

ORGANIZATIONAL CLIMATE, FACULTY TRUST:  
PREDICTING STUDENT BULLYING AN  
ELEMENTARY SCHOOL STUDY

by

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## ABSTRACT

Bullying is a serious problem among students. Research linking school climate and trust as to bullying is minimal. This study examined elements of school climate and trust in relation to bullying and protection using Hoy and Smith's (2004) climate study and Smith and Birney's (2005) trust study. Trust was found to be the significant predictor of bullying. As trust increased bullying decreased and teacher protection of bullied children increased.

Specifically, Hoy and Smith (2004) found achievement press and institutional vulnerability to be the most factors, in explaining student bullying, and teacher professional behavior was the most significant climate factor in explaining teacher protection. Smith and Birney (2005) found trust in clients the most significant finding in explaining student bullying and trust in colleagues the most significant finding in teacher protection. SES was negatively related to bullying but positively related to protection. The wealthier the school districts the less bullying and more teacher protection. In an extension of both the Hoy and Smith (2004) study, and the Smith and Birney (2005) trust study, the study reported here found that all aspects of climate were related to both bullying and protection but only collegial leadership had a unique relationship to the dependent variable.

This study found trust in clients and trust in the principal to be significantly related to bullying and protection with trust in clients being the most significant. SES was not a contributing factor; the absence of the SES relationship was probably due to a restriction of range in a homogeneous and small sample.

A total of 704 teachers were surveyed in a convenience sample of 29 elementary schools in the northern section of Alabama. Teachers' perceptions of climate, trust, and bullying were surveyed using the OCI, Omnibus T-Scale, and the Bully Index. SES percentages collected from state data on all elementary schools were used as a control variable to explore further relationships.

This study offers implications for practice. Trust in clients and trust in the principal played an important role in encouraging the faculty to protect students from intimidation, threat, and aggressive actions from their peers. Building trusting relationships with the principal, teachers, students, and parents, is very important. Principals and teachers must go out of their way to create a bond between students and parents. Principals need to ensure that teachers do not disassociate themselves from taking an active role to monitor, regulate, and confirm incidents of student aggression. This study reaffirms the crucial role school administrators have in building safe and trusting schools.

This study offers recommendations for future research. The two dimensions of student bullying and teacher protection need to be examined further in a variety of school environments if we are able to develop strategies to stop violence in schools. Including SES in a study sample can give insight to the socioeconomic and stability of the home as it relates to school bullying.

## DEDICATION

I would like to dedicate this study to my husband, father, mother, and sister who encouraged me throughout the dissertation process and to the many students who are bullied in school. My crusade to prevent bullying in school continues.

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## CHAPTER 1

### INTRODUCTION

Bullying is aggressive and unprovoked behavior that is intended to achieve dominance over others (Hoy & Smith, 2004; Olweus, 1993). Recent research (Hoy & Smith, 2004) has found a relationship between school climate, teacher protection, and bullying. The research proposed here intends to replicate Birney and Smith's (2005) findings of the relationship of trust to bullying and to extend the investigation by looking at the contribution that organizational climate makes to bullying. There is a gap in the literature explaining bullying that would be filled by considering trust and climate simultaneously in their link to bullying.

#### Background of the Study

Bullying is a problem that is causing worldwide attention. The problems of bullying and aggressive behavior in boys were first studied by Olweus (1977). He found in many schools, students bully, harass, and ridicule other students on a consistent basis. Bullying acts are often overlooked by educators and not handled in an appropriate manner. Olweus and scholars have addressed gender and peer victimization problems of bullying. However, researchers are often overlooking the organizational elements related to bullying. The Bandyopadhyay, Cornell, and Konold (2009) research raised a flag about the issue of bullying and was concerned about its effect on the school climate. There is a need for further study on the social elements that connect students, educators, and bullying. This investigation into the organizational aspects of school climate and trust can offer recommendations to create a positive school experience for students.

Social characteristics within the school climate influence the behavior of its members. School effectiveness is based on these interactions. Hoy and Smith (2004) considered how the climate of the school influences student bullying and teacher protection in their climate study. The degree of trust among students and faculty affects the atmosphere of the school environment. Smith and Birney (2005) examined how the perception of faculty trust and socioeconomic status (SES) influence student bullying and teacher protection. Clearly, there is a need for further research linking climate and trust to bullying.

### Need and Purpose

This study examined the social organizational processes associated with bullying in the school climate. Teacher perceptions of the school climate, trust, and bullying give insight into the organizational characteristics that explain bullying. The researcher replicated and extended the Smith and Hoy (2004) school climate study on analyzing bullying and protection and the Smith and Hoy (2005) trust study examining two aspects of bullying--student bullying and teacher protection.

The socioeconomic status of students is often used to isolate the effect of climate on other variables Hoy, Tarter, Kottkamp (1991). In this study, SES was a controlled variable to study the hypothesized relationships. No hypothesis concerning the relationship with SES was offered.

The study investigated the predictive relationship of academic press, institutional vulnerability, collegial leadership, and professional teacher behavior together with trust in the explanation of bullying and protection. The dependent variable bullying was subdivided into bullying and teacher protection. This formulation of bullying drew on Hoy and Smith. Finally, recommendations were offered to create a positive school climate eliminating bullying and

increasing protection. Smith and Birney extended the investigation into bullying and teacher protection by testing the relationship to trust to bullying and protection. The study at hand combined Hoy and Smith and Smith and Birney to clarify the relationships of climate and trust to bullying. Combining these studies extended the research into the organizational antecedent of both trust and protection.

The purpose of this study was first to look at the relationship of climate to bullying and protection. Second, the relationship of trust to bullying was analyzed. Third, both climate and trust were assessed in their prediction of bullying and protection. Suggestions based on the study that will reduce bullying were offered.

#### Definitions of Concepts

The study of how climate and trust variables work together to explain bullying requires an understanding of the following definitions:

*School climate*--school climate is the quality of the school environment that is experienced by school members. In addition it affects their behavior, and it is based on their collective perceptions of behavior in schools (Smith & Hoy, 2004). School climate was operationalized in this study with the OCI a 30-item instrument developed by Hoy and Smith (2004). School Climate has four subtests which are each taken individually in analyzing their connections to other variables. The subtests are:

*Institutional Vulnerability*--is the influence of outside factors upon the internal functioning of the school.

*Collegial Leadership*--is the interaction between the principal and teachers in pursuit of common goals.

*Teacher Professional Behavior*--is the interactions of faculty members in the daily operation of the school.

*Academic Press*--is the collaborative effort of all stakeholders to achieve to the highest possible degree the goals and objectives of the school.

*Trust*--“Trust is one party’s willingness to be vulnerable to another party because of confidence that the latter party is reliable, honest, competent, benevolent, and open” Hoy and Tschannen (p. 556). Trust was operationalized in this study by the Omnibus T-Scale, developed by Hoy & Tschannem-Moran (2003). This 26-item Likert-type instrument measures the collective perceptions of faculty trust in the school. In other words the instrument shows the New York relationship among colleagues, administrators, and clients in the perception of trust. Faculty trust has three subtests which are taken individually to analyze connections to other variables. The subtests are:

*Trust in colleagues*--Perception of faculty trust in the relationship of teachers to teachers.

*Trust in the principal*--is the belief that the principal will use his/her position to create a safe environment for students and faculty. Also the principal will work collaboratively with all stakeholders to create a caring supportive environment.

*Trust in clients*--is the belief that these stakeholders want a caring supportive environment and are willing to accomplish that goal.

*Bullying*--Student “bullying is unprovoked conscious and aggressive action by one or more students intended to achieve physical or psychological dominance over others through intimidation or threat” (Smith & Hoy, 2004, p. 472). Bullying is operationalized in this study by the Bully Index, a 13-item questionnaire developed by Smith and Hoy (2003). It explores two

factors of bullying: student bullying, which is the general degree of bullying in the school; and teacher protection, which measures teachers' general reaction to bullying behavior.

### Hypotheses

Hypothesis 1: Climate is related to bullying. The more collegial the leadership, the more professionally behaved the faculty, the greater the academic press, and the greater the institutional vulnerability, the less bullying and the greater the teacher protection.

Hypothesis 2: School trust is negatively related to student bullying and positively related to teacher protection.

Hypothesis 3: Climate and trust will be related.

Hypothesis 4: Climate and trust will collectively and individually contribute to an explanation of bullying and teacher protection.

### Sample

The scope of this study was a convenience sample of 29 elementary schools. Elementary schools were defined with grade configurations of K, K-2, K-4, 3-5, and K-5.

### Limitations

The following were limitations of the research findings of this study:

1. There was only a small portion of northern Alabama schools used in this study. A small sample limited the generalizability of the findings.

2. Among the threats to internal validity were errors in the measurement of the variables, how well the sample represented the universe, and the adequacy of the theory. There may be

sufficient error in the sample and measure or unknown variables not addressed by the theory that would limit the findings.

3. This study was limited to elementary schools.

4. This study attempted to control for SES, although free and reduced lunch percentages may not accurately tap SES.

5. This cross-sectional study provided only a snapshot of year-to-year perceptions regarding school trust and climate as it relates to student bullying and teacher protection. It did not account for change over time.

6. The findings were dependent on the voluntary compliance of teachers, and their accurate perceptions of the variables involved. Although we are confident in the reliability and validity of the measures, there is always the possibility of unanticipated error.

### Summary

This chapter provides background knowledge of bullying, climate, and trust. The purpose of the study was to investigate how organizational elements of climate and trust work together to explain bullying. Definitions of key concepts were provided. Hypotheses were constructed to test the theory that climate and trust would predict bullying and protection. An analysis of limitations was provided.

## CHAPTER 2

### REVIEW OF LITERATURE

#### Introduction

This chapter presents a research history of climate, trust, and bullying. A theoretical framework is predicted to explain how these variables work together. Finally, hypotheses that test the theory are presented.

#### Conceptual Framework

##### *Climate*

School climate is a concept that depicts the atmosphere of the school. School climate is experienced by teachers and administrators and describes their collective perceptions of routine behaviors that affect their behaviors and attitudes in the school (Hoy & Miskel, 2001). The behaviors of members of the school and the internal characteristics of the school distinguish one school from another. A number of instruments have been developed to view the organizational climate of schools based on two contemporary frameworks of personality and health (Halpin & Croft, 1963, Hoy & Sabo, 1998; Hoy, Tarter, & Kottkamp, 1991; Tarter, Bliss, & Hoy, 1990). The history of the development of the instruments and their relevance to climate studies offers a deeper understanding of school climate and its importance.

### *Differences between Climate and Culture*

Hoy, Tarter, and Kottkamp (1991) provided extensive knowledge into the research and measures of school climate. They first distinguished climate from culture along four dimensions; the foundational discipline, methodology, content, and level of abstraction.

	Climate	Culture
Discipline	Psychology & Social Psychology	Anthropology & Sociology
Method	Survey Research Multivariate Statistics	Ethnographic Techniques Linguistic Analysis
Content	Perceptions of Behavior Multivariate Statistics	Assumptions & Ideology Linguistic Analysis
Level of Abstraction	More Concrete	More Abstract

*Figure 1.* Hoy, Tarter, and Kottkamp's (1991) comparison of perspectives.

In this study, school climate was defined as the quality of the school environment that is experienced by school members. In addition, it affects their behavior, and it is based on their collective perceptions of behavior in schools (Hoy & Smith, 2004). Examining the climate of a school is analyzing the overall wellbeing of the interpersonal relationships that exist in an organization. Even though the two concepts might overlap, climate is more involved in generalizing the psychology of individual and groups across organizations. Culture uses such anthropological techniques as ethnography and linguistic analysis to provide a deep analysis of one organization or group. Climate studies tend to be starkly empirical and use multivariate statistics in the perception of organizational behavior. The consequence of these different approaches is that climate is a bit more concrete than culture. Thus, the study at hand looks at two important dimensions of organizational behavior-climate and trust-to predict bullying and protection. Scholars of climate use quantitative techniques and multivariate analyses to identify

patterns of perceived behavior in organizations. While climate could be used as a dependent or independent variable typically it is an independent variable that predicts other organizational properties (Hoy & Miskel, 2008).

Scholars of organizational culture use qualitative and ethnographic techniques of anthropology and sociology to study the character of the atmosphere of the organization. They focus on assumptions, values, and norms and study culture in a non-empirical fashion using interviews and participate in observations. An example of research in school culture is found in Okey and Cusick's (1995) study of attention between schools and lower class whites. Students from unstructured backgrounds had difficulty following traditional school rules and regulations. Students' inability to rise above generations of negative school attitudes and poor student performance dropped out of school. This information was gained through extensive interviews of the children and parents in one school thus, there were no empirical generalizations.

It is useful to keep the two perspectives of climate and culture separate because organizational climate and culture have different intellectual traditions. Because the study at hand tests a theory that climate and trust predict bullying and because it uses a starkly empirical methodology, it falls squarely into the tradition of climate studies.

### *Organizational Climate*

Organizational climate originated in the 1950s in the study of the work environments by scholars. Taguiri (1968) noted that climate is the quality of the school environment that is experienced by school members. Climate deals with patterns of relationships between individuals and groups in an organization. Individual perceptions of behavior in school can offer insight into the social system and cultural dimensions of an organization. Gilmer (1968) defined

organizational climate as those characteristics that distinguish the organizations from other organizations and influence the behavior of people in the organization.

Hoy and Sabo (1998), in their research, presented educational inquiry on the development of climate measures in order to set forth valid measures for studying the nature of middle schools. It combines two existing streams of inquiry climate-as-health and climate-as-openness into one concept which is called organizational climate.

Miles (1969) noted that the health of an organization depends on its ability to deal successfully with disruptive outside forces while effectively directing their energies toward the major goals of the organization. A healthy organization is able to continuously develop and expand its coping abilities. People like their jobs and have a positive attitude toward learning and growing. The daily operations of the school may be effective or ineffective, but in the long run, the outlook is good in healthy organizations. Feldman tried and failed to operationalize Mile's notion of health. Hoy and Feldman (1987) then drew on Parsonian theory to develop both concept and measure of health in the OHI, which is described below.

Hoy and Feldman (1987) defined a healthy school as one in which the technical, managerial, and institutional levels are in harmony and the school is able to successfully cope with disruptive outside interferences while directing its energies toward its goal. The OHI was constructed based on the Parsonian perspective. Items were generated and evaluated, a pilot study was performed to refine and reduce the structure of the OHI, and finally, the validity and reliability of the factor structure were evaluated. Items were written to measure the technical and managerial levels, as well as, institutional concerns. This pilot study contained 95 untested items. Three ways were used to refine the OHI. First, the criterion of simple structure was employed. Next, conceptual clarity and fit, and finally, items were eliminated based on the

internal consistency of the Cronbach's coefficient alpha. A series of exploratory factor analyses were performed, which reduced the number in half. Forty-four of the items remained in the OHI and defined dimensions of organizational health. The specification of the measure identified seven dimensions of organizational health; institutional integrity, principal influence, consideration, initiating structure, resource support, morale, and academic influence. A pilot study was performed and results strongly supported the factor structure. Adding the standard scores on the subtests indicate the higher the score, the healthier the school. Implications of the OHI research demonstrates that the healthier the organization the greater the degree of faculty trust, trust in the principal, trust in colleagues, and trust in the organization itself. It was determined that healthy school climates have open organizational climates.

In open climates, teachers and principals have authentic relationships with one another. The principal leads by example providing structure and direction as well as, support and consideration. Teachers work well together, are committed to achieving the goals of the school, and are dedicated to their students. Instructional and supplemental resources are readily available. Students are motivated to work hard and are respected by other students who achieve academically.

#### *OCDQ: Halpin and Croft*

The Organizational Climate Descriptive Questionnaire (OCDQ) was developed in 1963 by Halpin and Croft to study elementary school climates. The OCDQ was created to look at the teacher-teacher and teacher-principal interactions in school. It provided a framework and measure of the school climate for decades. The authors described organizational climate as the "personality" of the school and conceptualized it along a continuum of open to closed. The

research strategy behind Halpin and Croft's work focused on how each school differs in their "feel," the morale of the personnel, and the dynamic abilities of the principal. Halpin and Croft's (1963) conceptual definition of school climate was substantially revised by researchers to further study the organizational climate. The openness of organizational climate is measured by exploring open and authentic relationships between teachers and principals and among teachers themselves. Four to six dimensions of these relationships are measured by the OCDQ. The OCDQ has various versions having 34 (Hoy & Tarter, 1997) to 64 Likert-type items (Halpin & Croft, 1963). The open school is neither preoccupied with task achievement nor gratification, but both emerge freely (Hoy, Smith, & Sweetland, 2002). The health of an organization is also concerned with positive interpersonal dynamics between teachers and principals as well as among teachers. In addition, the framework considers the relationship between the school and students and the school and the community. The Organizational Health Inventory (OHI) is a 44-item scale developed by Hoy and Feldman in 1987 to measure the health of an organization. The instrument has three versions: elementary, middle, and high. Openness and health are different but their frameworks and measures overlap. Attempts to merge both the openness and health frames to a more parsimonious perspective of the workplace were completed.

#### *OHI and Feldman*

Hoy and Feldman (1987) developed a frame to measure the organizational health basing it on the following perspective. A healthy school climate has positive student, teacher, and administrator relationships. Teachers like their colleagues, their school, their job, and their students; and they are driven to acquire academic excellence. They believe in themselves, their students, and set high but achievable goals. Students work hard and respect others who do well

academically. Principal behavior is positive, friendly, and supportive. Principals set high expectations for teachers and go out of their way to help teachers. Healthy schools have good relationships with the community.

In 1961, Talcott Parsons outlined four problems schools must solve in order to be effective. Schools must accommodate to its environment, set and implement its goals, maintain a cohesive system, and create and preserve a distinctive culture. The following describes how scholars used Parson's perspective to examine the health of an organization.

A Parson's framework of organizational climate (Hoy, Smith, & Sweetland, 2002) inspired four properties of school climate to examine its relationship to trust. Climate itself has undergone substantial theoretical revision since the concept was introduced by Halpin and Croft 50 years ago in 1963. Parsons and his colleagues (1953) worked on ways to measure organizational effectiveness. They concluded that all organizations must solve the problems of (a) accommodating to their environment, (b) setting and implementing goals, (c) maintaining solidarity within the school, and (d) creating and preserving a unique value system. Healthy schools must meet these needs in order to be effective. Schools have three levels of control over needs--the technical (teaching and learning), managerial (internal administrative function of the organization), and institutional (connects the school with the environment). The Parsonian perspective provides a framework for school health where all three levels are working together to meet the needs of the school and coping with outside disruptive forces working toward a mission. Following the Parsonian perspective, the OHI for secondary schools was developed. The items were evaluated and refined using a factor structure and pilot study. The study led to the measure of seven dimensions of organizational health: institutional integrity, principal influence, initiating structure, resource support, morale, and academic emphasis. The measure

can be scored by adding the standard scores on the seven subsets, the higher the score, the healthier the school.

A healthy school exemplifies high institutional integrity and protects stakeholders from disruptive community and parental forces. The principal is a dynamic leader who is able to balance task-oriented and relational leadership. These qualities demand high standards of performance; and through the application of these standards, the principal is able to secure needed resources. Teachers are dedicated and committed to teaching. High and achievable goals are set for students who work hard and are motivated to do their school work, trust each other, and identify positively with the school.

An unhealthy school is characterized by being vulnerable to destructive outside forces. Teachers and administrators are bombarded by unreasonable parental demands. The school is without an effective principal. The principal provides little direction and exhibits no encouragement and support for teachers. Teachers do not feel good about their colleagues and are suspicious and defensive. Instructional materials are not available and there is little press for academic excellence. Both teachers and students take academics seriously. Students are ridiculed by their peers and viewed by their teachers as threats. The current notion of climate combines a Parsonian view of the interactions between the school and the community (institutional level), teachers and the principal (administrator level), teacher and teachers (teacher level), and teachers and students (student level) with an empirical subtest of the organization climate description questionnaire.

*OCI and OCDQ: Hoy and Sabo*

Hoy and Sabo (1998) decided to resolve some of the overlap of variables in the OHI and the OCDQ by refining both measures. They reduced the 12 subtests to 4 in the interest of conceptual simplicity and directness. All principal behavior from the OCDQ, including supportive, directive and restrictive behavior, combined on the construct *collegial leadership*. Teacher professionalism is made up of four subsets: collegial interactions, committed relationships, and disengaged teacher behavior from the OCDQ, and teacher affiliations from the OHI. Academic press is made up of principal influence and academic emphasis both from the OHI, and finally, environmental press, sometimes called institutional vulnerability, is from the institutional integrity subtest. This development led to all Organizational Climate Index or OCI variations and follows the pattern of Hoy and Sabo.

Hoy, Smith, and Sweetland (2002) believed that six subsets of the OCDQ and six aspects of the OHI could be reduced to measure four dimensions of climate: environmental press, collegial leadership, teacher professionalism, and academic press. Hoy and Sabo (1998) and Hoy, Hannum, and Tschannen-Moran (1998) focused on the middle school conducting climate research with the OCDQ and OHI measures. Hoy, Smith, and Sweetland (2002) were concerned with high schools and set out to assess the four aspects of climate using one concise climate measure referred to as the OCI.

Hoy, Hannum, and Tschannen-Moran (1998) and Hoy and Sabo (1998) reduced the six dimensions of the OCDQ and the six aspects of the OHI and developed the Organizational Climate Index (OCI). The OCI is a 30-item description questionnaire that measures four critical aspects of school climate: the relationship between the school and the community (institutional vulnerability); the relationship between the principal and teachers (collegial leadership); the

relationship among teachers (professional teacher behavior); and teacher, parental, and principal press for achievement (achievement press). Teachers respond to the OCI by indicating the extent to which each statement characterizes their school by circling the appropriate response of *rarely occurs*, *sometimes occurs*, *often occurs*, or *very frequently occurs*. Examples of the items include the following: (1) The principal treats all faculty members as his or her equal. (2) A few vocal parents can change school policy. (3) Teachers in this school exercise professional judgment. (4) Students try hard to improve on previous work.

Institutional vulnerability is the degree to which the school is exposed to outside pressure from vocal parents or citizens groups. Teachers and principals who are unprotected and put on the defensive indicate high vulnerability. Sample items: (1) School is vulnerable to outside pressures. (2) A few vocal parents can change school policy.

Collegial leadership is the principal's behavior toward the faculty and achieving the goals of the school. The principal sets clear teacher expectations and is open and friendly. Sample items: (1) Principal treats all faculty members as his or her equal. (2) The principal is willing to make changes.

Professional teacher behavior is the relationship of teacher to teacher. How well teachers get along with one another is measured by their level of respect for colleagues, their commitment to students, autonomous judgment, and cooperation and support of colleagues. Sample items: (1) Teachers respect the professional competence of their colleagues. (2) Teachers in this school exercise professional judgment.

Achievement press requires the school sets high, achievable goals and academic standards. Students work hard to achieve these goals. Both students and teachers respect students for their academic success. Pressure for high standards and school improvement is

applied by the parents, teachers, and the principal. Sample items: (1) Students try hard to improve on previous work. (2) Academic achievement is recognized and acknowledged by the school.

These reliable measures could be used by administrators across school levels to evaluate their school climate and address organizational improvement. An improved climate results in an increase in faculty commitment, trust and student achievement Hoy and Sabo (1998).

### *Hoy and Smith Bullying and Climate Study*

The organizational climate of a school can effect bullying. Hoy and Smith (2004) conducted a climate study of teachers' perceptions of student bullying along two dimensions: student bullying and teacher protection. Concerns about the social elements within the school climate and bullying have been noted by scholars Olweus (1993) and Whitney and Smith (1993). These concerns led Hoy and Smith to develop the following hypothesis for their study using a Parsonian framework. Climate was related to bullying. The more collegial the leadership, the more professionally behaved the faculty, the greater the academic emphasis, the greater the institutional vulnerability, the less bullying.

Correlations between the two dimensions of bullying and the four aspects of climate were tested to determine significance. Their findings concluded that student bullying was significantly related to achievement press, teacher professionalism, and collegial leadership of the principal. It was found the greater the achievement press, teacher professionalism, and collegial leadership, the less the degree of student bullying. It was also determined that the greater the degree of student bullying, the greater the institutional vulnerability. Only the professionalism of teachers was significantly related to teachers protecting students. The more

professional the teachers, the more inclined they were to protect students from bullying. A regression of each aspect of bullying and protection on elements of school climate was tested to determine a more refined view of relationships. The regressions demonstrated the climate variables of achievement press and institutional vulnerability were the best predictors of student bullying. The relationship with teacher protection was not significant. Only collegial leadership of the principal had a significant independent effect on teachers protecting students.

Hoy and Smith (2004) report there is significant student bullying in schools, teachers do not try to protect students as much as teachers thought they might. Teachers may not know how to handle student bullying, how to ask for support from the administration, or how to report and respond to bullying. Principals also face several dilemmas. They may not know what to do and they may have busy schedules that require much attention.

However, all principals want to say that teachers and administrators protect students. In addition, they also want to preserve the public perception of the school. As a result teachers and administrators do not always act aggressively to protect students from bullies. An explanation of why teachers and administrators cannot work together aggressively to confront bullying is needed.

In schools that have a high press for student achievement, bullying is not perceived as a problem. Student achievement had an independent influence on teacher perceptions of student bullying. Students who are engaged and active in student learning, as well as, achieving the goals of the school are less likely to participate in acts of bullying or student aggression Hoy and Smith (2004). This finding is encouraging, indicating that a positive climate where all students, teachers, and parents are pressing for student achievement breaks the cycle of bullying and negative social interaction.

The greater the institutional vulnerability of the school, the more likely a student is being bullied. If a child is being bullied at school, one of the child's parents is likely to be aggressive with the principal and teachers in the school, especially if the parent believes that school personnel are not protecting the child.

Surprisingly, the greater the collegial leadership the less teachers' protect students from student bullying. Hoy and Smith offer an explanation that teachers may be interested more in nurturing the relationship with the principal than with students. This explanation indicates that perhaps the principal needs to encourage more teacher involvement with students and student concerns than with administrative matters.

#### *Trust: Definition and Development*

The philosopher Annette Baier (1986) observed "trust, as the phenomenon we are so familiar with that we scarcely notice its presence and its variety" (p. 233). Trust is an essential element in an effective organization of which communication and cooperation are the basis for productive relationships. All individuals are dependant on others to behave according to common expectations and at the same time have confidence that those expectations of other people will be met (Tshannen-Moran & Hoy, 2000). Rotter (1967) asserted that much of the formal and informal learning that human beings acquire is based on the verbal and written statements of others, and what they learn must be significantly affected by the degree to which they believe their informants without independent evidence. A theoretical implication for schools in regard to trust and human learning is that teachers, parents, and students have a vested interest in developing high levels of trust. Trust can keep participants in a community or collective in line. It can be costly if trusting relationships between teachers are broken or

sabotaged. Such distrust makes it difficult for people to cooperate in accomplishing common goals. Teachers must trust students and parents in order to cooperate with them in accomplishing common goals. Schools play a special role in society and the relationships of trust in schools are vital.

The dynamics of trust and stages of its development, along with issues of betrayal, revenge, and rebuilding broken trust have been studied in organizations and schools. An empirical study of trust began in the late 1950s. In 1958, Morton Deutsch studied trust using games and people who did not know one another. He found that opponents discovered there was more potential gain when both players cooperated and worked together. Zand (1971) expanded on Deutsch's work by examining trust in the context of organizations. He defined trust as a

behavior that consisted of actions that increased one's vulnerability to another whose behavior was not under one's control in a situation in which the penalty (disutility) one suffered if the other abused that vulnerability was greater than the benefit (utility) one gained if the other did abuse that vulnerability. (Zand, 1971, p. 230)

In the late 1960s, Rotter (1967) was concerned with the disillusionment of young adults toward what they called "The establishment," and the apparent suspicion with which they regarded the institutions and authorities of society. He defined a trusted person as a specific judgment about their character.

Lewicki and Bunker (1996) maintained there are three levels of trust that can occur at different stages in a relationship. The first level is a temporary relationship relying on the assumption that the other party wants to maintain the relationship in expectations of not breaking the tie. This trust is called deterrence-based trust. Knowledge-based trust takes place as individuals get to know one another and are able to predict how others will behave. The key elements in the development of knowledge-based trust are communication. When examining the

dynamics of trust in schools, the social context of groups and subgroups needs to be explored. Networks of friendship may form on the basis of the level of interaction including grade level or subjects taught instructional strategies, veteran teachers or beginning teachers, ties with or against the principal, race, gender, and location in the building. The interactions of these groups can serve to build trust within the subgroup, but may be difficult for those who do not belong in the groups.

### *Hoy and Tschannen-Moran*

Hoy and Tschannen-Moran (1999) explored the key elements of trust. These elements of trust are important aspects of trust in schools. All of the aspects of trust work together and form the construct of trust. *Willingness to risk vulnerability* is that the interest of one party cannot be achieved without the reliance of another. Where there is no interdependence, there is no trust. Interdependence can be a result of vulnerability. Risk creates an opportunity for trust; therefore, trust is a willingness to be vulnerable under conditions of risk. *Confidence* is an individual's behavior or attitude in a situation of vulnerability. For example, when a parent leaves his/her child with a person, the parent does so with or without misgivings. However, anxiety may be a part of this action. *Benevolence* is one's wellbeing or the belief that something one cares about will be protected and not harmed by the trusted party. It is the assurance that the other will not be exploited because of one's vulnerability or taken advantage of if the opportunity should arise. *Reliability* is consistent behavior in which trust is predictable and one knows what to expect from others. For example, reliability is high when the principal can count on his or her teachers, and teachers can count on one another. There is a sense of confidence that one's needs are being met. *Competence* is demonstrating a level of skill in completing a task needed by

others. For example, a student of a new teacher is confident that the teacher wants the student to learn, but if the teacher is not skilled, the student will not have trust in the teacher. Also, the principal depends on others to meet deadlines, and to achieve the goals of the school. *Honesty* is the basis of a person's character. It involves integrity, and authenticity. Rotter (1967) defined trust as the expectancy that the word, promise, verbal, or written statement of another individual or group can be relied upon. An inherent part of trust is accepting responsibility for one's own actions and avoiding distorting the truth or blaming others. *Openness* is the extent to which relevant information is not withheld or a process by which people make themselves vulnerable to others by sharing personal information. People feel confident that information will not be exploited and are confident in return. People are not suspicious of others. Among teachers and principals, all elements of trust are related to one another and represent the concept of trust in schools.

Trust is fundamental and complex in an interdependent society. In every area of life individuals are dependent on other people to behave according to common expectations. Trust is necessary for effective cooperation and communication and provides the foundation for productive relationships in organizations. Endangering trust can be costly. When there is no trust, people are unwilling to take risks, demand greater protection against betrayal, and insist on protecting their interests (Tyler & Kramer, 1996).

Distrust tends to create feelings of anxiety and insecurity. Schools play a vital role in society. Understanding trusting relationships in schools is critical. Students must trust their teachers in order to learn. Administrators and teachers must trust one another in order to accomplish a goal or expectation. Communities must trust schools to sponsor and fund them. Trust may be based on one's disposition to trust, moods and emotions, values and attitudes,

calculative motives, institutional supports, or knowledge of the other person. Trust and distrust may be uneven. One must be able to decide the level of trust in any relationship.

The following are explanations of the bases and degrees of trust in schools, according to Hoy and Tshannen-Moran (2000). *Disposition to trust* comes from one's own experience or history of trust. This experience is related to how a child is taught to trust by his or her parents. If parents have been consistent, the child will grow up trusting others. A child who has been disappointed by broken promises may become an adult who is suspicious of other people's motives and promises. *Moods and emotions* allow trust judgments to be based on signals in ongoing relationships and situations. People experience emotional responses to others because they are in a position of vulnerability. They are confident in the relationship and know that the other party genuinely cares and is concerned for their wellbeing. Friendships are followed by the establishment of trust. However, affection does not always seem to be necessary for trust to develop. Trust is based on competence, good judgment, and reliability. For example, although a school principal may dislike a teacher personally, he may have confidence that the teacher is a professional. *Values and attitudes* are standards and principles that are considered intrinsic such as loyalty, honesty, and fairness. The attitudes that people have toward one another in an organization are likely to be based on shared perceptions and values. In schools, social trust between principals and teachers develops through fairness, a clear vision, and shared values. *Trust and diversity* is based on people who extend trust to those who are similar to themselves through obligation, family background, social status, or ethnicity. This concept refers to diversity among groups who choose to be a part of one group and not another group based on individual values and preferences. In a school setting, this concept refers to teachers or principals basing judgments of students on the basis of socioeconomic status or race.

*Calculative trust* refers to accepting a level of vulnerability based on the calculative risks of maintaining or cutting off the relationship. People behave in a trustworthy manner until it becomes a way to advance. This practice is done until the party breaks trust. *Institution-based trust* is a formal structure of trust such as having a certification, insurance, or contract. This kind of trust includes knowing that people are qualified and being confident that they will act responsibly. *Knowledge-based trust* is based on reliability and predictability of the social exchanges between one another. This trust grows through communication and the expectation that kindness will be returned. For example, when a new principal arrives, both the principal and teacher establish careful and deliberate actions with one another to build trust. *Uneven trust* occurs when people hold different views of each other that may or may not be accurate. There are different outcomes and expectations that may not be held accurately by one another. *Unconditional trust* involves people's willingness to trust and to identify with each other. Individuals define their roles through their expected jobs and duties. A climate of unconditional trust creates an atmosphere in which people who are open with one another and seek to help each other because they have established confidence and understand their roles. *Optional trust* becomes a danger when both parties are either trusting too much or trusting too little. Organizational members need to know when to trust and what the trust levels are within the organization.

Hoy and Tschannen-Moran (2000) used a succession of definitions and arrived at their own definition: "Trust is one party's willingness to be vulnerable to another party because of confidence that the latter party is reliable, honest, competent, benevolent, and open" (p. 556). Hoy and Tschannen-Moran (2000) characterized trust as a complex function where individuals are dependent upon other people to behave and to meet expectations in a trusting manner. Baier

(1986) defined trust as the reliance on others' competence and willingness to look after rather than harm what is entrusted in their care. Mayer, Davis, and Schoorman (1995) defined trust as a willingness to take risks.

Bryk and Schneider (2003) characterized trust as a relationship in which individuals interact with one another by considering how others' efforts advance their own interests or impose on their own self-esteem. Bryk and Schneider's (2003) study examined the changing quality of relational and social dynamics in elementary schools over a 6-year period. Their findings reported the influence that trust plays as a resource for reform. Their purpose was to find the role trust plays in changing academic productivity when trust is incorporated in areas of human resources, supportive leadership, and socialization. In addition, they studied how trust when appropriately incorporated affects school culture.

Gambetta (1988) noted that scholars define trust as a fundamental and unavoidable dimension of social interaction. Mayer et al. (1995) were interested in examining an integrative model of organizational trust after they identified issues with the lack of understanding of the relationship between risk and trust. They proposed that the level of trust and the level of perceived risk would lead to risk taking in the relationship. The model examined trust in an organization on two levels of trust: the trusting party (trustor) and the party to be trusted (trustee).

#### *Omnibus T-Scale: Measurement of Faculty Trust in Schools*

Hoy and Tschannen-Moran (1998) operationalized their definition of trust as a measure of one's party's willingness to be vulnerable to another party because of the belief that the latter party is benevolent, reliable, competent, honest, and open. The Omnibus T-Scale is a 26-item

Likert-type instrument that measures the collective perceptions of faculty trust in the school. Faculty trust is defined as trust in colleagues, trust in the principal, and trust in clients (Hoy & Tschannen-Moran, 2003). Teachers respond to the Omnibus T-Scale by describing the faculty along a 6-point Likert-type scale with responses ranging from *strongly agree* to *strongly disagree*. Examples of the items include “Teachers in this school can rely on the principal,” and “Teachers in this school are open with one another.”

### *Faculty Trust and Organizational Health*

Hoy and Sabo’s (1998) research concerning organizational health and faculty trust identified issues from leading researchers in regard to trust. Likert (1967) identified trust as a crucial element that influences the life of an organization. Sergiovanni (1996) found that trust is indispensable in moral leadership. Trust is not always easy to pinpoint. In a school setting, Hoy and Kupersmith (1985) said that trust can be seen in various groups--students, teachers, or administrators. In the context of an organization, trust is expected through the words, actions, and promises of another individual, group, or organization. Hoy and Sabo examined the relationship between faculty trust and their trust toward the principal. Trust in the principal occurs when the faculty trusts that the principal will keep his or her word and act in the best interest of the teachers. Trust in colleagues occurs when the faculty believes that teachers can trust one another in difficult situations and can rely on the integrity of their colleagues. This trust is based on the belief that healthy interpersonal relationships promote trust among faculty and administrators. Healthy organizations promote trust, and trust produces healthy organizations. Hoy and Sabo (1998) found that elementary and high schools promote trust and produce healthy organizations more often than middle schools. Hoy and Sabo (1998) set out to examine the trust-

health relationship in the middle school. Their findings indicated that the healthier the organizational climate the greater the degree of trust among all members of the faculty. The validity of the two factor analytic studies is supported by Hoy and Kuper-Smith (1985). The results indicated that the health of the middle school was related to trust in the principal and to trust in colleagues. Faculty trust in the principal was the strongest predictor of organizational health in the middle school. The relationships were refined through a regression of trust on all components of school health: academic emphasis, teacher affiliation, collegial leadership, principal influence, resource support, and institutional integrity. Only collegial leadership and teacher affiliation made significant contributions to the explanation of faculty trust.

A climate of trust contributes to organizational effectiveness in schools. Past research has demonstrated that factors of trust and a healthy school climate have an impact on student achievement and foster healthy interpersonal relationships (Hoy, Tarter, & Kottkamp, 1991). Based on this research, Tschannen-Moran (2000) conducted a study to investigate how the levels of collaboration predicted levels of trust in schools. Collaboration is the working relationship with the principal and the faculty. Fostering an atmosphere of trust could improve communication, encourage student achievement, and create a more genuine collaboration between principals, teachers, students, and parents. Faculty trust and collaboration was measured by a trust survey and a collaboration survey in 45 elementary schools. A correlational analysis of the relationship between the level of collaboration and corresponding level of trust was tested to determine if these issues were related. The hypothesis supported that the levels of collaboration were related to the levels of trust. Trust in clients made the strongest contribution to the explanation of collaboration, and collaboration with colleagues made the next strongest contribution. Collaboration with the principal was found to have little impact on the trust

relationship, but it was a contributing factor. This study showed that a school climate that has levels of trust and collaboration can transform schools into strong effective learning communities.

Hoy and Tschannen-Moran (1998) extended the study of faculty trust and student achievement by examining faculty trust in schools at a collective level. They examined which factors build trust in students, teachers, the principal, and parents. Their research explored the interrelationships among the facets of trust in the school. First, they operationalized teachers' collective perceptions of trust in the school. After a panel review and field test of trust scales, reliability and validity of the trust measures were established. A 48-item Trust Survey was proposed to measure a sense of powerlessness scale, teacher efficacy scale, and the perception of conflict in the school. Participants in the trust study were teachers from 50 elementary schools; the unit of analysis was the school. The researchers predicted that each aspect of trust would be positively related to teacher efficacy and negatively related to self-estrangement, sense of powerlessness, and degree of conflict.

After factor analysis and reliability tests on the trust survey were evaluated, the researchers decided that a cohesive element in patterns of trust at each level of trust would be used to measure faculty trust and the degree of collaboration with parents in school-decision making. Teachers often do not include parents because they think that it would be easier if parents were not involved in school decisions. Hoy and Tschannen-Moran (1998) were interested in parental collaboration and dimensions of faculty trust. They found that the correlations for all three dimensions of trust were statistically significant with parental collaboration. Multiple regressions were used to attain a refined picture of the relationships and found that trust in clients overwhelmingly explained the degree of parental collaboration in

school decision-making. When the school faculty trusts the parents and students, collaboration is greatest. The research also found that the greater the degree of faculty trust in a school, the less degree of conflict. An interesting finding of the study was that in elementary schools, faculty trust in students and parents converged. The relationships were extremely strong. Faculty trust merged to form a single factor, which is trust in clients. When elementary school teachers trust the parents, the parents trust the teachers and the school in general. Student trust in teachers is critical for the social and emotional development of students.

Goddard, Tshannen-Moran, and Hoy (2001) studied the theoretical argument that teacher trust in students and parents was critical to school success. They examined the distribution of trust across and within the schools using a multilevel modeling to examine the relationship between trust and student achievement among schools. The findings of this study provide insight into teacher trust as a social feature to the success of urban elementary schools.

Lack of trust in schools has become a serious issue, therefore, reforms are needed to increase collaboration and change demands of environmental pressures. School reforms include involving parents in school governance committees and educational decision-making. Parents and other stakeholders cultivating productive relationships with those working in schools are critical. School-based learning involving collaborative learning strategies where students are given a voice in their instruction allows teachers to develop stronger bonds with their students. This strategy builds a unique trust with teachers, students, and parents. Trusting relationships between students and teachers can also be created with disadvantaged students. These relationships foster academic success by bridging the gap between advantaged and disadvantaged students. Having confidence that others can be believed is important in the learning process. Therefore, successful schools need teachers, parents, and students to have a

vested interest in developing high levels of trust. Repercussions can be costly if there is distrust of others. Distrust makes it difficult for people to cooperate or accomplish a common goal.

Goddard, Tshannen-Moran, and Hoy (2001) investigated how trust varies within and among schools and the extent to which school demographics and size explain variations in trust. The hypothesis stated that trust teachers have in students and parents would be positively and significantly related to differences between urban elementary schools and student academic achievement. Student achievement in reading and math was obtained from forty-seven elementary schools. Also, teachers in the schools completed trust surveys to determine the level of trust in students and parents.

Goddard, Tschannen-Moran, and Hoy (2001) reported significant findings in the relationship between teachers and trust. Teacher trust was not affected by the size of the school. Instead, teacher trust is systematically associated with student socioeconomic status. The findings indicated the larger the proportion of poor students in the school, the lower teachers' perceptions of trust. The proportion of students receiving free and reduced lunch in a school explained about two-thirds of the differences in trust between schools. This finding suggested that there is a negative influence on the social relationships between students, teachers, and parents due to cultural differences. Trusting relationships make an important contribution to students' academic success. Results demonstrated that, after controlling for race, gender, SES, and past achievement, trust was a positive predictor in student achievement. The amount of trust teachers have in parents and students did not affect student achievement even in schools of poverty.

Their findings suggested that trust makes schools better places for students to learn. By establishing and empowering connections between families and schools, school personnel create

a greater collective sense of trust. All members of a school community, not just teachers, need to work on building trust. Teachers need to persuade parents that they genuinely care for student wellbeing and that a primary goal of their instruction is to foster student learning. Teachers should involve parents to become partners in the educational process by being open and honest in dealing with families. This support encourages mutual respect and trustworthiness. The results of this study demonstrated that, without trust, students lose a valuable form of social support. Teachers, students, and parents working cooperatively promote a climate of success.

#### *Smith and Birney Bullying and Trust Study*

Smith and Birney (2005) investigated organizational characteristics of trust and bullying to offer an explanation of bullying. The organizational trust study examined elementary schools and dimensions of student bullying and teacher protection. In addition, Smith and Birney (2005) used a parsimonious framework designed to measure organizational characteristics. Smith and Birney (2005) tested the relationship of faculty trust and bullying using the hypothesis; school trust is positively related to teacher protection and negatively related to student bullying.

Correlation and multiple regression analysis were used to explore the relationships of student bullying and teacher protection. Student bullying was regressed on three trust variables: trust in clients, trust in the principal, and trust in colleagues, as well as SES. Because SES is often related to the climate of the school, it was entered simultaneously with the trust variables as a control. Smith and Birney (2005) found student bullying was negatively related to trust in clients and conferred the more student bullying, the less teachers trust parents and students. The relationship between teacher protection and trust in colleagues was significant. The more teacher protection the greater the collegial trust of the faculty. Faculty trust in clients was the only

school trust variable to make a significant independent contribution to student bullying. Further analysis found that both collegial trust and SES were strong predictors of teacher protection of students with collegial trust emerging as the strongest.

Faculty trust in the principal did not have an independent effect on student bullying. Smith and Birney (2005) were concerned with this finding because commonly held beliefs place the principal as a school leader facilitating less student bullying. Only faculty trust in clients made a strong contribution. Perhaps in schools where bullying occurs, the faculty perceive high levels of trust with one another to stop the bullying acts therefore, the principal does not have to address the problem. When a school has a high level of trust among all stakeholders, a positive working relationship and a supportive, nurturing school environment exists. This high level of trust also means teachers are more committed to their students and are more aware of student issues and incidents of student bullying.

Commonly held beliefs predicted that the trust factors that encourage teacher protection would be trust in colleagues and trust in the principal. Only trust in colleagues made a significant contribution to the explanation of teacher protection. This finding indicated that teachers trusting teachers collectively encouraged school safety and greater levels of student protection. Trust in the principal was not a significant contribution in the study, even though it is anticipated that principals play a critical role in fostering the climate of the school. Surprisingly, dynamic principals who achieved the goals of the school, solved problems, built trusting relationships with their faculty, and created a safe nurturing environment were not a factor in teachers' decisions to protect students. Therefore, trust is a critical aspect of school life. This study reaffirmed that principals need to be more aware and more active in ensuring that teachers monitor, regulate, and confirm incidents of student aggression.

## *Bullying*

Collateral is not specific to this study, but is useful knowledge and presents a broader view to reaffirm the need of this study. Unlike previous social bookkeeping that simply totals incidents without examining closely the climate of the school, this study provides two conceptual frameworks, climate and levels of trust in school, to explain bullying and protection.

A strong interest in bully/victim problems was first studied in Sweden in the late 1960s and early 1970s. In the United States, research on student bullying is limited. The vast amount of research on bullying has been conducted in the Scandinavian countries (Olweus, 1970; Roland, 2000). In England, Boulton and Underwood (1993), Whitney and Smith (1993), and Smith and Sharp (1994) conducted bullying research. In 1985, Murakami conducted a study on bullying in Japan. In Canada, Pepler, Craig, and Wilton (2000) conducted bullying studies. All research studies explored rates of bullying, differences in gender, physical and psychological characteristics of bullies and victims, sexual harassment, and school factors related to bullying. Students who observed incidents of bullying considered the victims to be small and weak (Boulton & Underwood, 1993). Boulton and Underwood found that over 50% of elementary students were assaulted by older children whereas students in the upper grades were assaulted by bullies of similar ages. Even though students were exposed to sexual harassment during their school years, females were more likely to experience incidents of sexual harassment than were boys. There was no connection found between bullying behavior and school factors such as racial and ethnic mix, school size, and class size in a study conducted by Whitney and Smith (1993). They did find that social disadvantage was related to bullying to a small extent. As a result, in schools with high bullying rates, students tend to dislike playtime. This student attitude toward playtime might be an indication that a school does not have a supportive climate for

students or clear anti-bullying strategies or policies. An interesting finding of the Whitney and Smith study was that students at the middle and secondary levels were more likely to tell their parents that they were bullied at school than to report the incident to a teacher at school.

However, the study also indicates a high percentage of middle school students do tell a teacher or someone at home if the bullying increases or does not stop after attempts to handle the bullying. Student groups filled out Olweus's Questionnaires in the Whitney and Smith study for two years in the Sheffield area of England to discover correlations with bullying and school. This project was called *The Sheffield Project*. An encouraging find from the Sheffield study is that students, despite being bullied, remained in school, were motivated to work academically, and did not have a dislike for school.

As a result of research and resources provided by studies in other countries, American educators now more fully recognize that bullying is a serious problem in their schools. Furthermore, they also recognize that trust level and school climate are related to bullying. In order to contribute to the general literature in the field of bullying, a review of American studies about bullying is now appropriate.

In their effort to define bullying, American researchers have relied upon definitions by other researchers. Hoy and Smith (2004) used a succession of definitions and arrived at their own definition. Student "bullying is unprovoked conscious and aggressive action by one or more students intended to achieve physical or psychological dominance over others through intimidation or threat" (p. 472). Olweus (1993) identified bullying as a student being exposed repeatedly over time to negative actions on the part of one or more students. Pikas (2002) simplified the definition by defining bullying as one student picking on a weaker peer. Banks (1997) described bullying as a status issue where peers had rather not associate with those being

bullied in fear of being bullied themselves. Hoover, Oliver, and Hazler (1992) stated that bullying includes unprovoked behaviors used by stronger students to assault weaker students. Batsche and Knoff (1994) defined bullying as a form of aggression by one or more students causing physical or psychological harm to another student over a period of time. Craig, Pepler, and Blais (2007) acknowledged bullying as a destructive abusive relationship of power and control between a bully and victim. Pellagrini and Long (2002) characterized bullying in the context of socially-initiated aggression that persists over time. Arora, Sharp, and Thompson (2000) described bullying as using aggression to establish and to maintain social dominance in a way that victims are unable to defend themselves due to their lack of social skills. Bullying behavior is a form of physical, verbal, or indirect behavior intended to inflict mental suffering on the individual (Slee & Mohyla, 2007). Newman and Horne (2004) defined bullying as behavior that is learned and reinforced through different cultural, societal, and individual environmental circumstances. Based on the definition of bullying provided by numerous researchers, American researchers concluded that bullying is a complicated, multi-faceted, social and physical issue that requires further research and attention from educators, teachers, parents, and citizens.

### *Bullying and SES*

Roland and Galloway (2004) conducted research on bullying in schools that focused on characteristics of bullies, victims, and their families. Teachers from 22 primary schools participated in the study. Their concern was that schools with a high degree of bullying have students that may come from a less stable or less privileged home than pupils in schools that have low rates of bullying. They set out to examine the relationship between bullying and the professional cultures of teachers' and students' SES within the school. The hypothesis of the

study was schools that differ significantly in the amount of bullying will also be significantly different in aspects of professional culture such as teachers' perception of leadership, professional cooperation, and consensus between staff. Teacher and student perceptions were recorded on a Pupil Questionnaire and a Teacher Questionnaire. The researchers found no significance in the relationship between bullying and the professional cultures of teachers and students' SES within the school. However, they implored that more research in this relationship is needed. This study is more limited in scope although SES is taken in to account as a control variable.

While there have been various bullying definitions and studies constructed, I prefer to base this study on Hoy and Smith's bullying definition and Parsonian framework.

#### *Orphinas and Horne: Other Organizational Perspective*

Bullying is a complex issue. Bullying acts originate with the intent to hurt others. These acts include physically assaulting others, teasing, and maliciously spreading rumors. The definition and characteristics of bullying behavior is not the concern, but understanding the source of the problem is. Why do students harm others? Is the source of the problem the school or individual student or a combination of the school, the individual, and other factors? Examining the climate and social elements within a school can offer solutions to bullying and its prevention. Orphinas and Horne (2006) developed the School Social Competence Development and Bullying Prevention Model. What makes this prevention model unique is the rationalization of its critical components. The outer circle represents the school level and is comprised of eight characteristics to promote a positive school climate. The inner circle represents the student highlighting specific social skills the school can focus on at the individual student level. In

addition to the model, Orphinas and Horne suggest recommendations for school practice and implementation.

### *The Outer Circle: School*

Creating a positive school environment is critical in fostering caring behavior. People spend a significant amount of time in the environment; therefore, people can affect student consciousness and behavior. Characteristics of an organization cultivating a positive school environment are instilling values, communication and management styles, rules and regulations, ethical practices, reinforcement of caring behaviors, support for academic excellence, and fostering the physical environment. A positive environment is inviting, therefore, teachers and students do their best. Students are motivated to learn and follow rules and regulations. A positive environment also cultivates a sense of connectedness among the members of the school. The school climate component of the Social Competence Development Model highlight eight areas to create a positive school climate reducing bullying. The eight areas include excellence in teaching, school values, awareness of strengths and problems, policies and accountability, caring and respect, positive expectations, teacher support, and physical environment.

Excellent teachers have strong teaching skills, are committed and dedicated to prepare quality lesson plans and handle behavioral problems. Students who are engaged and motivated to learn behave in class, which allows more valuable teaching time. The research of Caprara, Barbaranelli, Pastorelli, Bandura, and Zimbardo (2000) confirmed the need for positive behavior and academic performance. Teachers sometimes struggle with the demands of the academic content and teaching social skills. Teachers must understand the social learning process and

create a caring classroom. Teachers utilizing cooperative learning in lessons develop social consciousness promoting a positive attitude toward learning.

### *Comparison and Contrast of Olweus and Hoy and Smith*

In 1970, Olweus began his research on bullying. In 1993, Olweus reported in his book, *Bullying at School*, findings from his three large scale studies on bullying. The large scale studies addressed the reporting of school bullying, the increase or decrease of bullying incidents, its commonality in urban as opposed to rural areas, in large as opposed to small schools, between boys rather than girls, attitudes and reactions of teachers, identifiable traits of bullying in students, and bullying preventive recommendations.

Olweus (1993) reported 1 student out of 7, approximately 9% or 52,000 students are victims and 7% or 41,000 are bullies. More than 3% or 18,000 students are bullied once a week and 2% or 10,000 students are bullied more than once a week. Students reported in Olweus's (1993) studies bullying incidents occur more often in lower grades than in higher grades. Fifty percent of students in Grades 2 and 3 report being bullied by older students. Olweus (1993) reported no difference in bully/victim problems among urban or rural areas, large schools, or large classes. A greater number of teachers supervising lunch, during break, or recess reduces bully/victim problems. Students report boys bully more than girls and boys are more often victims. Boys use physical force and girls use harassment, spreading rumors, or manipulation of friendship relationships. Forty percent of primary students and 60% of secondary students report teachers intervene in bully/victim problems. Fifty-five percent of primary students and 35% of secondary students report discussing bully/victim problems at home. Reports indicate no direct relationship between boys who bully and failing grades or bullies who bully students who wear

glasses, have red hair, or are overweight. Olweus's studies reported that bully/victim problems are not a result of the socioeconomic condition of the family.

Students responded to statements about school bullying on Olweus's Bully/Victim Questionnaire. Olweus (1993) developed the questionnaire to collect student perceptions of when and how often bullying occurs, as well as, how peers, teachers, and parents reacted to bullying. Olweus (1993) identified bullying as a student being exposed repeatedly over time to negative actions on the part of one or more students.

While Olweus (1993) and Orphinas and Horne (2006) both described bullying in light of some school factors, neither offered a comprehensive theoretical framework that encompasses the school in the way that Talcott Parsons (1967) does. Smith and Hoy (2004) and Smith and Birney (2005) employed a Parsonian framework to provide the overall rationale for their studies. In the study at hand, replicating Smith and Hoy (2004) and Smith and Birney (2005) was suggested by the strength of the conceptual underpinning of both studies.

Hoy and Smith (2004) conducted a conceptual and empirical analysis of teachers' perceptions of student bullying. Using two dimensions of bullying where the student was the focus (student bullying) and the other in which the teacher was the focus (teacher bullying), Hoy and Smith investigated male and female perceptions of student bullying, the degrees of bullying in elementary, middle, and high schools, and school climate variables related to bullying. Teachers responded to Hoy and Smith's (2004) Bully Index to provide a description of student bullying and their attempt to protect students from intimidation or harm. A parsonian organizational climate framework or OCI was used to measure the relation of climate properties to bullying. Hoy and Smith (2004) defined student bullying as unprovoked conscious and aggressive action by one or more students intended to achieve physical or psychological

dominance over others through intimidation or threat. Teachers responded to Hoy and Smiths' (2004) Bully Index to provide a description of student bullying and their attempt to protect students from intimidation or harm.

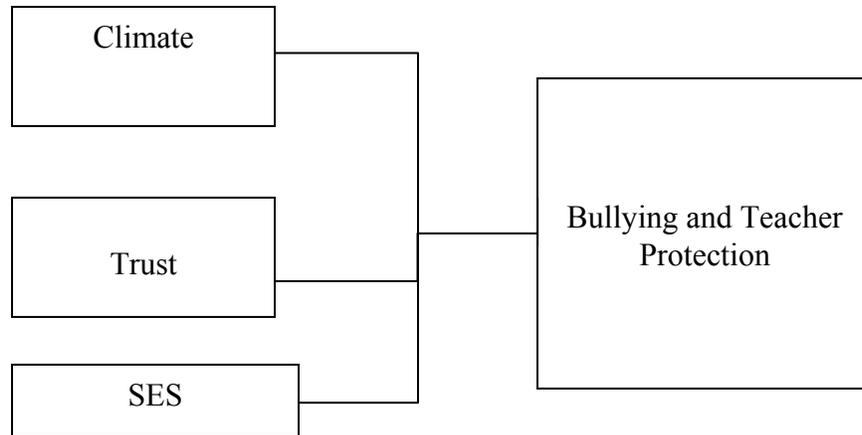
In Olweus's (1993) bullying studies, a vast majority of the results are based on students' perceptions of bullying, whereas, Hoy and Smith used only teacher perceptions of bullying in schools. Olweus (1993) used the Bully/Victim Questionnaire to measure student responses, whereas, Hoy and Smith used The Bully Index to measure teacher responses. Both studies used school types and gender in their studies, however, Hoy and Smith examined the social aspects of bullying using the OCI measure to examine the relationship of organizational climate properties and bullying. Both studies aspired to understand the effects of bullying on students and school and both demonstrated the importance of adult involvement and commitment to students.

### Theoretical Framework

Based on the literature reviewed, climate and trust should have an effect on bullying and teacher protection. Using the constructs of climate, trust, bullying, and protection in a conceptual framework, the researcher of this study presents a theory to reexamine trust in light of organizational climate in order to gain further understanding of the relationship of these two concepts to bullying. Socioeconomic status is used as a control variable. A proposed model of the theory is presented in Figure 2.

Hoy and Smith (2004) re-conceptualized bullying into two dimensions: one dimension examined the teacher perception of bullying and the other looked at the degree of protection for potential victims of bullying. Using the four aspects of climate--collegial leadership, teacher professional behavior, achievement press, and institutional vulnerability--they found student

bullying was significantly related to achievement press, teacher professionalism, and collegial leadership of the principal. Only the professionalism of teachers was significantly related to teachers protecting students. Surprisingly, the leadership of the principal was not a factor in teachers protecting students from bullying.



*Figure 2.* Proposed theoretical model of climate, trust, SES, and bullying.

The authors developed a measure for bullying that was tested by Birney and Smith (2005) which is used in this study. In that test, Birney and Smith found that the greater the degree of faculty trust in the school the more teacher protection was evident. However, faculty trust in the principal had no effect on bullying, and faculty trust in the students could reduce bullying but had no effect on teacher protection.

Therefore, Smith and Hoy's (2004) definition of bullying is used in this study. They defined bullying as "unprovoked conscious and aggressive action by one or more students intended to achieve physical or psychological dominance over others through intimidation or threat" (p. 472). This definition provides the most relevancies to bullying and its understanding in relation to the school environment.

SES is measured in this study as the percentage of free and reduced lunches, according to family income. Because SES is an important variable when explaining climate, it is entered simultaneously with the climate and trust variables as a control.

Climate and levels of trust are critical elements that affect bullying and teacher protection. A climate that instills positive relationships among staff, students, and parents demonstrates less bullying and stronger protection. Teachers trust students to make responsible decisions and parents set high expectations for their child at home and school. Teachers trust parents and parents trust teachers.

Administrative leaders who foster authentic relationships with teachers, students, and parents, create high levels of trust, and accomplish school goals. Students are less likely to bully because they are engaged in learning and recognize teachers and administrators care about them. Olweus (1993) reports the commitment and involvement of adult school personnel determines how much bullying takes place in schools. Positive dynamic relationships between climate and trust explain bullying and teacher protection. However, trust, more so than climate, explain bullying and teacher protection.

### Hypotheses

Hypothesis 1: Climate is related to bullying. The more collegial the leadership, the more professionally behaved the faculty, the greater the academic press, and the greater the institutional vulnerability, the less bullying and the greater the teacher protection.

Hypothesis 2: School trust is negatively related to student bullying and positively related to teacher protection.

Hypothesis 3: Climate and trust will be related.

Hypothesis 4: Climate and trust will collectively and individually contribute to an explanation of bullying and teacher protection.

### Summary

This chapter has given a research history of climate, trust, and bullying. A framework using the variables climate and trust to explain bullying was developed. Finally, hypotheses were derived to test the theoretical framework.

## CHAPTER 3

### METHODOLOGY

#### Overview

Chapter 3 outlines the methodology of the research study. It provides information about the sample, about the research design, about the data collection procedures, and about the measures used. In addition, this chapter includes a description of the statistics used to address each hypothesis and a summary of each item.

#### Design of the Research

This study was based on convenient samplings of elementary schools in the northern part of the state of Alabama. Socioeconomic status data were collected from state records for the research. Teachers recorded their perceptions on surveys that measured school climate, trust, and bullying. These surveys indicated the degree of bullying in each school and showed to what extent teachers protected students from bullies. Correlational and regression analysis was used to test how school climate and trust variables work together to predict and to explain school bullying.

#### Sample

Participants in this study were 704 teachers from 29 elementary schools who participated in this study during a scheduled faculty meeting that took no longer than 20 minutes. The unit of analysis was the school.

The 29 elementary schools consisted of grade configurations of K, K-2, K-4, 3-5, and K-5. The researcher used the Organizational Climate Index (OCI) to measure the degree to which academic press, institutional vulnerability, teacher professionalism, and collegial leadership were related to bullying along two dimensions of student bullying and teacher protection. Teachers responded to statements relating to school trust by completing the Omnibus Trust Scale to measure perceptions of trust in clients, trust in colleagues, and trust in the principal. Additionally, the researcher used the Bully Index to measure teacher perceptions of bullying in school and to determine the extent of teacher protection for students.

## Measures

### *Organizational Climate Index (OCI)*

The researcher used the OCI to measure school climate as defined by Smith and Hoy (2004). School climate is the quality of the school environment that is experienced by each school member, that affects their behavior, and that is based on their collective perceptions of behavior in school.

In addition, the researcher used Smith and Hoy's (2004) operational definition of climate: Climate is the collective perceptions of faculty on the quality of the school environment based on four critical aspects of school climate. The four critical aspects of school climate are institutional vulnerability, collegial leadership, professional teacher behavior, and achievement press.

The organizational climate is determined by teacher responses on the OCI survey that characterize the climate of the school. Sample items related to these critical aspects on the OCI survey include the principal treats all faculty members as his or her equal, the school sets high

standards for academic performance, students respect others who get good grades, and teachers go the “extra mile” with their students.

### *The Omnibus T-Scale*

The researcher used the Omnibus T-Scale to measure school trust as defined by Hoy and Tschannen-Moran (1999). School trust is one party’s willingness to be vulnerable to another party because of confidence that the latter party is reliable, honest, competent, benevolent, and open.

In addition, the researcher used Hoy and Tschannen-Moran’s operational definition of trust: Trust is collective perceptions of faculty trust in the school, in colleagues, in the principal, and in clients as measured by the Omnibus T-Scale. The Omnibus T-Scale is a 26-item Likert-type scale asking participants to measure the following statements from *strongly disagree* to *strongly agree*. Examples from this scale are as follows: “The teachers in this school are suspicious of each other,” “Students here are secretive,” and “The principal in this school typically acts in the best interests of teachers.”

The researcher also used the Omnibus T-Scale to measure the extent to which all three trust variables regressed. The three trust variables are trust in clients, trust in colleagues, and trust in the principal. Because SES is often related to the climate of the school, the researcher entered SES statistics simultaneously with the trust variables as a control.

### *The Bully Index*

The researcher used the Bully Index to measure two strong factors of bullying: student bullying described as the general degree of bullying in the school to include the sample items of

“Students in this school threaten others with physical harm,” and “In this school there are too many student thugs.” The second factor was teacher protection which measures the teachers’ general reaction to bullying behavior to include the sample items of “Teachers in this school generally overlook student bullying” and “In this school, teachers try to protect students who are different.” Students are the focus (student bullying) in the first factor, and teachers are the focus (teacher protection) in the second factor. Smith and Hoy (2004) defined student bullying as unprovoked conscious and aggressive action by one or more students intended to achieve physical or psychological dominance over others through intimidation or threat. Teacher protection involves teacher interventions in incidents of bullying in order to prevent physical and psychological harm.

### Statistical Data and Analysis

The focus of this study is on the aggregate--the collective faculty perceptions of organizational trust, climate, and school bullying. The unit analysis was the school. Individual responses were aggregated for each instrument: the OCI, Omnibus T-Scale, Bully Index, and SES levels for input using the SPSS software program.

To test the hypotheses, the researcher used correlational analysis. She also used multiple regression analysis to get a more refined picture of the relationships and the SPSS program to perform all analyses. The next section provides the hypotheses tested using the statistical data described.

## Hypotheses

Hypothesis 1: Climate is related to bullying. High levels of collegial leadership and professional behavior on the part of the faculty result in greater academic emphasis, less institutional vulnerability, and less bullying and greater teacher protection.

Hypothesis 2: School trust is positively related to teacher protection and negatively related to student bullying.

Hypothesis 3: Climate and trust are related.

Hypothesis 4: Climate and trust collectively and individually contribute to an explanation of bullying and teacher protection.

## Summary

The sample of 29 elementary schools was described. The measures of climate, trust, and bullying were explained. The data collection procedure was described. Finally, the statistical treatment and hypotheses were provided.

## CHAPTER 4

### ANALYSIS OF DATA AND RESEARCH FINDINGS

The chapter presents the results of the empirical investigation. The sample is described and reliabilities of the measure are given. An intercorrelational matrix is presented to show bivariate relationships. Finally, the tests of hypothesis are reported.

#### Sample

The sample of this study consisted of 29 elementary schools with 704 teachers responding to a convenient sample of elementary schools from the northern part of the state. While all the schools were elementary schools, a variety of grade configurations were used: K, along with K-2, K-4, 3-5, and K-5 (see Table 1). Schools in the sample represented included a wide range of SES. Data were collected from 29 schools comprising 704 faculty members at a regular scheduled faculty meeting. The faculty was divided into two groups. One set of teachers completed the OCI survey, and a separate set of teachers completed the Bully Index and Omnibus T-Scale. All of the teacher responses were anonymous. Free and reduced lunch percentages, which constituted the SES measure, were collected from state data.

Table 1

*Sample Characteristics*

Type of School	Number
Kindergarten only	1
K-2	5
K-4	1
3-5	7
K-5	15

## Measure Description

Means, standard deviations, ranges, and reliabilities were calculated to get a sense of the dimensions and consistency of the measures (see Table 2). All of the measures showed acceptable reliability scores and used the Cronbach Alpha as the test of reliability. Inspection of these data did not reveal extremes. However, the average school in the study had over 50% free and reduced lunch, suggesting a relatively poor population, perhaps because the schools are primarily rural. The high percentage indicates the faculty's trust in the principal and the degrees of teacher protection of students against bullying were at the upper end of their respective measures, suggesting a strong presence of the characteristics. Teachers appear to trust their principals and take some effort to suppress bullying.

Table 2

*Descriptive Statistics of Measures*

Variable	N	Min	Max	Mean	Std. Dev.
Collegial Leadership	30	2.86	3.91	3.45	.30
Teacher Professionalism	30	2.84	3.80	3.47	.24
Academic Press	30	2.58	3.19	2.91	.19
Institutional Vulnerability	30	1.88	2.80	2.23	.23
Trust in Principal	29	3.57	5.96	5.09	.50

*(table continues)*

Variable	N	Min	Max	Mean	Std. Dev.
Trust in Colleagues	29	3.73	6.00	4.72	.38
Trust in Clients	29	3.70	4.99	4.36	.34
Teacher Protection	29	4.40	5.69	5.14	.32
Bullying	29	1.68	3.50	2.52	.56
SES (F/RL)	28	22.00	84.00	54.75	18.37

Reliabilities were calculated using Cronbach’s alpha. While the entire measure, that is the entire OCI for example, was given to the faculty, reliabilities were calculated on the basis of the subtests. The alphas, which were nearly all above .70, were acceptable (see Table 3).

Table 3

*Reliabilities of Variables*

Variable	Number of Items	Cronbach Alpha
Collegial Leadership	8	.82
Teacher Professionalism	8	.94
Academic Press	8	.86
Institutional Vulnerability	6	.68
Trust in Principal	8	.95
Trust in Colleagues	8	.78
Trust in Clients	10	.92
Bullying	8	.96
Teacher Protection	5	.83

The OCI is a 30-item 6-point Likert-type scale that measures teacher perceptions from *rarely occurs* to *very frequently occurs*. Examples of these items are as follows: “Students in this school respect others who get good grades,” “Teachers are committed to their students,” and “The principal lets the faculty know what is expected of them.” The alpha reliability coefficients for all four aspects of climate--institutional vulnerability, collegial leadership, professional teacher behavior, and academic press--were high at .82, .94, .86, and .68, respectively.

Notwithstanding the .68 alpha co-efficient for institutional vulnerability, the measures show strong reliability and are suited to research analysis. The entire measure is in Appendix A. The Omnibus T-Scale is a 26-item Likert-type scale that measures collective perceptions of faculty trust in the principal, in colleagues, and in clients. Reliabilities were .95, .78, and .92, respectively. The construct validity has been supported in research (Hoy & Tschannen-Moran, 2003). Examples of these items are “Teachers in this school trust their students,” “Teachers can count on parental support,” and “The principal in this school typically acts in the best interest of teachers.” The entire measure is in Appendix B.

The Bully Index is a 13-item Likert-type instrument that measures two aspects of school bullying: student bullying and teacher protection. The Bully Index demonstrated high reliabilities and strong construct validity in other studies (Smith & Hoy, 2004). The reliability coefficients were .96 and .83 for bullying and teacher protection, respectively (see Table 3). Teachers described their behaviors along a 6-point scale from *strongly agree* to *strongly disagree*. Examples of the items are “Teachers in this school generally overlook bullying,” “Teachers in this school try to protect students who are different,” and “Students threaten other students in this school.” The entire measure is in Appendix C.

#### Inter-correlational Data

The focus of this study is on the aggregate--the collective faculty perceptions of organizational trust, climate, and school bullying. The unit analysis was the school. An inter-correlated matrix is given to get a general picture of the bivariate relationships of the variables (see Table 4).

The interrelationships among the dimensions of faculty trust and four aspects of climate vary from moderate to weak. Trust in the principal was related to trust in clients. The interrelationships between aspects of faculty trust, climate, and SES are given in Table 4.

Table 4

*Correlations among Dimensions of Climate, Trust, and SES*

Variable	TP	AP	IV	TPrn	Tcol	Tcli	Bully	T Prot	SES
Col Lead	.67**	.65**	-.31	.77**	.64**	.48**	-.55**	.54**	-.15
Tch Prof		.63**	-.33	.53**	.54**	.40*	-.45*	.44	.04
Acad Press			-.09	.47**	.44*	.61**	-.39*	.39*	-.45*
Inst Vul				-.22	-.07	-.01	.27	-.17	-.32
Trust Prin					.60**	.47**	-.55**	.64**	-.19
Trust Coll						.61**	-.50**	-.49**	-.37
Trust Cli							-.64**	.59**	-.53**
Bully								-.77**	.04
Teacher/Protection									-.07

\* $p < .05$ ; \*\*  $p < 0.01$

*Climate Relationship to Bullying*

Overall, the first hypothesis predicts a relationship of climate to bullying and teacher protection. Hypothesis 1 predicted the relationship to bullying--collegial leadership, teacher professionalism, and academic press had significant bivariate relationships with bullying. The adjusted  $R^2 = .23$ ,  $p < .05$  showed that the composite of the climate variables was related to bullying, but no one variable had a significant beta. Adding SES as a control variable made no material change. Collegial leadership, teacher professionalism, and academic press had significant bivariate relationships with bullying, respectively:  $r = -.55$ ,  $p < .01$ ,  $r = -.45$   $p < .05$ ,  $r = -.39$ ,  $p < .05$ . No subset had a unique relationship to bullying (see Table 6). Collegial leadership and academic press had significant bivariate relationships with teacher protection,

respectively:  $r = .54, p < .01, r = .39, p < .05$ . The adjusted  $R^2 = .20, p < .05$  showed that the composite of the climate variables predicted teacher protection, but no one variable had a significant beta. No one subset had a unique relationship to teacher protection. Adding SES as a control variable reduced the adjusted  $R^2 = .14$ , which was not significant (see Table 6).

*Climate Relationship to Teacher Protection*

Collegial leadership, teacher professional behavior, and academic press had significant bivariate relationships with teacher protection, respectively:  $r = .54, p < .01, r = .44, p < .05, .39, p < .01$ . The adjusted  $R^2 = .20, p < .05$  showed that the composite of the climate variables predicted teacher protection, but no variable had a significant beta (see Table 5).

Table 5

*Bullying and Teacher Protection Regressed Upon Four Dimensions of Climate*

Climate Dimensions	Student Bullying		Teacher Protection	
	r	$\beta$	r	$\beta$
Academic Press	-.39*	-.09	.39*	.06
Institutional Vulnerability	.27	.12	-.17	-.01
Teacher Professionalism	-.45*	-.13	.44	.16
Collegial Leadership	-.55**	-.38	.54**	.41

$R = .58, \text{Adjusted } R^2 = .23^*; R = .56, \text{Adjusted } R^2 = .20^*$

\* $p < .05$ ; \*\*  $p < 0.01$

Table 6

*Bullying and Teacher Protection Regressed Upon Four Dimensions of Climate and SES*

Climate Dimensions	Student Bullying		Teacher Protection	
	<i>r</i>	$\beta$	<i>r</i>	$\beta$
Academic Press	-.39*	-.11	.39*	-.08
Institutional Vulnerability	.27	.09	-.17	.10
Teacher Professionalism	-.45*	-.12	.44	.27
Collegial Leadership	-.55**	-.43	.54**	.41
SES	.04	-.05	-.07	-.02

$R = .59$ , Adjusted  $R^2 = .20^*$ ;  $R = .55$ , Adjusted  $R^2 = .14$

\* $p < .05$ ; \*\*  $p < 0.01$

Overall, Hypothesis 2 predicted a relationship of trust to bullying and teacher protection (see Tables 7 and 8). Trust in the principal and trust in colleagues had significant bivariate relationships with bullying, respectively:  $r = -.55$ ,  $p < .01$ ;  $r = -.39$ ,  $p < .05$ . The adjusted  $R^2 = .43$ ,  $p < .01$  showed that the composite of the three trust variables predicted bullying. Trust in clients had a substantial, unique, and negative effect on bullying:  $\beta = -.49$ ,  $p < .01$ , indicating the more teachers trust students, the less bullying. Adding SES as a control variable (see Table 8) raised the adjusted  $R^2$  to  $.54$ ,  $p < .01$ ; SES made a unique and negative contribution to bullying ( $\beta = -.37$ ,  $p < .05$ ).

Trust in the principal, trust in colleagues, and trust in clients all had significant bi-variate relationships with teacher protection, respectively:  $r = .64$ ,  $p < .01$ ;  $r = .49$ ,  $p < .05$ ;  $r = .59$ ,  $p < .01$ . The adjusted  $R^2 = .56$ ,  $p < .01$  showed that the composite of the three trust variables predicted teacher protection, trust in the principal, ( $\beta = .47$ ,  $p < .01$ ), and trust in clients ( $\beta = .30$ ,  $p < .05$ ). Adding SES as a control variable significantly increases the amount of explained variance adjusted,  $R^2 = .56$ ,  $p < .01$  (see Table 8). In the regressions, SES has a significant beta

relationship with student bullying ( $\beta = .37, p < .05$ ), but there was no significant beta relationship of SES to teacher protection.

Table 7

*Bullying and Teacher Protection Regressed Upon Three Dimensions of Trust*

Trust Dimensions	Student Bullying		Teacher Protection	
	r	$\beta$	r	$\beta$
Collegial Trust	-.39**	-.01	.49*	-.03
Trust in Clients	-.50**	-.49**	.59**	.39*
Trust in Principal	-.55**	-.31	.64**	.47**

$R = .70^{**}$ , Adjusted  $R^2 = .43^{**}$ ;  $R = .72^{**}$ , Adjusted  $R^2 = .46^{**}$   
 $*p < .05$ ;  $**p < 0.01$

Table 8

*Bullying and Teacher Protection Regressed Upon Three Dimensions of Trust and SES*

Trust Dimensions	Student Bullying		Teacher Protection	
	r	$\beta$	r	$\beta$
Collegial Trust	.50**	-.10	.49*	.09
Trust in Clients	-.64**	-.60**	.59**	.40*
Trust in Principal	-.55**	-.33	.64**	.53**
SES	.04	-.37*	.07	.28

$R = .78^{**}$ , Adjusted  $R^2 = .54^{**}$ ;  $R = .79^{**}$ , Adjusted  $R^2 = .56^{**}$   
 $*p < .05$ ;  $**p < 0.01$

In Hypothesis 3, the prediction of a relationship between all the climate variables and all the trust variables was generally supported. With the exception of institutional vulnerability, all the climate and trust variables were significantly related (see Table 4).

Hypothesis 4 predicted all the climate and trust variables were related to bullying and teacher protection (see Table 9). Again, with the exception of institutional vulnerability and SES, all of the variables had a significant bivariate relationship to bullying and teacher protection.

Collectively, all of the variables were related to bullying: adjusted  $R^2$  is .40,  $p < .01$ . Only trust in clients had a significant and unique relationship to bullying; the greater the faculty trust in clients the less bullying ( $\beta = -.58, p < .01$ ). Adding SES as a control variable (see Table 10) improved the explanation of the variance,  $R^2 = .45, p < .01$ , but made no material change in the overall explanation. With the exception of institutional vulnerability and SES, all of the variables have a significant bivariate relationship to teacher protection. Collectively, all of the variables were related to teacher protection (Adjusted  $R^2 = .38, p < .01$ ). Consistent with the explanation of bullying, again, only trust in clients made a significant and unique contribution to teacher protection ( $\beta = .45, p < .05$ ). Adding SES as a control variable increased the explanation ( $R^2 = .52, p < .01$ ). The effect of trust in clients was reduced ( $\beta = .42, p < .05$ ), and the effect of faculty trust in the principal was substantially increased ( $\beta = .67, p < .01$ ). No other variables had a unique effect on teacher protection.

Table 9

*Regression of Bullying and Teacher Protection on All Predictor Variables*

Climate and Trust Variables	Student Bullying		Teacher Protection	
	<i>r</i>	$\beta$	<i>r</i>	$\beta$
Collegial Leadership	-.55**	-.19	.54**	.06
Teacher Professionalism	-.45*	-.09	.44*	.11
Academic Press	-.39*	.17	.39*	-.15
Institutional Vulnerability	.27	.16	-.17	-.03
Trust in Principal	-.55**	-.16	.64**	.43
Trust in Colleagues	-.50**	.06	.49**	-.07
Trust in Client	-.64**	-.58**	.59**	.45*

$R = .74^{**}$ , Adj  $R^2 = .40^{**}$ ;  $R = .73^{**}$ , Adj  $R^2 = .38^{**}$

Table 10

*Regression of Bullying and Teacher Protection on All Predictor Variables with SES*

Climate and Trust Variables	Student Bullying		Teacher Protection	
	<i>r</i>	$\beta$	<i>r</i>	$\beta$
Collegial Leadership	-.55**	-.13	.54**	-.18
Teacher Professionalism	-.45*	-.07	.44*	.05
Academic Press	-.39*	-.02	.39*	-.12
Institutional Vulnerability	.27	.08	-.17	.14
Trust in Principal	-.55**	-.25	.64**	.67**
Trust in Colleagues	-.50**	.07	.49**	.14
Trust in Client	-.64**	-.61**	.59**	.42*
SES	.04	-.36	-.07	.29

$R = .79^{**}$ ,  $Adj R^2 = .45^{**}$ ;  $R = .82^{**}$ ,  $Adj R^2 = .52^{**}$

Summary

This section reports the results of the empirical analyses and the test of the hypotheses. In the study all of the hypotheses were supported. The empirical investigation found that all three measures were valid and reliable. All four hypotheses were tested and supported using correlational analysis. Data were aggregated at the school level to investigate faculty perceptions of organizational climate, trust, and school bullying along two dimensions: student bullying and teacher protection. SES data were also used as a control variable to test whether free and reduced lunch percentages have an affect on student bullying or teacher protection.

Correlational and multiple regression analysis were used to test Hypotheses 1, 2, 3, and 4. School trust was positively related to teacher protection and negatively related to student bullying. Trust in clients was the strongest predictor of teacher protection, and trust in the principal was the strongest predictor of student bullying. All four climate variables were related to student bullying but not in teacher protection. Collegial leadership was the best predictor of student bullying. Schools with strong administrative leadership have less bullying incidents, and

schools with bullying are more likely to have parents who want intervention. The researcher found that relationships between organizational climate and teacher protection indicate that collegial leadership was the best predictor of protecting students. The more collegial the leadership, the more inclined teachers were to protect students from bullying.

## CHAPTER 5

### SUMMARY OF RESEARCH, FINDINGS, DISCUSSIONS, AND IMPLICATIONS

This chapter presents a summary of findings with their theoretical and practical implications. Suggestions for further research are offered as well.

#### Summary of Findings

Hypothesis 1, which predicted climate variables would be related to bullying and teacher protection, was partially supported. Collegial leadership, teacher professionalism, and academic press had significant bivariate relationships to bullying. While the multivariate relationship was significant, no subtest had a significant relationship. Collegial leadership and academic press had significant bivariate relationships to teacher protection. While the multivariate relationship was significant, no subtest had a unique relationship.

Hypothesis 2, which predicted trust variables would be related to bullying and teacher protection, was partially supported. All trust variables had significant bivariate relationships to bullying. While the multivariate relationship was significant, only trust in clients had a unique relationship. All trust variables had significant bivariate relationships to teacher protection. The multivariate relationship was significant, but only trust in clients and trust in the principal had unique effects.

Hypothesis 3, which predicted climate and trust variables would be related, was generally supported. Institutional vulnerability was not related to any other variable.

Hypothesis 4, which predicted climate and trust would be related to bullying and teacher protection, was supported. With the exception of institutional vulnerability and SES, all the variables had a significant bivariate relationship to bullying and teacher protection. While the multiple correlations of all the variables including SES were significantly related to bullying, only trust in clients made a unique relationship. When SES was added to the climate and trust variables in the prediction of teacher protection, the multivariate correlation was increased. Importantly, trust in the principal along with trust in clients emerged as a significant predictor of protection.

In this study SES was used as a control variable. Surprisingly, SES was found to have no bivariate relationship to bullying or teacher protection. However, SES appeared to increase the importance of trust in the principal and emerged as a significant predictor of protection.

### Theoretical Implications

Analysis of the two dimensions of student bullying--where teachers described the level of student bullying in their schools and teacher protection measured by the degree teachers tried to protect students from intimidation and threat--found teacher trust in students and parents as the primary predictor of bullying and teacher protection. The more open and positive the relationships between teachers, students, and parents, the more willing these stakeholders are to be vulnerable to one another. Teachers care about their students, parents are supportive, and teachers can believe what parents tell them. Social collectivity increases trust levels and decreases bullying. Students are more likely to report incidents of intimidation or threat when there is trust between teachers and students and when students believe teachers will provide protection. According to Hoy and Tschannen-Moran (1998), all the aspects of trust work

together when others can rely on one another and are willing to be vulnerable under conditions of risk. For example, when a parent leaves his/her child with a person, the parent does so without misgivings. Everyone is working on achieving the goals of the school. Trust in clients is an organizational property that predicts bullying. Why would bullying increase as teacher trust in students and parents decreases? When students are not trusted, they are isolated in the school, bullying is tolerated, and teacher protection declines. The data suggest that trust declines when teachers are intimidated by students, are not encouraged to intervene, or do not get support from administrators. In this study, client trust made a strong contribution to the explanation of student bullying. This trust-in-client factor demonstrates high levels of trust among teachers, students, and parents. According to Hoy and Tschannen-Moran (1998), all the aspects of trust work together when others can rely on one another and are willing to be vulnerable under conditions of risk. A faculty who has dedicated time and effort in developing trusting relationships with school clients is more likely to be aware of student issues and incidents of school aggression. Everyone works toward achieving the goals of the school.

In this study, student bullying and teacher protection were strongly related to collegial leadership and trust in the principal. In schools where principals raise the level of trust in clients, bullying is reduced. Principal behavior is positive, friendly, and supportive. Teachers, students, and parents believe the principal is reliable and competent in his/her job. Principals have high expectations for teachers and go out of their way to help teachers. Guidelines for addressing student bullying are set by the principal. Even though teachers are restricted by various duties and paperwork, teachers are encouraged by the administration to reach out to help students who are harassed by other students. Teachers trust the principal to take incidents of bullying seriously and to support their interventions. Parents trust the principal to intervene if their child is being

bullied in school. In schools where there is substantial student bullying, teachers do not try to protect their students as much as they thought they would. In Hoy and Feldman's (1987) organizational health frame, a healthy school climate has positive student, parent, teacher, and administrator relationships. Teachers like their colleagues, their school, their job, and their students.

When controlling for SES in this study, there was no significance found. This lack of significance merits further study because, according to the literature, as SES increases, bullying increases. In other words, the data suggest that a restriction in SES range explains the SES relationship to bullying but not to teacher protection. The effect of SES increases the influence of trust in the principal and in teacher protection. SES had no bivariate relationship to bullying or teacher protection. However, it appeared to increase the importance of trust in the principal and emerged as a significant predictor of protection.

When a regression of all climate and trust variables with and without SES was tested, the only climate variable to make a contribution was collegial leadership in both dimensions of student bullying and teacher protection. Trust in clients was the strongest prediction of student bullying, and trust in the principal demonstrated the strongest significance of teacher protecting students.

#### Non-hypothesized Findings

When bullying was regressed on all climate and trust variables, 40% of the variance in bullying was explained ( $\text{Adj. } R^2 = .40; p < .01$ ). The regression of teacher protection on all the variables explained 38% of the variance ( $\text{Adj. } R^2 = .38; p < .01$ ).

Of all the variables, only teacher trust in clients was significantly and negatively related to bullying ( $\beta = -.58; p < .01$ ) and teacher protection ( $\beta = .45; p < .05$ ).

This research study found trust, not climate, made the strongest contribution to the explanation of bullying.

### *Replication and Extension of the Hoy and Smith and Birney and Smith Studies*

With the ever increasing incidents of school bullying, scholarly-based research is growing. By examining the relationship among organizational climate, trust, and school bullying, this study represents an addition to the literature. Understanding the similarities and differences of these studies gives insight into the explanation of school bullying.

This study used the results of Smith and Hoy's (2004) study and Smith and Birney's (2005) study to determine how both factors, climate and trust, related to bullying and to teacher protection. This study used the results of Smith and Hoy's (2004) study achievement press ( $\beta = -.54, p < .01$ ) and institutional vulnerability ( $\beta = .15, p < .07$ ) and Smith and Birney's (2005) study trust in clients ( $\beta = -.38, p < .01$ ) and SES ( $\beta = -.38, p > .01$ ) to determine how both factors, climate and trust, related to bullying and to teacher protection. This study's collegial leadership, teacher professionalism, and academic press had significant bivariate relationships with bullying, respectively ( $r = -.55, p < .01$ ;  $r = -.45, p < .05$ ;  $r = -.39, p < .05$ ). No subset had a unique relationship to bullying. Adding SES made no change. Trust in clients had a substantial, unique, and negative effect on bullying ( $\beta = -.49, p < .01$ ), indicating the more teachers trust students, the less bullying. Adding SES as a control variable raised the adjusted  $R^2$  to  $.54, p < .01$ ; SES made a unique and negative contribution to bullying ( $\beta = -.37, p < .05$ ).

A comparison of the results of this study and the results of the Smith and Hoy (2004) study in regard to teacher protection found that collegial leadership had a significant independent effect on teachers protecting students ( $\beta = -.28, p < .05$ ). The Smith and Birney's (2005) study found that trust in colleagues ( $\beta = .34, p < .01$ ) and SES ( $\beta = .28, p < .01$ ) was significant. The research by the author of this paper found that collegial leadership, teacher professional behavior, and academic press had significant bivariate relationships with teacher protection, respectively ( $r = .54, p < .01$ ;  $r = .44, p < .05$ ;  $r = .39, p < .01$ ). The adjusted  $R^2 = .20, p < .05$  showed that the composite of the climate variables predicted teacher protection, but no variable had a significant beta. Adding SES as a control variable reduced the adjusted  $R^2 = .14$ , which was not significant. Trust in the principal, ( $\beta = .47, p < .01$ ) and trust in clients ( $\beta = .30, p < .05$ ) made significant contributions to teacher protection. Adding SES as a control variable significantly increased the amount of explained variance adjusted  $R^2 = .56, p < .01$ . In the regressions, SES has no significant beta relationship of SES to teacher protection.

The Hoy and Smith (2004) study found of all climate variables the most important variable in explaining student bullying was achievement press. Bullying is not a problem in schools where there is a high press for achievement. This finding suggests a positive climate where students, teachers, and the principal are working toward goals for achievement. The Hoy and Smith (2004) study found the higher the press for student achievement, the less bullying. Additionally, Hoy and Smith (2004) were not surprised to find, the greater the institutional vulnerability of the school, the more student bullying. If a child is being bullied at school, parents are likely to be aggressive with the principal and teacher if the parents believe school personnel is not protecting their child. Therefore, Hoy and Smith (2004) concluded that the higher the institutional vulnerability of the school, the more bullying and that only the

professionalism of teachers was significantly related to teachers protecting students. The more professional the teachers, the more inclined they were to protect students from bullying. A startling find was that collegial leadership was not significant in encouraging teachers to protect students from bullying. Implications of this find were that teachers were more interested in nurturing their relationship with the principal than with their students. Principals must make sure teachers keep involvement in administration separate from addressing important student concerns.

The Smith and Birney (2005) study found only client trust made a strong independent contribution to student bullying. This finding suggests, in schools where teachers trust parents and students, there is a greater connection to both student and parent issues. This connection provides support for a safe and orderly learning environment. Teachers, students, and parents work together to reduce bullying that might interfere with student achievement. This finding also indicates that setting high standards for student achievement can reduce bullying and that high rates of student bullying can decrease student achievement.

In the Smith and Birney study (2005), student bullying was regressed in all three trust variables as well as SES. SES was entered simultaneously with the trust variables as a control. SES made a significant independent contribution where faculty trust in clients and SES explained most of the student bullying variance. Additionally, teacher protection was regressed in all three trust variables and found trust in colleagues and SES made strong contributions to teacher protection of students with trust in colleagues being the best predictor. Implications of this find indicate that teachers who nurture close relationships with students are aware of student issues and school aggression. This conclusion suggests, in schools where bullying occurs, trust

in the principal is not a critical factor. Principals function as school leaders. They set the tone of the school and establish structures for a safe learning environment.

Why is faculty trust in the principal not important in reducing student bullying? This question is an issue that Smith and Birney (2005) raised. Only trust in colleagues made a strong independent contribution to teacher protection. This finding suggests that a collective trust among teachers produces greater levels of student protection. This finding also suggests that teachers who trust each other communicate more openly and freely about school incidents and address them accordingly. Principals who are trusted by their teachers encourage teachers to protect students. Although teacher protection was related to trust in the principal, it did not have a significant effect on teacher protection. Teachers' decisions to protect students were not based on the role of the principal in providing a safe learning environment. Only teacher trust in colleagues was an important factor for protecting students. Only faculty trust in colleagues promotes teacher protection of student bullying in schools. Principals need to take an active role by encouraging teachers to protect students from intimidation and threat.

The study of this paper used interrelated correlations with all climate and trust variables, including SES, to determine relationships and contributions to the explanation of student bullying and teacher protection. All climate variables were bivariately related to student bullying and teacher protection with collegial leadership being the most significant to bullying and teacher protection. Institutional vulnerability and SES had no significant relationship to bullying and teacher protection. Trust in clients and trust in the principal were significantly related to bullying and teacher protection. SES had no significant relationship to bullying or teacher protection. Study results indicate high numbers of trust bivariate relationships to bullying and

teacher protection, but significant betas indicate that trust, not climate, contributed to the explanation of bullying and teacher protection.

Trust in clients was related to the study of this paper and to the Smith and Birney (2005) study as being significant to bullying and teacher protection. Collegial leadership and trust in the principal were both significant in the study of this paper to bullying and to teacher protection, but neither of these factors made significant contribution to the explanation of bullying and teacher protection in either the Smith and Hoy (2004) study or Smith and Birney (2005) study. The results of the study of this paper find the principal is concerned about student bullying and expects teachers to monitor and intervene in incidents of bullying. This finding suggests that principals trust their teachers to protect students from bullying and teachers have an open and supportive relationship with the principal.

The similarities and differences of all three studies can expand on the knowledge of climate and trust as it relates to student bullying. All three studies used the survey samples: The Bully Index, OCI, and Omnibus T-Scale, as well as, climate and trust variables. SES was used as a control variable in this study and the Smith and Birney study (2005). The Hoy and Smith (2004) sample study consisted of 80 elementary, middle, and high schools in Ohio and Virginia. The Smith and Birney (2005) sample study consisted of 106 elementary schools in Texas. This sample study consisted of 29 elementary schools in northern Alabama. The study of this paper utilized multiple regressions in all three studies and used a composite study of all climate and trust variables as well as SES. In the examination of trust, trust in clients made significant contributions to student bullying in both the Smith and Birney (2005) study and this bullying study. Although, collegial leadership and trust in the principal were not significant in the Hoy and Smith (2004) and Birney and Smith (2005) study, it was a significant contribution to the

explanation of student bullying and teacher protection in this bullying study. SES had no significant contribution in this study; however, SES and trust in clients made a contribution to student bullying in the Smith and Birney (2005) study. This bullying study found no strong relationship between teacher professionalism and trust in colleagues in both dimensions of student bullying or teacher protection as in the Hoy and Smith and Smith and Birney Study.

In conclusion, this bullying study finds that collegial leadership, trust in clients, and trust in the principal made significant contributions to the explanation of student bullying and teacher protection. The most unique and significant finding of this bullying study determined that trust, not climate, is the biggest prediction for student bullying and teacher protection. These bullying studies represent a beginning and not an end to the examination of school bullying, trust, and climate.

### Practical Implications

One of the most important findings of this study was that trust in clients and trust in the principal played an important role in encouraging the faculty to protect students from intimidation, threat, and aggressive actions from their peers. Building trusting relationships with the principal, teachers, students, and parents is very important. Principals and teachers must go out of their way to create a bond between students and parents. Building a strong relationship among stakeholders allows students and parents to feel confident that the school is a caring and nurturing learning environment. Principals need to ensure that teachers do not disassociate themselves from taking an active role to monitor, regulate, and confirm incidents of student aggression. This study reaffirms the crucial role school administrators have in building safe and trusting schools. The survey instruments proved to be reliable tools to measure climate, trust,

and school bullying. Teachers do not object to being given the opportunity to describe and reflect on the interpersonal relations in their school.

School administrators can use the scales to assess their own perceptions as well as perceptions of their teachers. Principals and teachers can draw trust profiles and bully profiles to determine if issues in the school merit attention. If concerns are found, they can be addressed and appropriate actions can be taken. If teacher perceptions view student bullying as a problem, principals can take appropriate actions. If school trust issues are found, the administrator must target the problem and find a solution. The measures only provide a snapshot of school bullying and trust not solutions. Therefore, the school leader must make collaborative plans of action in dealing with the issues.

### *Build Trust in Clients*

There are many ways to build trust in clients. One way is to establish a family-oriented environment in the classroom where teachers develop close relationships with their students. The teacher creates a safe and nurturing classroom environment by working individually with each student and by getting to know each student's likes and dislikes and strengths and weaknesses in order to assist them socially, emotionally, and academically. Teachers trust their students and students trust their teachers. This trust allows students to feel comfortable expressing to their teacher feelings of helplessness if they are being bullied by peers.

Another way to build trust in clients is to create a parent resource center within the school. The teacher should nominate a parent as a parent leader to organize and schedule parent volunteer activities. Parents come to the school on a daily basis. Teachers send classroom work projects to the parent resource center where parents work on the projects for the teachers and

their classroom. Parents feel as if they are a part of the school and build close relationships with teachers and other parents within the school.

In addition, teachers and administrators can build trust in clients by scheduling several family fun nights throughout the school year where parents, teachers, and students work together on school projects. Parents and teachers get to know one another and develop trusting relationships that foster school trust. Teachers trust that parents will be cooperative and supportive. Everyone works toward achieving school goals.

Enhancing school/parent communication through newsletters, brochures, email, and web pages also helps to build trust in clients. Parents have a connection with the school because they are informed of school events, activities, and projects.

Finally, providing school media and technology classes for parents regarding internet and Facebook and inviting parents and community members to attend special programs and events are additional ways to build trust in clients. Students and parents learn appropriate ways of integrating educational research and responses to safe internet websites and educational resources. Guest speakers and special programs that address student bullying allow parents to get a deeper understanding of conflict resolutions and peer aggression.

### *Build Trust in the Principal*

To build trust in the principal, he/she should praise and encourage teachers on a daily/weekly basis. He/she should be open to address teacher questions, concerns, wants, and needs, and constantly remind teachers of his or her expectations when dealing with colleagues, students, parents, community members, and central office staff. Also, he/she should set annual

school-wide goals with teachers, students, and parents to address curriculum, academics, behavior, and mentorship with teachers, parents, and students.

Developing close relationships with students and addressing individual needs builds a trusting relationship with students and parents. Administrators who telephone parents, set up parent conferences, make home visits, and are open to questions, concerns, and needs build collaboration with parents.

The principal should also establish key relationships with members of the community by inviting them to be a part of school events throughout the school year. Also, the principal should build a collaborative relationship with the school system's central office and staff including the superintendent. This relationship will assist principals in addressing school needs and concerns.

#### Recommendations for Further Research

This study provides the foundation to assist school administrators in identifying school bullying and trust issues. Once these areas are recognized and identified, problem-solving teams and training programs that address both personal and institutional needs can be addressed. Administrators, teachers, and school clients can build on developing a more cohesive and collaborative safe and trusting group. Knowledge of climate, trust, and bullying framed in the context of a trusting environment can assist administrators and teachers in dealing with the challenges of increasing levels of student aggression in schools. The two dimensions of student bullying and teacher protection need to be examined further in a variety of school environments in order for schools to develop strategies to stop violence in schools. Including SES in a study sample can give insight to the socioeconomic and stability of the home as it relates to school bullying. Other areas of research that could be investigated include:

1. The interaction of SES and bullying.

2. The development of a theory that takes a closer look at SES and bullying. This research would include not just trust and climate, but other variables as well.

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APPENDIX A  
ORGANIZATIONAL CLIMATE INDEX

## OCI

**Directions:** The following are statements about your school, Please indicate the extent to which each statement characterizes your school from **rarely occurs** to **very frequently occurs**.

	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
1. The principal explores all sides of topics and admits that other opinions exist.	1	2	3	4
2. A few vocal parents can change school policy.	1	2	3	4
3. The principal treats all faculty members as his or her equal.	1	2	3	4
4. The learning environment is orderly and serious.	1	2	3	4
5. The principal is friendly and approachable.	1	2	3	4
6. Select citizens groups are influential with the board.	1	2	3	4
7. The school sets high standards for academic performance.	1	2	3	4
8. Teachers help and support each other.	1	2	3	4
9. The principal responds to pressure from parents.	1	2	3	4
10. The principal lets faculty know what is expected of them.	1	2	3	4
11. Students respect others who get good grades.	1	2	3	4
12. Teachers feel pressure from the community.	1	2	3	4
13. The principal maintains definite standards of performance.	1	2	3	4
14. Teachers in this school believe that their students have the ability to achieve academically.	1	2	3	4
15. Students seek extra work so they can get good grades.	1	2	3	4
16. Parents exert pressure to maintain high standards.	1	2	3	4
17. Students try hard to improve on previous work.	1	2	3	4
18. Teachers accomplish their jobs with enthusiasm.	1	2	3	4
19. Academic achievement is recognized and acknowledged by the school.	1	2	3	4
20. The principal puts suggestions made by the faculty into operation.	1	2	3	4
21. Teachers respect the professional competence of their colleagues.	1	2	3	4
22. Parents press for school improvement.	1	2	3	4
23. The interactions between faculty members are cooperative.	1	2	3	4
24. Students in this school can achieve the goals that have been set for them.	1	2	3	4
25. Teachers in this school exercise professional judgment.	1	2	3	4
26. The school is vulnerable to outside pressures.	1	2	3	4
27. The principal is willing to make changes.	1	2	3	4
28. Teachers "go the extra mile" with their students.	1	2	3	4
29. Teachers provide strong social support for colleagues.	1	2	3	4
30. Teachers are committed to their students.	1	2	3	4

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APPENDIX B  
OMNIBUS T-SCALE

## Omnibus T-Scale

**Directions:** Please indicate your level of agreement with each of the following statements about your school from **strongly disagree** to **strongly agree**. Your answers are confidential.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Teachers in this school trust the principal.	1	2	3	4	5	6
2. Teachers in this school trust each other.	1	2	3	4	5	6
3. Teachers in this school trust their students.	1	2	3	4	5	6
4. The teachers in this school are suspicious of most of the principal's actions.	1	2	3	4	5	6
5. Teachers in this school typically look out for each other.	1	2	3	4	5	6
6. Teachers in this school trust the parents.	1	2	3	4	5	6
7. The teachers in this school have faith in the integrity of the principal.	1	2	3	4	5	6
8. Teachers in this school are suspicious of each other.	1	2	3	4	5	6
9. The principal in this school typically acts in the best interests of teachers.	1	2	3	4	5	6
10. Students in this school care about each other.	1	2	3	4	5	6
11. The principal of this school does not show concern for the teachers.	1	2	3	4	5	6
12. Even in difficult situations, teachers in this school can depend on each other.	1	2	3	4	5	6
13. Teachers in this school do their jobs well.	1	2	3	4	5	6
14. Parents in this school are reliable in their commitments.	1	2	3	4	5	6
15. Teachers in this school can rely on the principal.	1	2	3	4	5	6
16. Teachers in this school have faith in the integrity of their colleagues.	1	2	3	4	5	6
17. Students in this school can be counted on to do their work.	1	2	3	4	5	6
18. The principal in this school is competent in doing his or her job.	1	2	3	4	5	6
19. The teachers in this school are open with each other.	1	2	3	4	5	6
20. Teachers can count on parental support.	1	2	3	4	5	6
21. When teachers in this school tell you something, you can believe it.	1	2	3	4	5	6
22. Teachers here believe students are competent learners.	1	2	3	4	5	6
23. The principal doesn't tell teachers what is really going on.	1	2	3	4	5	6
24. Teachers think that most of the parents do a good job.	1	2	3	4	5	6
25. Teachers can believe what parents tell them.	1	2	3	4	5	6
26. Students here are secretive.	1	2	3	4	5	6

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APPENDIX C

B-INDEX

## B-Index

**Directions:** The following are statements about your school. Please indicate the extent to which you agree with each of the following statements along a scale from strongly disagree to strongly agree. Your answers are confidential.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Students in this school fear other students.	1	2	3	4	5	6
2. Bullying students is commonplace in this school.	1	2	3	4	5	6
3. Teachers in this school generally overlook student bullying.	1	2	3	4	5	6
4. Teachers in this school reach out to help students who are harassed by other students.	1	2	3	4	5	6
5. Student ruffians in this school intimidate other students.	1	2	3	4	5	6
6. Students in this school make fun of other students.	1	2	3	4	5	6
7. In this school, teachers ignore students intimidating other students.	1	2	3	4	5	6
8. Students in this school threaten others with physical harm.	1	2	3	4	5	6
9. Students threaten other students in this school.	1	2	3	4	5	6
10. In this school, there are too many student thugs.	1	2	3	4	5	6
11. In this school, students intimidating other students is not permitted.	1	2	3	4	5	6
12. Rowdy student behavior is common in this school.	1	2	3	4	5	6
13. In this school, teachers try to protect students who are different.	1	2	3	4	5	6

(Copyright© Smith & Hoy, 2005)

APPENDIX D  
GLOSSARY OF TERMS

*School climate*--School climate is the quality of the school environment that is experienced by each school member, affects behavior, and is based on their collective perceptions of behavior in schools (Smith & Hoy, 2004). School climate was operationalized in this study with the OCI a 30 item instrument developed by Hoy and Smith (2004).

*Trust*--“Trust is one party’s willingness to be vulnerable to another party because of confidence that the latter party is reliable, honest, competent, benevolent, and open” (p. 556). Trust was operationalized in this study by the Omnibus T-Scale a 26-item Likert-type instrument that measures the collective perceptions of faculty trust in the school, that is, faculty trust in colleagues, in the principal, and in clients developed by Hoy & Tschannen-Moran, 2003.

*Bullying*--Student “bullying is unprovoked conscious and aggressive action by one or more students intended to achieve physical or psychological dominance over others through intimidation or threat” (Smith & Hoy, 2004 p.472). Bullying is operationalized in this study by the Bully Index, a 13 item questionnaire developed by Smith and Hoy ( 2003). This index explores two factors of bullying: student bullying which is the general degree of bullying in the school and teacher protection, which measures the teachers’ general reaction to bullying behavior.

*Student Bullying*- is the dimension of student bullying where teachers describe the level of student bullying in their schools.

*Teacher Protection*- is the dimension of teacher protection where teachers describe the level of teacher protection of students from intimidation and threat.

APPENDIX E  
ELEMENTARY SCHOOLS, NUMBER OF TEACHERS,  
AND GRADE CONFIGURATION

Elementary School	Number of Teachers	Grade Configuration	SES Percentages
1.Albertville Elementary	22	3-5	67%
2.Albertville Primary	24	K-2	72%
3.Arab Elementary	34	3-5	27%
4.Asbury Elementary	20	K-5	77%
5.Big Spring Lake	30	K	72%
6.Boaz Elementary	34	K-2	57%
7.Boaz Intermediate	26	3-5	52%
8.Cherokee Elementary	24	3-5	39%
9.Chesnut Elementary	30	K-5	30%
10.DAR Elementary	34	K-4	51%
11.Douglas Elementary	32	3-5	67%
12.Eastwood Elementary	16	K-5	22%
13.Evans Elementary	14	3-5	60%
14.Frances Nungester	22	K-5	84%
15.Good Hope Elementary	18	K-2	54%
16.Grassy Elementary	20	K-5	65%
17.Gunersville Elementary	26	K-2	46%
18.Julian Harris Elementary	32	K-5	25%
19.Leon Sheffield	20	3-5	30%
20.Madison County	30	K-5	51%
21.New Hope Elementary	26	K-5	41%
22.Owens Cross Roads	14	K-5	47%
23.Sloman Primary	24	K-2	76%
24.Sommerville Road	26	K-5	83%
25.Walnut Grove	16	K-5	60%
26.Union Grove Elementary	20	K-5	54%
27.Walter Jackson	26	K-5	41%
28.West Decatur	20	K-5	84%
29.Woodmeade Elementary	24	K-5	65%

Total number of teachers responding to the surveys: 709

APPENDIX F  
LETTER TO PARTICIPANTS

Tenna Anderton  
Union Grove Elementary School  
3685 Union Grove Rd.  
Union Grove, Alabama 35175  
(265) 753-2532  
Email: andertontb@marshallk12.org

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May 9, 2011

To Whom It May Concern:

I am conducting a research study about organizational variables and about their relationship to bullying and its understanding in the elementary school. Further research will be conducted to determine the implications of the variables to bullying. This research will provide practical application and prospective to administrators on bullying.

This research will include presenting, administering, and collecting survey instruments to 50 elementary schools.

Informed consent forms will be provided prior to participants completing the survey instruments. All information will be anonymous. Participants will not be asked to write his or her name on the survey. The participation is completely voluntary.

There are no known risks or discomforts associated with the participation in this study. The knowledge gained from this study will provide practical application and perspectives on bullying.

If you have any questions about this study, you may contact Tenna Anderton at (256) 728-5009 or (256) 753-2532 or email address andertontb@marshallk12.org. If you have any questions about the rights of the research participants, please contact Ms. Tanta Myles, The University of Alabama Research Compliance Officer, at (205) 348 – 5152.

By completing the attached survey, I acknowledge consent to take part in this research study.

Sincerely,

Tenna Anderton

APPENDIX G  
LETTER TO PRINCIPALS

Tenna Anderton  
Union Grove Elementary School  
3685 Union Grove Rd.  
Union Grove, Alabama 35175  
(265) 753-2532  
Email: andertontb@marshallk12.org

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May 9, 2011

Dear (Participating Principal),

Thank you for allowing me to survey your staff for this research project.

All participation is voluntary. Participants are guaranteed complete confidentiality and anonymity. Survey results will be used only to test the hypotheses of this study. Only aggregate data for the school will be used, and no attempt will be made to link responses to a specific teacher or group of teachers in a particular school. Individual school data will not be released to anyone, and the school data will not be identifiable in the research project.

The surveys will be completed in a regularly scheduled faculty meeting, as soon as is convenient to you and your staff. I need all data by May 31, 2011. The whole survey process should only take about 20 minutes.

There are minimum risks or discomforts associated with the participation in this study. This study will provide practical application and perspectives on bullying.

Your faculty will be placed in two equal groups (Example: 30 faculty participants will have 15 participants in Group 1 and 15 participants in Group 2): One group will be completing both surveys in Packet 1(OCI and PCI), and one group will be completing both surveys in Packet 2 (Bullying Index and Omnibus T-Scale).

If you have any questions about this study, you may contact Tenna Anderton at (256) 728-5009 or (256) 753-2532 or email address andertontb@marshallk12.org. If you have any questions about the rights of the research participants, please contact Ms. Tanta Myles, The University of Alabama Research Compliance Officer, at (205) 348 – 8461.

Again, I am deeply appreciative of your willingness to assist me in this research effort. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,  
Tenna Anderton  
Principal, Union Grove Elementary School  
Union Grove, AL 35175  
256-753-2532

**Questions and Concerns:** Anyone having any questions or concerns regarding this research effort may contact the researcher at the following:

**Mail:**

Tenna Anderton  
P.O. Box 519  
Grant, AL 35747

**Phone:**

(256) 728-5009

**Email:**

andertontb@marshallk12.org

You may also contact Dr. John Tarter, The University of Alabama faculty chair of this research effort, at the following:

**Mail:**

The University of Alabama  
c/o Dr. John Tarter  
P.O. Box 870302  
Tuscaloosa, AL 35487

**Phone:**

(205)348-7827

**Email:**

ctarter@banaed.ua.edu

You may also contact Tanta Myles at The University of Alabama's Office for Research Compliance at the following toll free number: 1-877-820-3066

APPENDIX H  
IRB APPROVAL

Office for Research  
Institutional Review Board for the  
Protection of Human Subjects

THE UNIVERSITY OF  
**ALABAMA**  
R E S E A R C H

May 16, 2011

Tenna Anderton  
P.O. Box 519  
Grant, AL 35747

Re: IRB#: 11-OR-172 "Organizational Climate, Faculty Trust: Predicting Student Bullying in Elementary Schools"

Dear Ms. Anderton:

The University of Alabama Institutional Review Board has granted approval for your proposed research.

Your application has been given expedited approval according to 45 CFR part 46. Approval has been given under expedited review category 7 as outlined below:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies

Your application will expire on May 15, 2012. If your research will continue beyond this date, complete the relevant portions of Continuing Review and Closure Form. If you wish to modify the application, complete the Modification of an Approved Protocol. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, complete the appropriate portions of the Continuing Review and Closure Form.

Please use reproductions of the IRB approved stamped consent forms to obtain consent from your participants.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,

  
Carpayato T. Myles, MSM, CIM  
Director & Research Compliance Officer  
Office of Research Compliance  
The University of Alabama



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