a yearly basis. Nationally, the number of special education teachers has plummeted by more than 17% in the last ten years (Villagómez, Easton-Brooks, Gomez, Lubbes & Johnson, 2016). In a mixed-method study by Henderson (2014), the factors effecting special education teacher attrition include, administrative support, open communication and collaboration among general education and special education teachers,

and the building administrator promoting a positive culture that expresses the importance of meeting students' needs and acceptance of all.

In a study by Ost & Shinman (2015), teachers with the fewest years of specific experience have the highest probability of turnover. The data from this study showed teachers with 16-20 years of experience had the highest frequency of turnover intentions ( $M = 3.90$ ) but the teachers with limited experience (0-5 years) followed closely behind ( $M = 3.71$ ). Results revealed there was not a statistically significant difference between years of experience and turnover intentions.

The relationship between uncivil behaviors and turnover intentions showed a strong positive correlation,  $r(72) = .55, p < .001$ . The findings are in agreement with those established by Thornton, Peltier, and Medina (2007) that teacher-teacher uncivil behaviors, leadership support, and other issues lead to high attrition. Turnover intentions were high in low-income schools due to high stress experienced by teachers due to uncivil behaviors from teachers and students mimicking a trend reported by Kena et al. (2015). One participant in this current study stated, "Were one single individual removed from my work, I would undoubtedly stay in this position". Meador's (2001) also established that teacher-teacher uncivil behaviors affected the job satisfaction status of teachers and leads to high turnover.

Aligned to research that supports meeting the intrinsic needs of individuals, this study has shown that teachers who experience negative acts, and therefore do not have their intrinsic needs met, are more likely to be unsatisfied and leave the profession. Nearly half of the participants in this study, 46.2%, do not plan on teaching at their current school.

## Analyzing the Research Questions

*Research Question One: To what extent are Indiana K-12 teachers perceivably exposed to teacher-to-teacher uncivil behaviors as identified by the NAQ-R?*

In this study, men perceived uncivil behaviors slightly more than females. The middle school teacher's respondents perceived negative acts more than the elementary, high school, or special education/other staff. Not surprisingly, teachers with 0-5 years of experience were most likely to report perceived negative acts. Those teachers who reported that they had taught at one school reported a slightly higher perception of uncivil behaviors than those that taught at two or more schools.

The work-related negative acts subscale included workers being exposed to an unmanageable workload, unreasonable deadlines for tasks, having their opinions ignored, having information withheld which affects performance, and being ordered to do work below your level of competence. Roughly 43.8% of respondents perceived being exposed to an unmanageable workload on a regular basis. Only 4.1% of respondents perceived pressure not to claim something which by right you are entitled. Interestingly, results from the Malahy (2015) study indicated that 15.7% of respondents had their opinions ignored while 22.2% of respondents in this study perceived this uncivil behavior on a daily basis. Overall, 22.9% of respondents perceived work related negative acts on a weekly or daily basis.

Person-related negative acts subscale include being ignored or excluded, spreading of gossip or rumors about you, having key areas of responsibility removed or replaced with more trivial tasks or unpleasant tasks, and being humiliated or ridiculed in connection with your work. Interestingly, 7.9% of respondents in the Malahy (2015) study were victims of gossip while 5.6% of respondents in this study perceived this uncivil behavior. The highest person-related response, 19.2%, was the perception of being ignored or excluded. Respondents equally

perceived, at 9.6%, being ignored or facing a hostile reaction when approached and having key areas of responsibility removed or replaced with more trivial tasks. Overall, 6.3% of respondents perceived person-related negative acts on a weekly or daily basis.

The majority of respondents in this study reported that they had never experienced physical intimidation in the workplace. Physical intimidation subscale items include being shouted at, intimidating behaviors such as finger pointing or shoving, and threats of violence or physical abuse. Of the respondents who had experienced physical intimidation at all, 4.1% perceived being shouted at or being the target of spontaneous anger on a monthly basis. Overall, 0.9% of respondents perceived physical intimidation-related negative behaviors on a weekly or daily basis.

Overall, 10.9% of the respondents experienced negative acts (work-related, person-related, and physical intimidation related) on a regular basis. The findings closely concur with the findings of Hoel and Cooper (2000) that 15.6% of teachers had been bullied in the last six months. Malahy (2015) also reported that 18.9% of teachers were bullied on a daily, weekly, and monthly basis.

SDT further proposes that the social context plays a pivotal role in the satisfaction of basic psychological needs and subsequent well-being. Thus, positive work-related social environments—characterized by high-quality interpersonal interactions, encouragement, opportunities to learn, and support for decision making—facilitate the satisfaction of employees' needs for autonomy, competence, and relatedness, which ultimately fosters well-being and optimal functioning (Deci & Ryan, 2000).

*Research Question Two: What is the strength of the relationship between the perceptions of teacher-to-teacher uncivil behaviors and teacher job satisfaction?*



On the job satisfaction survey nearly a quarter, 21.9%, of the participants reported they felt terrible about the materials available for them to do their job. Additionally, 11.2% responded that they are mostly dissatisfied or felt terrible about their coworkers. Although the mean of 4.24 is approaching 7 (delighted), the percentage of respondents who recorded dissatisfaction with their jobs is considerably high.

Based on the Pearson's correlation coefficient used to measure the association between variables, there was a statistically significant correlation, with strong negative correlation for negative acts and teacher job satisfaction,  $r(72) = -.76, p < .00$ . This indicates that participants who reported uncivil behaviors reported lower job satisfaction. The findings are thus consistent with that obtained from a study by Hauge, Skogstad, & Einarsen (2010) and another by Leymann (1996), which demonstrated that uncivil behaviors are a significant contributor of occupational stress and decreased satisfaction. Meador's (2001) also established that teacher-teacher uncivil behaviors affected job satisfaction status of teachers and leads to high turnover. Dissatisfaction is not only the result of perceived negative acts between colleagues but also a factor leading to a poor school climate.

*Research Question Three: What is the strength of the relationship between the perception of teacher-to-teacher uncivil behaviors and leadership support?*

Only one-third, 32.9%, of participants reported their school leader had no confidence in their decision. Approximately half, 52.1%, of respondents perceived that their school leader rarely or occasionally understands teacher problems and needs. In contrast, 37.5%, reported school leaders fairly often or often recognize their potential. The majority of the respondents therefore felt that their administrators did not understand their problems, did not recognize their potential, or did not help them solve work-related problems.

Based on the Pearson's correlation coefficient used to measure the association between variables, there was a statistically significant correlation, with strong negative correlation for negative acts and leadership support,  $r(72) = -.66, p < .001$ . This indicates that participants who reported uncivil behaviors reported lower support from their leaders. The relationships between teachers and administrators largely outline a school's climate and working environment, with ramifications for teachers and also for students (Meyer, 2013). This relationship affects how well the school provides a learning community where there is time for peer collaboration and employees share a strong sense of purpose. The findings are thus consistent with that obtained from a study by Garcia & Weiss (2019) which demonstrated that less than half of the respondent's report being fully supported by the school administration and their colleagues.

*Research Question Four: Is there a significant relationship between the perception of teacher-to-teacher uncivil behaviors, job satisfaction, and leadership support (predictors) and teacher turnover (outcome)?*

The multiple regression model statistically significantly predicted Teacher Turnover,  $F(3,70) = 36.809, p < .001, \text{adj. } R^2 = .595$ . All three variables added statistically significantly to the prediction,  $p < .05$ . As shown, when teachers are exposed to negative acts from coworkers and lack effectual support from administrators they are dissatisfied in their profession and intend to leave. In a study by Kovjanic, Schuh, Jonas, Quaquebeke & Dick (2012), fulfillment of the three basic needs mediated the relationship between leadership and job satisfaction. In a similar vein, this study showed that those respondents with leadership support perceived negative acts less often than those respondents who lacked leadership support. These results contribute to the literature on leadership in two important ways. First, they support Bass' (1985) position regarding the importance of need satisfaction in the leadership processes. Additionally, they extend this notion by shedding light on which needs are affected by leadership

(i.e., the needs for autonomy, relatedness, and competence). Second, these findings also may provide an explanation for why this leadership style can be linked to a wide variety of positive outcomes. A work environment that provides an opportunity for teachers to have input and to feel that they are a part of the process is important to their intrinsic motivation, job satisfaction, competence, and commitment (Wu & Short, 1996). Indeed, the present study suggests that different processes are responsible for the relationship between turnover and different kinds of outcome variables. Besides the mediating effects of basic need satisfaction, there were also found direct paths from leadership support to job satisfaction and teacher turnover. These direct paths indicate partial rather than full mediation and suggest the existence of supplementary fundamental processes. This finding appears important because it suggests that leadership unfolds its effectiveness through intrinsically motivating processes (i.e., fulfillment of the basic psychological needs).

Self-determination theory's prediction of simultaneous and additive effects of need satisfaction on positive outcomes seems very reasonable for phenomena that are affected by a wide range of factors. For instance, job satisfaction, is a broad concept and prejudiced by an assortment of variables (Garcia & Weiss, 2019). Conversely, other important work-related variables, such as the relationship quality between leader and follower, focus on specific aspects of organizational life and are therefore narrower in scope.

### **Implications**

This study of the relationship between teacher-to-teacher uncivil behaviors, as measured by the NAQ-R (predictor); job satisfaction, as measured by the Andrews and Withey Job Satisfaction Scale (predictor); leadership support, as measured by the LMX-7 (predictor); and teacher turnover, as measured by the Turnover Cognitions Scale (outcome) provided insights

into current conditions while drawing conclusions that can inspire future research into this area. According to Liu and Meyer (2005), the percentage of teachers' leaving the profession, or teacher attrition rate, or is disproportionately higher than it is in other professions. Current Indiana legislation demands continual reflection and improvement to teacher development and retention policies in order to maximize student achievement. School districts should work to ensure that administrators and teachers can access the types of training and development that they find most beneficial and most effective, and allow teachers to meet their intrinsic needs by exercising their judgement and autonomy as well as improving collegial interactions. Furthermore, coworkers can satisfy each other's needs through participation in a team-based training that focuses on communication and collaboration (Jungert, 2018).

Overall, the findings suggest that job satisfaction and commitment to the leader will be enhanced when basic psychological needs are satisfied. Further, they indicate that leadership support may be a central way to positively address employees' needs. Past research indicates the effectiveness of leadership development programs that targeted at understanding and fulfilling employees' needs. For instance, in a longitudinal field experiment, Deci et al. (1989) found that training programs teaching leaders to provide guidance in a non-controlling way enhanced their ability to fulfill employees' need for autonomy. This, in turn, translated into increased job satisfaction among employees. Indeed, investing into training programs at the leadership level may provide a sensitive way to allocate organizational resources given that most organizations are structured in a pyramid-shaped way with few at the top affecting many below. Another practical implication relates to the differential effects of need fulfillment. Practitioners may encounter situations where addressing all three psychological needs simultaneously is not

feasible. Under these circumstances, they might have to prioritize the fulfillment of one need at the expense of another (Filak & Sheldon, 2008).

Leaders in an organization play an important role in the development and maintenance of organizational culture (Schein & Schein, 2017). Leaders shape organizational culture via several mechanisms, including how they behave in general and how they respond to situations (Schein & Schein, 2017). If an organization is to send a message to its employees that they are valued and cared for, then it is imperative that leaders themselves are aware of the various subtle behaviors that constitute uncivil behaviors and that they refrain from enacting such behaviors (Fox & Stallworth, 2010). In this way, leaders act as role models for other members of the organization. Furthermore, when informed of uncivil behaviors, leaders need to respond in ways that demonstrate to victims and other staff that the organization supports them and will not tolerate such behavior (Brodsky, 1976; Salin, 2003). Better still, leaders need to proactively address uncivil behaviors and can do so by developing formal statements and policies that indicate clearly that uncivil behaviors are unacceptable and that uncivil behaviors holds serious consequences for the perpetrators. Such primary interventions play a critical role in preventing uncivil behaviors in the workplace. In Indiana, it is common for schools to have formal policies on general staff conduct, including uncivil behaviors and harassment. These policies are developed on the basis of the employer's obligation to create and maintain a safe and healthy work environment. However, the actual application and enforcement of such policies appear to be largely at the discretion of the leadership team of each school district.

The findings have important implications for organizational retention practices. Managers should be aware of the buffering effect of work engagement on the uncivil behaviors-turnover intention link and devise strategies for enhancing the vigor and dedication of employees and

addressing acts of person and work-related uncivil behaviors in the work environment.

Administrators evaluating their leadership skills and making an effort to avoid managing styles that decrease teacher's intrinsic motivation could go a long way in improving teacher retention, teacher performance, and student performance. The findings suggest that addressing work-related negative acts that deter productivity and work performance (e.g., unreasonable deadlines or impractical workloads, extreme inspection of assignments, or the allocation of insignificant tasks or being given no responsibilities; Einarsen et al., 2009) and negative behavior aimed at individuals' person (e.g., offensive comments, excessive bantering, spreading gossip or rumors, incessant disapproval, and psychological threats: Einarsen et al., 2009) may help to increase the vigor and dedication (work engagement) of employees, in turn may help to reduce their turnover intentions. Research indicates that employees who perceive their general work environment as supportive and safe and feel protected by management tend to experience increased levels of engagement (Wollard, Shuck, & Reio, 2011). Establishing a fair and supportive work culture, building trust among culturally diverse groups and leaders, aligning job roles with the organization's vision and mission, offering employees more autonomy to do their work, and supporting their career development generally help to strengthen the energetic connection between the individual and the job within the organization which may result in higher levels of vigor and dedication (Albrecht, Albrecht, & Cohen, 2012).

### **Recommendations for Future Study**

On the basis of the results of the present study, there are several other promising avenues for future research.

1. Examine the effect of supervisors on employees' need fulfillment against the background of other factors.

2. Unravelling the effects of different organizational factors may provide valuable insights into their relative importance for basic need fulfillment.
3. Further examine the relationship of intrinsically and extrinsically motivating processes for effective leadership support. Given that extrinsic rewards and intrinsic motivation are often seen as antagonists, investigating these practices might make a significant contribution to the understanding of teacher turnover.
4. Uncivil behaviors should be examined longitudinally to take into account the effect of sustained mistreatment.

### **Limitations and Threats to Validity**

The researcher identified six limitations and/or threats to validity based on the results of the research study.

1. A primary limitation would be the small sample size. The small sample size may increase the likelihood of a Type II error. Additionally, significant differences among values are not always detected in a limited sample size.
2. The self-report nature of the questionnaires and convenience sampling method could also give rise to concerns about common method bias as a potential threat to the findings. However, the anonymity of responses and assurance that the research would only be used for research purposes may have diminished this risk.
3. The use of the words “collegial interactions” and “turnover intentions” may have caused biases to occur in the form of pressure from colleagues or administrators to report a positive culture or the unwillingness to identify as a victim of negative acts.
4. The timing of the study may have affected its results. The data measure respondent’s perceptions at a particular moment in time. Participants were invited to participate just after an extended break for the holidays. The stress respondents experienced returning to school may have impacted their perceptions and dissatisfaction response behaviors. Moment in time events and circumstances may be mitigated by longitudinal data. Longitudinal studies could also investigate the role of external factors (i.e., the sociopolitical business climate) on perceptions of uncivil behaviors, leadership support, job satisfaction, and turnover intention.
5. While the design of this study was quantitative perhaps a mixed methods study would have been a more applicable methodology. Mixed methods give a voice to study participants and ensure that study findings are grounded in participants’ experiences. Although there was an option for participants to comment at the end of the survey, very few comments were relative to negative acts, job satisfaction, leadership support, or turnover intentions.

6. The researcher did not provide the respondents' an incentive to complete the survey. This may have prevented an increased number of teachers' from participating in this study.

In spite of these limitations, the study findings added important new insights regarding the role of work engagement in the uncivil behaviors-turnover relation. The research findings corroborate the importance of work engagement in lowering turnover intention and the negative effect of uncivil behaviors on employees' engagement and intention to leave. The findings added important new insights to the engagement and retention literature by providing empirical evidence that alludes to the importance of enhancing employees' vigor and dedication in order to buffer the negative effect of uncivil behaviors on employees' turnover intention. Understanding the role of work engagement in impairing the negative effect of uncivil behaviors behavior on turnover intention is important for talent retention and business performance strategies in the current turbulent business climate.

## **Conclusion**

The findings within this research appropriately answered the four research questions that guided this study:

1. To what extent are Indiana K-12 teachers perceivably exposed to teacher-to-teacher uncivil behaviors as identified by the NAQ-R?
2. What is the strength of the relationship between the perceptions of teacher-to-teacher uncivil behaviors and teacher job satisfaction?
3. What is the strength of the relationship between the perception of teacher-to-teacher uncivil behaviors and leadership support?
4. Is there a significant relationship between the perception of teacher-to-teacher uncivil behaviors, job satisfaction, and leadership support (predictors) and teacher turnover (outcome)?



You can't cure an illness if you start with the wrong diagnosis. Calling a lack of highly qualified professionals a "teacher shortage" implies that there are not enough qualified people to fill the teacher vacancies decimating our country. Previous treatments to the teacher crisis have only been Band-Aids covering a deeper, festering wound. But if we assume there are plenty of qualified people who could choose to enter a classroom, and stay there for a career, then we realize that we're dealing with an entirely different contagion. Students who could choose to become teachers are choosing not to. Individuals who could choose to stay in the classroom are instead engaging in a mass evacuation and when the Band-Aid is ripped off, the real infection is revealed. That infection is how to attract and retain those highly-qualified people and one of the treatment plans is to meet their intrinsic needs.

Administrators should have a firm grasp on Self-Determination Theory as it is invaluable in the framework of optimal teacher performance, as well as job satisfaction. SDT is often applied to the workplace, and a very real link has been found between work environments that support the three basic needs (autonomy, competence, and relatedness) and constructive work-related results (Olafsen, 2016). The theory can help administrators understand how best to develop and engage their staff, and can help individuals recognize how they can be successful professionally. By improving school culture and climate, teachers feel as if they are supported by leaders and coworkers and, in turn, can make a difference in student achievement. Additionally, the NELP (2018) standards align to national leadership standards and greater emphasis is given to the leaders' responsibility for the well-being of students and staff as well as their role in working with others to create supportive and inclusive cultures in the district and schools.

This study was used to determine the relationship between teacher-to-teacher uncivil behaviors, job satisfaction, and leadership support on teacher turnover. Overall, the more support

a teacher receives from colleagues and administrators the more satisfied they are in their job and the less likely they are to leave. This examination adds the next brick to the empirical wall that could eventually support a focus on the understanding of intrinsic motivators as a policy lever for addressing teacher shortages. The correlations reported in this study corroborate that teachers who experience negative acts on a regular basis and have little leadership support tend to be more dissatisfied and plan to leave the teaching profession. Further examination of this relationship would add to and produce policies that support retention of highly-qualified teachers.

## REFERENCES

- Agervold, M. (2007). Bullying at work: A discussion of definitions and prevalence, based on an empirical study. *Scandinavian Journal of Psychology*, 48(2), 161-172.
- Albrecht, N., Albrecht, P., & Cohen, M. (2012). Mindfully teaching in the classroom: A literature review. *Australian Journal of Teacher Education*, 37(12), 15.
- Andrews, F., & Withey, S. (1976). *Social indicators of well-being: Americans' perceptions of life quality*. Plenum Press.
- Aquino, K., Grover, S. L., Bradfield, M., & Allen, D. G. (1999). The effects of negative affectivity, hierarchical status, and self-determination on workplace victimization. *Academy of Management Journal*, 42(3), 260-272.
- Archer, D. (1999). Exploring “bullying” culture in the para-military organisation. *International Journal of Manpower*, 20(1/2), 94-105.
- Baillien, E., De Cuyper, N., & De Witte, H. (2011). Job autonomy and workload as antecedents of workplace bullying: A two-wave test of Karasek's job demand control model for targets and perpetrators. *Journal of Occupational and Organizational Psychology*, 84(1), 191-208.
- Baillien, E., & De Witte, H. (2009). Why is organizational change related to workplace bullying? Role conflict and job insecurity as mediators. *Economic and Industrial Democracy*, 30(3), 348-371.
- Balko, K. A. (2013). *Experiences of incivility and ageism in currently enrolled RN to BS nursing students and their intent to quit*. (Publication No. 3603525) [Doctoral dissertation, Capella University]. ProQuest Dissertations Publishing.

- Bass, B. (1985). *Leadership and performance beyond expectations*. Free Press; Collier Macmillan.
- Baumeister, R., & Leary, M. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497-529.
- Baumeister, R., Brewer, L., Tice, D., & Twenge, J. (2007). Thwarting the need to belong: Understanding the interpersonal and inner effects of social exclusion. *Social and Personality Psychology Compass*, 1(1), 506-520.
- Berry, W. (1993). *Understanding regression assumptions* (Quantitative applications in the social sciences; no. 07-092). Sage Publications.
- Blanchard, C., Amiot, C., Perreault, S., Vallerand, R., & Provencher, P. (2009). Cohesiveness, coach's interpersonal style and psychological needs: Their effects on self-determination and athletes' subjective well-being. *Psychology of Sport & Exercise*, 10(5), 545-551.
- Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, 78(3), 367-409.
- Bowling, N. A., & Beehr, T. A. (2006). Workplace harassment from the victim's perspective: A theoretical model and meta-analysis. *Journal of Applied Psychology*, 91(5), 998.
- Brodsky, C. M. (1976). *The harassed worker*. Lexington Books.
- Bryk, A., Sebring, P., Allensworth, E., Luppescu, S., & Easton, J. (2010). *Organizing schools for improvement: Lessons from Chicago*. University of Chicago Press.
- Chang, Y., Leach, N., & Anderman, E. M. (2015). The role of perceived autonomy support in principals' affective organizational commitment and job satisfaction. *Social Psychology of Education*, 18(2), 315-336.

- Clapham, C., & Nicholson, J. (2014). *The Concise Oxford Dictionary of Mathematics* (5th ed.). Oxford University Press.
- Condition of education. (2015, May 29). *ED Review*. [https://link-gale-com.ezproxy.lib.purdue.edu/apps/doc/A418226940/PROF?u=purdue\\_main&sid=PROF&xid=87ca5b4f](https://link-gale-com.ezproxy.lib.purdue.edu/apps/doc/A418226940/PROF?u=purdue_main&sid=PROF&xid=87ca5b4f)
- Cogliser, C. C., & Schriesheim, C. A. (2000). Exploring work unit context and leader–member exchange: A multi-level perspective. *Journal of Organizational Behavior*, 21(5), 487-511.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of the tests. *Psychometrika*, 16, 297-334.
- Cui-Callahan, N. A. (2012). *An examination of job satisfaction among urban high school teachers*. (Publication No. 351178) [Doctoral dissertation, University of Nevada-Reno]. ProQuest Dissertations Publishing.
- DeCharms, R. (1968). *Personal causation, the internal affective determinants of behavior*. Academic Press.
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.  
doi:10.1207/S15327965PLI1104\_01
- Deci, E., & Ryan, R. (2002). *Handbook of self-determination research*. University of Rochester Press.

- Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology*, 49(3), 182-185.
- Dysvik, A., & Kuvaas, B. (2010). Exploring the relative and combined influence of mastery-approach goals and work intrinsic motivation on employee turnover intention. *Personnel Review*, 39(5), 622-638.
- De Vos, Jaqueline. (2013). *Teachers' experiences of workplace bullying and its effects on health: Developing a multi-level intervention programme*. [Doctoral dissertation, North-West University]. ProQuest Dissertations Publishing.
- De Wet, C. (2010). Victims of educator-targeted uncivil behaviors: A qualitative study. *South African Journal of Education*, 30(2), 189-201.
- Dickson, M., Den Hartog, D., & Mitchelson, J. (2003). Research on leadership in a cross-cultural context: Making progress, and raising new questions. *The Leadership Quarterly*, 14(6), 729-768.
- Dominick, B. (2018). *Preventing workplace harassment in a #MeToo world: A guide to cultivating a harassment-free culture*. Society for Human Resource Management.
- Einarsen, S. (2000). Harassment and uncivil behaviors at work: A review of the Scandinavian approach. *Aggression and Violent Behavior*, 5(4), 379-401.
- Einarsen, S. (2010). *Bullying and harassment in the workplace developments in theory, research, and practice* (2nd ed.). CRC Press.
- Einarsen, S., Raknes, B. R. I., & Matthiesen, S. B. (1994). Bullying and harassment at work and their relationships to work environment quality: An exploratory study. *European Journal of Work and Organizational Psychology*, 4(4), 381-401.

- Einarsen, S., Hoel, H., & Notelaers, G. (2009). Measuring exposure to bullying and harassment at work: Validity, factor structure and psychometric properties of the Negative Acts Questionnaire-Revised. *Work & Stress*, 23(1), 24-44.
- Einarsen, S., & Skogstad, A. (1996). Bullying at work: Epidemiological findings in public and private organizations. *European Journal of Work and Organizational Psychology*, 5(2), 185-201.
- Feng, L. (2005). *Hire today, gone tomorrow: The determinants of attrition among public school teachers*. (Publication No. 493836) [Doctoral dissertation, Florida State University]. ProQuest Dissertations Publishing.
- Filak, V., & Sheldon, K. (2008). Teacher support, student motivation, student need satisfaction, and college teacher course evaluations: Testing a sequential path model. *Educational Psychology*, 28(6), 711-724
- Folk, W. (2015). *Teacher self-efficacy, teacher attitudes about reform accountability measures, and teacher burnout*. (Publication No. 10096839) [Doctoral dissertation, Purdue University]. ProQuest Dissertations Publishing.
- Fox, S., & Stallworth, L. E. (2010). The battered apple: An application of stressor-emotion-control/support theory to teachers' experience of violence and uncivil behaviors. *Human Relations*, 63(7), 927-954.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education*. New York: McGraw-Hill Humanities/Social Sciences/Languages.
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331-362.

- Gall, M., Borg, J., & Borg, W. (2007). *Educational research: An introduction* (8th ed.). Pearson/Allyn & Bacon.
- Garcia, E., Weiss, E. (2019). *The teacher shortage is real, large and growing, and worse than we thought*. Economic Policy Institute. <https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report-in-the-perfect-storm-in-the-teacher-labor-market-series/>
- Gerstner, C., & Day, D. (1997). Meta-analytic review of leader–member exchange theory: Correlates and construct issues. *Journal of Applied Psychology*, 82(6), 827.
- George, D., & Mallery, P. (2019). *IBM SPSS statistics 25 step by step: A simple guide and reference* (15th ed.). Routledge.
- Goldhaber, D., Grout, C., Holden, K., & Brown, N. (2015). *Cross-state mobility of the teacher workforce: A descriptive portrait*. (CEDR working paper. WP #2015-5). <https://search.proquest.com/docview/1913348419?accountid=13360>
- Gonzalez, L., Brown, M. S., & Slate, J. R. (2008). Teachers who left the teaching profession: a qualitative understanding. *The Qualitative Report*, 13(1), 1-11. [https://link-gale-com.ezproxy.lib.purdue.edu/apps/doc/A178945949/AONE?u=purdue\\_main&sid=AONE&xid=3b83cdb0](https://link-gale-com.ezproxy.lib.purdue.edu/apps/doc/A178945949/AONE?u=purdue_main&sid=AONE&xid=3b83cdb0)
- Goodlad, J. (1984). *A place called school. Prospects for the future*. McGraw-Hill Book Company.
- Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership Quarterly*, 6(2), 219-247.



- Gruber, J., & Fineran, S. (2007). The impact of bullying and sexual harassment on middle and high school girls. *Violence Against Women*, 13(6), 627-643.
- Guarino, C. M., Santibanez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208.
- Guha, R., Hyler, M., & Darling-Hammond, L. (2017). The teacher residency: A practical path to recruitment and retention. *The Education Digest*, 83(2), 38-45.
- Hair, J. (2006). *Multivariate data analysis* (6th ed.). Pearson Prentice Hall.
- Hall, B. W., & Carroll, D. (1987). Teachers at risk: A profile of the teacher predisposed to quit. *Florida Journal of Educational Research*, 29(1), 55-72.
- Halpert, M. A. (2011). *Factors affecting teacher satisfaction in an urban school district*. (Publication No. 3449179) [Doctoral dissertation, Arizona State University]. ProQuest Dissertations Publishing.
- Harris, D. N., & Adams, S. J. (2007). Understanding the level and causes of teacher turnover: A comparison with other professions. *Economics of Education Review*, 26(3), 325-337.
- Hasty, R. E. (2007). *Teacher attrition: The relationship between teachers' stress and their intentions to leave their current positions*. (Unpublished doctoral dissertation). University of Phoenix.
- Hauge, L. J., Skogstad, A., & Einarsen, S. (2010). The relative impact of workplace bullying as a social stressor at work. *Scandinavian Journal of Psychology*, 51(5), 426-433.

- , M. (2014). *On the path to equity: Improving the effectiveness of beginning teachers* [PDF]. Alliance for Excellent Education.  
<https://mk0all4edorgjxiy8xf9.kinstacdn.com/wp-content/uploads/2014/07/PathToEquity.pdf>
- Henderson, S. (2014) *Factors that influence special education teacher retention*. (Publication No. 3618670) [Doctoral dissertation, Lindenwood University]. ProQuest Dissertations Publishing.
- Hodgins, M., MacCurtain, S., & Mannix-McNamara, P. (2014). Workplace bullying and incivility: a systematic review of interventions. *International Journal of Workplace Health Management*, 7(1), 54-72.
- Hoel, H., & Cooper, C. L. (2000). *Destructive conflict and bullying at work* [PDF]. Manchester School of Management.  
<http://www.bollettinoadapt.it/old/files/document/19764Destructiveconfl.pdf>
- Hoel, H. and Giga, S.I. (2006). *Destructive interpersonal conflict in the workplace: The effectiveness of management interventions*. (Publication No. 1077273) [Doctoral dissertation, Manchester Business School]. ProQuest Dissertations Publishing.
- Howell, D. (2013). *Statistical methods for psychology* (8th ed.). Wadsworth Cengage Learning.
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational Leadership*, 60(8), 30-33.

- Indiana Department of Education. (2018). *Panorama teacher survey. 2018 Statewide teacher survey* [PDF]. <https://www.doe.in.gov/sites/default/files/effectiveness/2018-indiana-teacher-survey-results.pdf>
- Johnson, S. (2018). *These states are leveraging Title II of ESSA to modernize and elevate the teaching profession* [PDF]. Center for American Progress.  
<https://cdn.americanprogress.org/content/uploads/2018/02/02103704/StatesLeveragingESSA-brief.pdf>
- Jungert, T. (2018). How colleagues can support each other's needs and motivation: An intervention on employee work motivation. *Applied Psychology: An International Review*, 67(1), 3-30.
- Kautz, T., & Ross, C. (2019). *Developing school climate surveys for statewide accountability in Maryland*. Regional Education Laboratory Program.  
<https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Blog/Post/16>
- Kelly, S. (2004). An event history analysis of teacher attrition: Salary, teacher tracking, and socially disadvantaged schools. *The Journal of Experimental Education*, 72(3), 195-220.
- Kena, G., Aud, Johnson, Wang, Zhang, Rathbun, A., Zhang, J., (2014). *The Condition of Education 2014* [PDF]. (NCES 2014-083) U.S. Department of Education, National Center for Education Statistics, Washington, DC.  
<https://nces.ed.gov/pubs2014/2014083.pdf>
- Kena, G., Musu-Gillette, L., Robinson, J., Wang, X., Rathbun, A., Zhang, J., Wilkinson-Flicker, S., Barmer, A., and Dunlop Velez, E. (2015). *The Condition of Education 2015* (NCES 2015-144) [PDF]. U.S. Department of Education, National Center for Education Statistics. Washington, DC. <https://nces.ed.gov/pubs2015/2015144.pdf>

- Kõiv, K. (2015). Changes over a ten-year interval in the prevalence of teacher targeted uncivil behaviors. *Procedia-Social and Behavioral Sciences*, 171, 126-133.
- Kosciw, J., Greytak, E., Giga, N., Villenas, C., Danischewski, D., & Gay, L. (2016). *Gay, Lesbian and Straight Education Network (GLSEN)* [PDF]. Gay, Lesbian and Straight Education Network (GLSEN). <https://www.glsen.org/sites/default/files/2019-10/GLSEN-2017-National-School-Climate-Survey-NSCS-Full-Report.pdf>
- Kovjanic, S., Schuh, S., Jonas, K., Quaquebeke, N., & Dick, R. (2012). How do transformational leaders foster positive employee outcomes? A self-determination-based analysis of employees' needs as mediating links. *Journal of Organizational Behavior*, 33(8), 1031-1052.
- Ladd, H. (2011). Teachers' perceptions their working conditions: How predictive of planned and actual teacher movement? *Educational Evaluation and Policy Analysis*, 33(2), 235-261.
- Larwood, L., & Paje, V. (2004). Teacher stress and burnout in deaf education. *Academic Exchange Quarterly*, 8(3), 261-265.
- Leedy, P., & Ormrod, J. (2019). *Practical research: Planning and design* (12th Edition). Pearson.
- Leymann, H. (1990). Mobbing and psychological terror at workplaces. *Violence and Victims*, 5(2), 119-126.
- Leymann, H. (1996). The content and development of mobbing at work. *European Journal of Work and Organizational Psychology*, 5(2), 165-184.
- Li, Y., & Ahlstrom, D. (2016). Emotional stability: A new construct and its implications for individual behavior in organizations. *Asia Pacific Journal of Management*, 33(1), 1-28.

- Liefooghe, A. P., & Mac Davey, K. (2010). Accounts of uncivil behaviors: The role of the organization. *European Journal of Work and Organizational Psychology, 10*(4), 375-392.
- Liu, X. S., & Meyer, J. P. (2005). Teachers' perceptions of their jobs: A multilevel analysis of the teacher follow-up survey for 1994-95. *Teachers College Record, 107*(5), 985-1003.
- Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education, 80*(3), 44-70.
- Locke, E. (1969). What is job satisfaction? *Organizational Behavior and Human Performance, 4*(4), 309-336.
- Lutgen-Sandvik, P., Tracy, S. J., & Alberts, J. K. (2007). Burned by bullying in the American workplace: Prevalence, perception, degree and impact. *Journal of Management Studies, 44*(6), 837-862.
- Malahy, S. (2015). *Workplace bullying: Teacher-to-teacher*. (Publication No. 3739757) [Doctoral dissertation, Western Illinois University]. ProQuest Dissertations Publishing.
- McCormick, J. (2018). *State template for the consolidated state plan under the every student succeeds act* [PDF]. Indiana Department of Education.  
<https://www.doe.in.gov/sites/default/files/essa/essa-plan-revisions.pdf>
- Meador, J. L. (2001). *Job satisfaction, perceived organizational support, and organizational commitment: Implications for teacher turnover in small rural schools*. (Publication No. 3023446) [Doctoral dissertation, Austin State University]. ProQuest Dissertations Publishing.
- Meyer, J. P. (2013). The science–practice gap and employee engagement: It’s a matter of principle. *Canadian Psychology, 54*(4), 235.

- Mobley, W. H., Horner, S. O., & Hollingsworth, A. T. (1978). An evaluation of precursors of hospital employee turnover. *Journal of Applied Psychology*, 63(4), 408.
- Halford, J. M. (1998). Easing the way for new teachers. *Educational Leadership*, 55(5), 33-36.
- Mowday, R. T., Koberg, C. S., & McArthur, A. W. (1984). The psychology of the withdrawal process: A cross-validation test of Mobley's intermediate linkages model of turnover in two samples. *Academy of Management Journal*, 27(1), 79-94.
- Monks, C. P., Smith, P. K., Naylor, P., Barter, C., Ireland, J. L., & Coyne, I. (2009). Bullying in different contexts: Commonalities, differences and the role of theory. *Aggression and Violent Behavior*, 14(2), 146-156.
- Mosadeghrad, A. M., & Ferdosi, M. (2013). Leadership, job satisfaction and organizational commitment in healthcare sector: Proposing and testing a model. *Materia Socio-medica*, 25(2), 121.
- Namie, G. (2003). Workplace bullying: Escalated incivility. *Ivey Business Journal*.  
<https://iveybusinessjournal.com/publication/workplace-bullying-escalated-incivility/>
- Namie, G., Christensen, D., & Phillips, D. (2014). *WBI US workplace bullying survey*. Workplace Bullying Institute.
- National Policy Board for Educational Administration. (2018). *National Educational Leadership Preparation (NELP) Program Recognition Standards: Building Level* [PDF].  
<http://3f17112qoj4l3y6ep2tqpwwr.wengine.netdna-cdn.com/wpcontent/uploads/2018/10/NELP-Building-Standards.pdf>
- Notelaers, G., & Einarsen, S. (2013). The world turns at 33 and 45: Defining simple cutoff scores for the Negative Acts Questionnaire-Revised in a representative sample. *European Journal of Work and Organizational Psychology*, 22(6), 670-682.

- Notelaers, G., De Witte, H., & Einarsen, S. (2010). A job characteristics approach to explain workplace bullying. *European Journal of Work and Organizational Psychology, 19*(4), 487-504.
- Olafsen, A. H. (2016). The implications of need-satisfying work climates on state mindfulness in a longitudinal analysis of work outcomes. *Motivation and Emotion, 41*(1), 22-37.
- Ost, B., & Schiman, J. (2015). Grade-specific experience, grade reassignments, and teacher turnover. *Economics of Education Review, 46*(C), 112-126.
- Otto, S., & Arnold, M. (2005). A study of experienced special education teachers' perceptions of administrative support. *College Student Journal, 39*(2), 253.
- Patrick, H., Knee, C., Canevello, A., & Lonsbary, C. (2007). The Role of Need Fulfillment in Relationship Functioning and Well-Being: A Self-Determination Theory Perspective. *Journal of Personality and Social Psychology, 92*(3), 434-457.
- Peterson, J., & Ray, K. (2006). Bullying and the gifted: Victims, perpetrators, prevalence, and effects. *Gifted Child Quarterly, 50*(2), 148-168.
- Powell, J. (2013). *Workplace Incivility in public education*. (Publication No. AAI3531427) [Doctoral dissertation, University of Louisville]. ProQuest Dissertations Publishing.
- Power, R. L. (2013). Leader-member exchange theory in higher and distance education. *The International Review of Research in Open and Distributed Learning, 14*(4), 277-284.
- Quine, L. (2001). Workplace Bullying in Nurses. *Journal of Health Psychology, 6*(1), 73-84.
- Randall, P. W. (2019). *Teacher stress in rural schools: A phenomenological study on stress and its effect on teacher-perceived physical and mental well-being*. (Publication No. 13885013). [Doctoral Dissertation, Northwest Nazarene University]. ProQuest Dissertations Publishing.

- Rayner, C. (1997). The incidence of workplace bullying. *Journal of Community & Applied Social Psychology*, 7(3), 199-208.
- Rentsch, J. R., & Steel, R. P. (1992). Construct and concurrent validation of the Andrews and Withey Job Satisfaction Questionnaire. *Educational and Psychological Measurement*, 52(2), 357-367.
- Robinson, S. G. (1998). *Diversifying supervision for maximum professional growth: Is a well-supervised teacher a satisfied teacher?* [Doctoral dissertation, University of Southern Mississippi]. ProQuest Dissertations Publishing.
- Ronfeldt, M., & McQueen, K. (2017). Does new teacher induction really improve retention? *Journal of Teacher Education*, 68(4), 394-410.
- Rossiter, L., & Sochos, A. (2018). Workplace bullying and burnout: The moderating effects of social support. *Journal of Aggression, Maltreatment & Trauma*, 27(4), 386-408.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68.
- Ryan, R., & Deci, E. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. The Guilford Press.
- Salin, D. (2003). Ways of explaining workplace bullying: A review of enabling, motivating and precipitating structures and processes in the work environment. *Human Relations*, 56(10), 1213-1232.
- Schein, E., & Schein, P. (2017). *Organizational culture and leadership* (5th ed.). Wiley.



- Shead, L. (2010). *An investigation of the relationship between teachers' ratings of their principals' leadership style and teachers' job satisfaction in public education*. (Publication No. AAI3421740) [Doctoral dissertation, Our Lady of the Lake University]. ProQuest Dissertations Publishing.
- Sorensen, L. C., & Ladd, H. F. (2020). The hidden costs of teacher turnover. *AERA Open*, 6(1), 1-24. <https://doi.org/10.1177/2332858420905812>
- Stringer, L. (2006). The link between the quality of the supervisor–employee relationship and the level of the employee's job satisfaction. *Public Organization Review*, 6(2), 125-142.
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.* Learning Policy Institute. <https://learningpolicyinstitute.org/product/coming-crisis-teaching>
- Tek, B. (2014). *An investigation of the relationship between school leadership, teacher job satisfaction, and student achievement*. (Publication No. 3619485) [Doctoral dissertation, University of Rhode Island]. ProQuest Dissertations Publishing.
- Trace, N. (2016). *The relationship among teacher job satisfaction, trust in the principal, and principal support*. (Publication No. 10111571) [Doctoral dissertation, The College of William and Mary]. ProQuest Dissertations Publishing.
- Tickle, B. R. (2008). *Public school teachers' perceptions of administrative support and its mediating effect on their job satisfaction and intent to stay in teaching*. (Publication No. DP19562) [Doctoral dissertation, Virginia Polytechnic Institute and State University]. ProQuest Dissertations Publishing.

- Thornton, B., Peltier, G., & Medina, R. (2007). Reducing the Special Education Teacher Shortage. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 80(5), 233-238.
- Tye, B. B., & O'Brien, L. (2002). Why are experienced teachers leaving the profession? *Phi Delta Kappan*, 84(1), 24-32.
- Van Maele, D., & Van Houtte, M. (2012). The role of teacher and faculty trust in forming teachers' job satisfaction: Do years of experience make a difference? *Teaching and Teacher Education*, 28(6), 879-889.
- Vartia, M. (1996). The sources of bullying—psychological work environment and organizational climate. *European Journal of Work and Organizational Psychology*, 5(2), 203-214.
- Vie, T., Glasø, L., & Einarsen, S. (2012). How does it feel? Workplace bullying, emotions and musculoskeletal complaints. *Scandinavian Journal of Psychology*, 53(2), 165-173.
- Villagómez, A., Easton-Brooks, D., Gomez, K., Lubbes, T., & Johnson, K. (2016). Oregon Teacher Pathway: Responding to National Trends. *Equity & Excellence in Education: Critical Issues in the Preparation, Support, and Retention of Teachers of Color*, 49(1), 100-114.
- Vukelić, M., Čizmić, S., & Petrović, I. B. (2019). Acceptance of workplace bullying behaviors and job satisfaction: Moderated mediation analysis with coping self-efficacy and exposure to bullying. *Psychological Reports*, 122(5), 1883-1906. <https://doi.org/10.1177/0033294118793985>.
- White, R. W. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*, 66(5), 297.

Wollard, K., Shuck, B., & Reio, T. (2011). Antecedents to employee engagement: A structured review of the literature. *Advances in Developing Human Resources*, 13(4), 429-446.

Wu, V., & Short, P. M. (1996). The relationship of empowerment to teacher job commitment and job satisfaction. *Journal of Instructional Psychology*, 23(1), 85-89.

<http://psycnet.apa.org/record/1996-06051-013>

## **APPENDIX A**

### **Demographic Items**

1. What is your gender?
2. What grade do you currently teach?
3. How long (in years) have you been teaching?
4. How many schools have you taught at during your career?

## APPENDIX B

### Negative Acts Questionnaire Revised (NAQ-R) Items

Below are 22 items which relate to your interactions with *a colleague (not a supervisor)* during the school year. Read each item carefully and choose 1=“Never,” 2=“Occasionally,” 3=“Monthly,” 4=“Weekly,” or 5=“Daily” to represent your opinion.

#### Work-related Items

1. Someone withholding information which affects your performance.
2. Being ordered to do work below your level of competence.
3. Having your opinions ignored.
4. Being given tasks with unreasonable deadlines.
5. Excessive monitoring of your work.
6. Pressure not to claim something to which by right you are entitled (e.g. leave, expenses).
7. Being exposed to an unmanageable workload.

#### Person-related Items

8. Being humiliated or ridiculed in connection with your work.
9. Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks.
10. Spreading of gossip and rumors about you.
11. Being ignored or excluded.
12. Having insulting or offensive remarks made about your person, attitudes or your private life.
13. Hints or signals from others that you should quit your job.
14. Repeated reminders of your errors or mistakes.
15. Being ignored or facing a hostile reaction when you approach.
16. Persistent criticism of your errors or mistakes.
17. Practical jokes carried out by people you don't get along with.
18. Having allegations made against you.
19. Being the subject of excessive teasing and sarcasm.

#### Physical Intimidation Items

20. Being shouted at or being the target of spontaneous anger.
21. Intimidating behaviors such as finger--pointing, invasion of personal space, shoving, blocking your way.
22. Threats of violence or physical abuse or actual abuse.

## **APPENDIX C**

### **Andrews and Withey Job Satisfaction (JSS) Items**

Below are 5 items which related the degree to which you are satisfied with various aspects of your job. Read each item carefully and choose “Terrible (1)” to “Delighted (7)” to represent your opinion.

1. How do you feel about your job?
2. How do you feel about the people you work with-your co-workers?
3. How do you feel about the work you do on your job-the work itself?
4. What is it like where you work-the physical surroundings, the hours, the amount of work you are asked to do?
5. How do you feel about what you have available for doing your job -I mean equipment, information, good supervision, and so on?

## APPENDIX D

### Leader-Member Exchange (LMX) Items

Below are 7 items which related the degree to which you are satisfied with various aspects of your manager (i.e. supervisor) as *related to your interactions with colleagues*. Read each item carefully and choose “Rarely or None, a 1 on the scale; Occasionally or A little, equaling 2 on the scale; Sometimes or Moderately, a 3 on scale; Fairly often or Mostly, a 4 on the scale; Very Often or Fully, a 5 on the scale (1)” to best represent your opinion.

1. How well do you feel that your manager (i.e. supervisor) understands your problems and needs?
2. How well do you feel that your manager (i.e. supervisor) recognizes your potential?
3. Regardless of how much formal authority your manager (i.e. supervisor) has built into his/her position, what are the chances that he/she would be personally inclined to use power to help you solve problems in your work?
4. Again, regardless of the amount of formal authority your manager (i.e. supervisor) has, to what extent can you count on him/her to “bail you out” at his/her expense when you really need it?
5. How would you characterize your working relationship with your manger (i.e. supervisor)?
6. My manager (i.e. supervisor) has enough confidence in me that he/she would defend and justify my decisions if I am not present to do so.
7. Do you know where you stand... do you know how satisfied your manager (i.e. supervisor) is with what you do?

## **APPENDIX E**

### **Turnover Cognition (TCS) Items**

Below are 5 items which related to your employment intentions. Read each item carefully and choose “Strongly disagree (1)” to “Strongly agree” (5) to best represent your opinion.

1. I will probably look for a new job in the near future.
2. At the present time, I am actively searching for another job in a different organization.
3. I do not intend to quit my job.
4. It is unlikely that I will actively look for a different organization to work for in the next year.
5. I am not thinking about quitting my job at the present time.



## APPENDIX F

### Superintendent Permission Email

(Day, Date, Month, Year)

Dear (Superintendent Name):

My name is Melissa Kirk-Miller and I am an educator in Northwest Indiana. I am also a doctoral candidate at Purdue University working with Dr. Marilyn Hirth in the College of Education. For my dissertation, I am researching the link between collegial interactions, job satisfaction, and leadership support on teacher turnover. A goal of the study is to survey certified kindergarten through twelfth-grade general education and special education teachers in order to build a better understanding of teacher turnover motivators in order to guide strategies to help address the teacher shortage epidemic.

I ask for your assistance in inviting certified kindergarten through twelfth-grade general education and special education teachers to participate in this study. The survey consists of four demographic questions followed by four measures totaling 39 questions. It will take an estimated 10 minutes to complete the study. The survey is anonymous, with no identifying information collected by the Qualtrics survey system.

With your permission, I will send the survey link to your building leaders to share with teachers in your district. I appreciate your time and assistance as I gather data to help retain excellent teachers for our children!

Should you have any questions about this research, please contact me at [melkirk@purdue.edu](mailto:melkirk@purdue.edu) or Dr. Hirth at [mahirth@purdue.edu](mailto:mahirth@purdue.edu).

Respectfully,

Melissa L. Kirk-Miller  
Doctoral Candidate  
Purdue University

Dr. Marilyn Hirth  
Associate Professor  
Purdue University

## APPENDIX G

### Teacher Survey Introduction

Thank you for participating in this dissertation research. My name is Melissa Kirk-Miller and I am an educator in Northwest Indiana. I am also a doctoral candidate at Purdue University working with Dr. Marilyn Hirth in the College of Education. After reviewing data from the Indiana Department of Education 2018 Statewide Teacher survey, I hope to build a better understanding of the motives which influence teacher attrition in order to help educational stakeholders identify strategies to retain qualified teachers.

This survey consists of four demographic questions followed by 39 additional questions regarding job satisfaction, leadership support, turnover intentions and your experience of negative interactions with colleagues (NOT supervisors). It will take you approximately 10 minutes to complete.

Your privacy is important!! This survey is anonymous, with no identifying information collected!! There are no known risks associated with your participation in this survey. *None of your individual responses will be shared with administrators.*

Your participation is completely voluntary and you may withdraw from the study at any time. If you have any questions, concerns, or complaints about this study, feel free to contact me at [melkirk@purdue.edu](mailto:melkirk@purdue.edu) or Dr. Marilyn Hirth at [mahirth@purdue.edu](mailto:mahirth@purdue.edu).

Although I am unable to compensate you for your time, please know that I appreciate your assistance as I gather data to help retain excellent teachers for our children! Thank you in advance.

Many Thanks!!

## APPENDIX H

### Principal Survey Permission Email

(Day, Date, Month, Year)

Dear (Principal Name):

My name is Melissa Kirk-Miller and I am an educator in Northwest Indiana. I am also a doctoral candidate at Purdue University working with Dr. Marilyn Hirth in the College of Education. For my dissertation, I am researching the link between collegial interactions, job satisfaction, and leadership support on teacher turnover. A goal of the study is to survey certified kindergarten through twelfth-grade general education and special education teachers in order to build a better understanding of teacher turnover motivators in order to guide strategies to help address the teacher shortage epidemic.

I ask for your assistance in inviting certified kindergarten through twelfth-grade general education and special education teachers to participate in this study. The survey consists of four demographic questions followed by four measures totaling 39 questions. It will take an estimated 10 minutes to complete the study. The survey is anonymous, with no identifying information collected by the Qualtrics survey system.

With your permission, I will send the survey link to you to share with teachers in your district. I appreciate your time and assistance as I gather data to help retain excellent teachers for our children!

Should you have any questions about this research, please contact me at [melkirk@purdue.edu](mailto:melkirk@purdue.edu) or Dr. Hirth at [mahirth@purdue.edu](mailto:mahirth@purdue.edu).

Respectfully,

Melissa L. Kirk-Miller  
Doctoral Candidate  
Purdue University

Dr. Marilyn Hirth  
Associate Professor  
Purdue University