

Cushioning Teacher Bullying: An Exploratory Study Towards Establishing Support Mechanism

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Abstract

Exploratory Sequential Mixed Methods was used in carrying out this research work since Teacher Bullying (TB) is not yet explored in the Philippines. In the first phase, a narrative inquiry was administered to extract significant experiences of teachers in terms of “bullying forms” and its “effects” on their teaching performance and well-being, as well as their perceived “interventions” that can address the issue. The data gathered were utilized in building an instrument for the second phase. Consequently, Exploratory Factor Analysis was employed to uncover “factors of TB”, and Multiple Response Analysis to determine “common effects of TB” and “needed interventions on TB”. Twenty forms of teacher bullying were identified and were grouped into four factors, namely, Work Performance – Related Bullying, Interpersonal Dimension – Related Bullying, Psychosocial Dimension – Related Bullying and Classroom Management – Related Bullying. The common effects of teacher bullying on performance are “lost focus”, “demotivated” and “unachieved targets” while common effects of teacher bullying on well-being include “low morale”, “loss of confidence” and “sleeping disorder”. Results further showed that interventions needed are “increase awareness”, “engage stakeholders” and “develop personal habits”. Ultimately, the “support mechanism” developed to address teacher bullying have the following components: prevention, intervention, and monitoring and evaluation (PRIME) wherein each component represents set of actions. This study confirmed that there are dimensions of teacher bullying which are unique in each school, thus, the support mechanisms to be implemented must be school-based and managed by a created committee in school which would be responsible to perform relevant tasks.

Keywords: Exploratory sequential mixed methods, Support mechanism, Teacher bullying

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Introduction

In the past few years, bullying has been one of the most talked-about issues in schools not only in the Philippines but more so in other countries, thus, it has received increased attention even up to this date. In addressing the issue, schools have instituted interventions like placing harder and clearer rules against bullying, forming clubs and organizations in schools to address bullying, and taking legal actions against students who have bullied other students (The Bullied Teacher, 2013). But these school initiatives are directly focused on just one kind of bullying: Student Bullying.

In schools, especially in the Philippines, there is another kind of bullying that is often neglected and goes unreported; a problem that silently proliferates and occurs most often than most people realize. It is called Teacher Bullying.

Bullying toward teachers has been a recognized problem already in other countries. But sad to say, very little research has been done on this subject (De Wet, 2010). And most of these researches are concentrated not on arriving at prevention and intervention programs that can address the problem but rather on finding the significant relationship of teacher bullying to other teaching variables such as self-efficacy beliefs (Ozkilic, 2014) and classroom management (Allen, 2010); identifying forms of bullying experienced by teachers (Kauppi and Porhola, 2012); and determining the effects of bullying to teachers' well-being (Benefield, 2004; De Wet and Jacobs, 2006; De Wet, 2010); to name a few.

In the Philippines, it is very safe to note that teacher bullying is an under-recognized problem since no research has been conducted on this subject. Teachers themselves do not even bother to care if certain acts toward them from people in school can already be considered bullying. Based on informal and initial talks of the researcher of this study to teachers in the field, in the Island Garden City of Samal, almost all of them have limited conceptual understanding and awareness of teacher bullying.

Among the problems encountered by teachers in relation to teacher bullying are: Unreported cases of TB, Reported TBs are neglected by authority, Reported TBs are not addressed or little is done, Teachers remain powerless in the face of TB, Teachers have nowhere to turn to, TB is under-recognised, Limited understanding and awareness of TB, and Teachers silently suffer the torment of their students (The Bullied Teacher, 2013).

It must be emphasized that the well-being of teachers has a central role in any school community (Kauppi and Porhola, 2012). It can be assumed that teachers who feel comfortable in their position and are content with their working conditions have a better chance to succeed in supporting the work of their students.

Considerably, the experience of being bullied at work is known to have a detrimental effect on victim's health and well-being (Mattiesen and Eirnarsen, 2004). It has been discovered that bullying and violence have negative effects on the quality of teachers' work performance (De Wet, 2010).

If Teacher Bullying (TB) is empirically found to be detrimental in the delivery of quality performance from the teachers, then it must be taken seriously and appropriate actions must be done. Thus, this study was thought out by the researcher to explore the subject initially (here in the Philippines) in order to determine if there could be substantial results and evidences that would warrant the problem to be acknowledged and regarded in the workplace. If so, then addressing the problem should be prioritized, and there could be no better way to do it than laying down mechanisms that could fill in the gaps between the existence of teacher bullying and the protection that teachers deserve.

The researcher's main objective was to come up with a support mechanism on teacher bullying that teachers can resort into should there be any concern regarding them being bullied. This mechanism would serve as protection for teachers that would give them relief on incidents and circumstances connected to teacher bullying. But before arriving at a mechanism, the study identified first the forms, factors and effects of teacher bullying prevalent in the Philippines, as well as the interventions which are mostly needed, timely and relevant in the country's setting. All these information would provide a good background on teacher bullying in the Philippine context.

Generally, Exploratory Sequential Mixed Methods of research was used in this study. In this method, the researcher began with a qualitative research phase and explored the views of participants (Creswell, 2013). The data gathered were then analyzed and the information were used to build into a second, quantitative phase. Because the researcher wanted to build an instrument that best fits the sample under study, identify appropriate instruments to use in the follow-up quantitative phase, and to specify variables for a follow-up quantitative study (Creswell, 2013), the exploratory sequential mixed methods is the most appropriate approach in carrying out this research work.

In the qualitative phase, the method employed was phenomenology. The researcher's assumption was that there exist a true essence of the experiences (Vanderstoep and Johnston, 2009) of teachers relative to bullying in the workplace. How the teachers experience bullying and how they construct meaning of these experiences are what this research is focused on. Hence, phenomenology was eyed by the researcher as the best method in carrying out the qualitative phase of this study.

Further, Narrative Inquiry was the tool used in the data collection in the qualitative phase. This is the tool used because the researcher wanted to collect stories from select respondents on their experiences on teacher bullying and consequently use them in identifying common themes that could be used in the next steps of the research. The researcher's idea is consistent to what McAdams (1996) stressed that narrative inquiry is a particular way of collecting data, that is, asking people to tell stories and applying to the data obtained; and to the definition of Polkinghorne (1988) that narrative inquiry is the process of making story, the cognitive structure of the story or the result of the process.

On the other hand, in the quantitative phase of the study, survey was administered since it is the best way to collect a large amount of data from a large number of people in a short amount of time (Vanderstoep and Johnston, 2009). At this point of the research, the researcher did a face-to-face interview with 200 respondents using a

survey questionnaire as the guide in carrying out the data collection. Face-to-face interview, and not any other survey method, was chosen because the researcher understands the vagueness of the topic. It was much expected that identified respondents would experience difficulty in understanding some items in the questionnaire or even the concept itself of teacher bullying. Thus, the presence of the researcher while doing the survey was much needed to address these concerns.

As shown in the analytical framework of the study (Figure 1), the variable SMTB (Support Mechanism on Teacher Bullying) is the main output of this research. This was realized after synthesizing results generated from (a) quantitative inquiries on the variables FATB (Factors of Teacher Bullying), CETB (Common Effects of Teacher Bullying) and NITB (Needed Interventions on Teacher Bullying); (b) textual analysis of the literatures on the factors, effects and interventions of teacher bullying; with (c) existing policies and programs of the government particularly of the Department of Education.

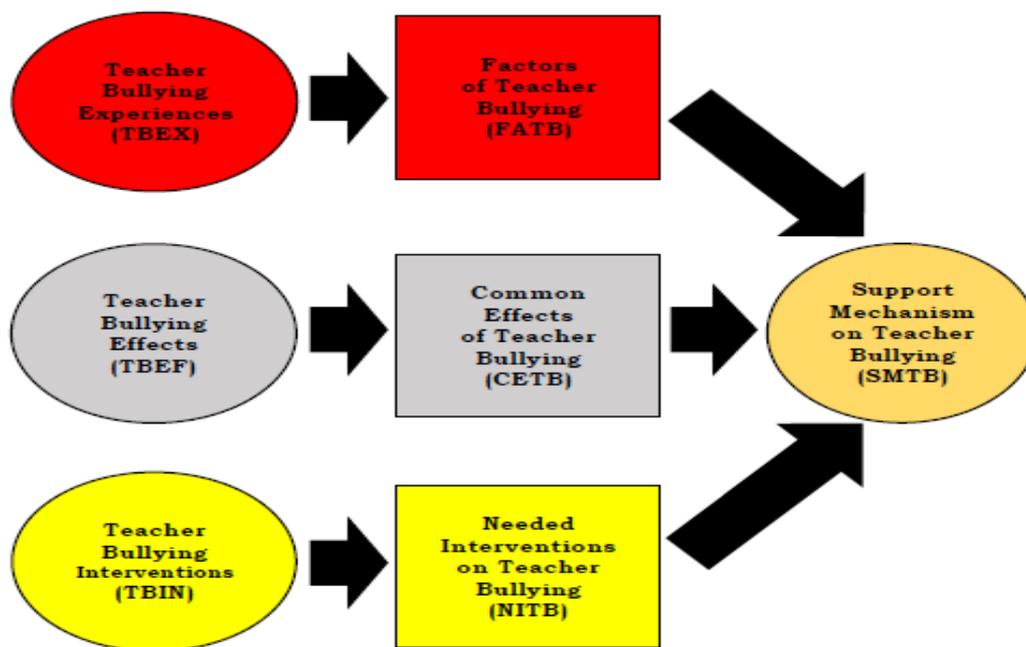


Figure 1. Analytical Framework of the Study

FATB, CETB and NITB were generated out of qualitative inquiries on the variables TBEX (Teacher Bullying Experiences), TBEF (Teacher Bullying Effects) and TBIN (Teacher Bullying Interventions), respectively. Select respondents of the study were subjected to Narrative Inquiry to identify TBEX, TBEF and TBIN, and the themes that emerged were the basis in coming up with a measurement tool that was used in the survey phase, thereafter, identifying the variable FATB using Exploratory Factor Analysis, and the variables CETB and NITB using Multiple Response Analysis.

As to sampling technique, purposive sampling was used. Presented in table 1 is the summary of the samples for both qualitative and quantitative phases. Eight (8) teachers (4 from elementary and 4 from secondary) were chosen purposively who met these criteria: 5 years and above teaching experience, identified by co-workers to be knowledgeable of the history and experiences of the school, and identified by co-workers as persons who possess honesty, integrity and trustworthiness. On the other hand, the ratio 10:1 for EFA as suggested by Ho (2014) was the basis in determining the number of respondents in the quantitative phase of the study. Thus in the survey, 200 samples of public school teachers in IGaCoS Division were the subjects.

Table 1. Profile Summary of the Research Respondents

Research Phase	Number of Respondents	Gender		Position		Level Taught	
		Male	Female	High	Low	Elem	Sec
Qualitative	8	4	4	4	4	4	4
Quantitative	200	43	157	72	128	100	100

To reiterate, the study had three phases: qualitative, quantitative and synthesis (Figure 2). Narrative inquiry was employed in order to extract from select respondents the forms of bullying experienced by teachers in the workplace. Also in the same narrative inquiry, effects of teacher bullying as perceived by the respondents, and interventions on teacher bullying that they deemed appropriate in their school setting were also extracted from them. Thereafter, coding, identifying themes and extracting meaning were done which constitute the thematic analysis of the qualitative phase.

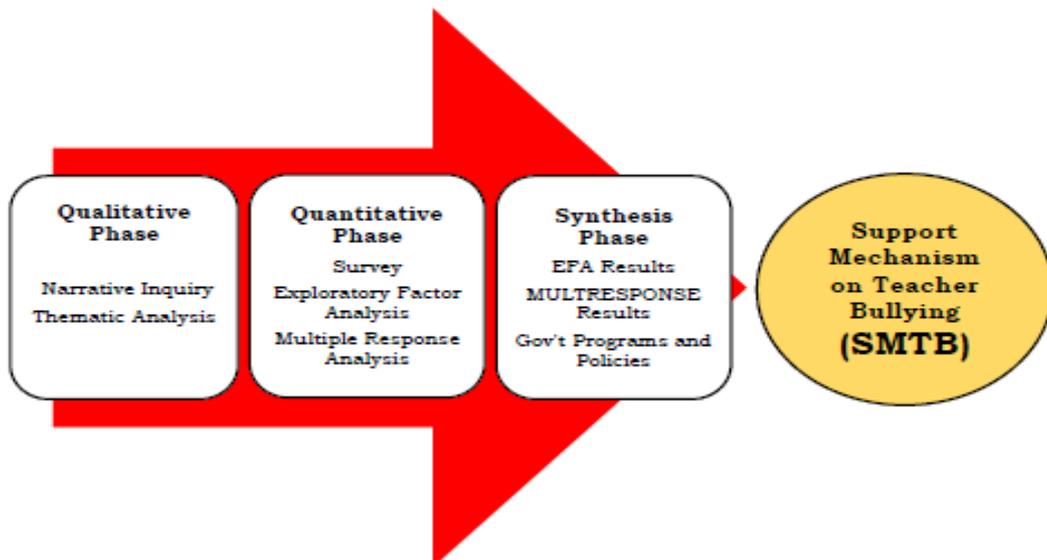


Figure 2. Flow of the Study

The quantitative phase started with a survey which made use of the questionnaire made by the researcher using the themes extracted from the qualitative phase. After the survey, the responses of the respondents on the area Factors of Teacher Bullying was subjected to Exploratory Factor Analysis to extract the factors that would determine teacher bullying. Consequently, the responses of the respondents on the area Effects of Teacher Bullying and Interventions on Teacher Bullying were analyzed through Multiple Response Analysis in order to identify the common effects and the interventions mostly needed on the basis of the entire group of responses.

Finally, connecting existing policies and programs of the Department of Education on teacher protection with the emerging factors or themes generated through EFA and MULT RESPONSE, constituted the synthesis phase of this study. The researcher, to the best of his knowledge and ability, synthesized these factors to arrive at an effective, timely and relevant system of support that could address teacher bullying. Thus, the main output, Support Mechanism on Teacher Bullying, was developed.

Conclusions

From the narratives of the eight participants in the qualitative phase, the researcher exhausted 20 forms of teacher bullying, some can be found on the results of related studies abroad and some are new. Mostly, those new forms of TB are non-aggressive behaviors but rather uncontrollable events in the workplace that were classified by the respondents as forms of TB since it stressed, upset and hurt them in the workplace. These “are unruly students”, “rude and disrespectful behaviors”, “delayed reports”, “misunderstanding”, “humiliating and embarrassing moments”, “unfair treatment”, “unnecessary work”, “indifferent parents”, “mimicking”, “inattentive students”, “rejected in the workplace”, “communication gaps”, “overlapping of tasks”, “thrown with fabricated issues”, “doubted of capability”, “threatened through harsh words”, “teased or laughed at”, “name calling”, “denied of the support needed”, and “bashed in social media”. Consequently, these 20 forms were used in the survey and EFA was employed to determine their grouping. Four groups or factors emerged. These are Work Performance – Related Bullying, Interpersonal Dimension – Related Bullying, Psychosocial Dimension – Related Bullying and Classroom Management – Related Bullying (Figure 3). Results obtained were true and relevant, and were confirmed through employing the survey phase and subjecting data gathered to EFA and Reliability Test (Cronbach’s Alpha). A cronbach’s alpha of .903 in all 20 items/forms of TB used in the survey was more than enough to say that reliability of the results was achieved.

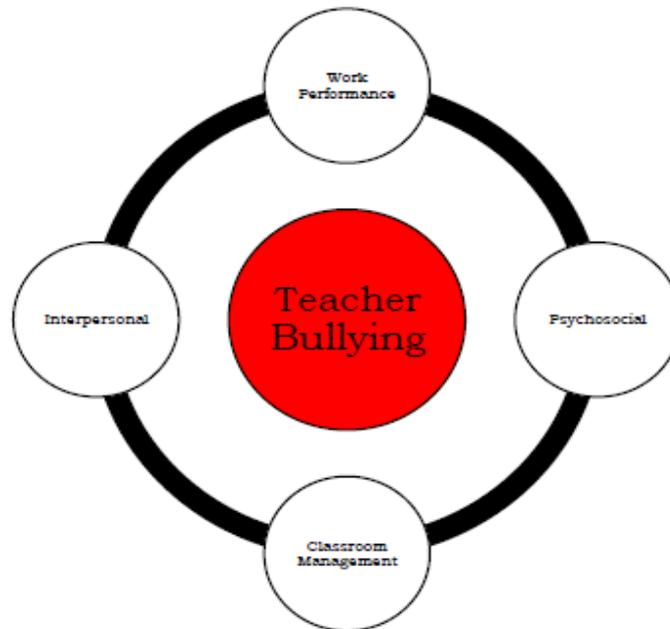


Figure 3. Dimensions of Teacher Bullying

Further, 10 effects of teacher bullying was eyed by the researcher through thematic analysis as they were commonly mentioned by the respondents in their narratives. Five of these are effects on their teaching performance, namely, “absenteeism”, “lost focus”, “demotivated”, “unachieved targets”, and “reduction in job effort”; and the other five on their well-being, namely, “sick”, “sleeping disorder”, “low morale”, “loss of confidence” and “triggered existing health problems”. These effects were prelisted in the survey form and respondents were asked to nominate 3 out of 5 in both categories. Accordingly, the data gathered were subjected to Multiple Response Analysis and the top 3 effects in each category came out. For their teaching performance, the top 3 effects are “lost focus”, “demotivated” and “unachieved targets”. On the other hand, the top 3 effects on their well-being are “low morale”, “loss of confidence” and “sleeping disorder”.

Furthermore, there were 7 interventions perceived by the respondents in the Narrative Inquiry as timely, relevant and effective in addressing teacher bullying. These are “develop personal habits that can counter stress”, “integrate teacher bullying in the curriculum”, “increase awareness on teacher bullying”, “create a committee or support group”, “engage learners, teachers, administrator and stakeholders in making rules, policies and plans”, “have the pupils, parents and stakeholders know their rights and responsibilities” and “provide team-building and other related activities to teachers”. These 7 interventions were also prelisted in the survey questionnaire and respondents were asked to nominate 3 out of 7. Data gathered were subjected to Multiple Response Analysis and the top 3 that emerged are the following: “increase awareness on teacher bullying”, “engage learners, teachers, administrator and stakeholders in making rules, policies and plans” and “develop personal habits that can counter stress”.

As to the effects (TBEF and CETB) and interventions (TBIN and NITB), results found were substantial and are almost found in related studies. It somehow gave the researcher the idea that bullying forms can be unique in every locale of the study but

effects and interventions can be universal and can only vary on the extent, breadth and depth.

Finally, having all the significant results at hand, careful synthesis was done in order to arrive at an effective, timely and relevant support mechanism. There are 3 variables that were used in the synthesis: Factors of Teacher Bullying (FATB), Common Effects of Teacher Bullying (CETB) and Needed Interventions on Teacher Bullying (NITB). These variables were generated after employing Exploratory Factor Analysis and Multiple Response Analysis. It was found out that results of these statistical analyses have a good connection to one another and they can be also linked to the existing programs and policies of the government especially of the Department of Education, which made it easy for the researcher to conceptualize the support mechanism. Table 2 presents these links.

Ultimately, PRIME (Figure 4) was achieved. It is an acronym that stands for Prevention (Mechanism 1), Intervention (Mechanism 2), and Monitoring and Evaluation (Mechanism 3). These 3 mechanisms constitute the final output of this study, the Support Mechanism on Teacher Bullying (SMTB). Each of these mechanisms has a system of actions that are achieved after careful synthesis of the findings of the study.

Table 2. Established Links on the Results of the Study

EFA Results on Factors of TB	MULTRESPONSE Results on Common Effects of TB	MULTRESPONSE Results on Needed Interventions on TB	Gov't Programs and Policies	Area of Connections/ Links
Work Performance – Related Bullying	<ul style="list-style-type: none"> • Low morale • Loss of confidence • Demotivated • Unachieved targets 	<ul style="list-style-type: none"> • Develop personal habits that can counter stress 	<ul style="list-style-type: none"> • DepEd In-Service Trainings • Teacher Induction Program • House Bill 5735 	Developing one's personality and attitudes to improve the delivery of performance in the workplace
Psychosocial Dimension – Related Bullying	<ul style="list-style-type: none"> • Low morale • Loss of confidence • Sleeping disorders • Demotivated 	<ul style="list-style-type: none"> • Increase awareness on teacher bullying • Engage stakeholders in making programs, policies and plans 	<ul style="list-style-type: none"> • DepEd In-Service Trainings • Republic Act 10627 • House Bill 5735 • Magna Carta for Teachers 	Establishing social awareness among stakeholders on teacher bullying to understand the phenomenon and to take part in developing a bullying-free environment in school
Interpersonal Dimension – Related Bullying	<ul style="list-style-type: none"> • Low morale • Loss of confidence • Sleeping disorders • Demotivated 	<ul style="list-style-type: none"> • Develop personal habits that can counter stress • Provide team-building and other related activities 	<ul style="list-style-type: none"> • DepEd In-Service Trainings • House Bill 5735 • Republic Act 4670 	Developing good relationships in the workplace to create a healthy organizational culture
Classroom Management –	<ul style="list-style-type: none"> • Lost focus • Demotivated 	<ul style="list-style-type: none"> • Engage stakeholders in 	<ul style="list-style-type: none"> • Republic Act 10627 	Creating a committee in school

Related Bullying	<ul style="list-style-type: none"> • Unachieved targets • Low morale • Loss of confidence 	<ul style="list-style-type: none"> • making programs, policies and plans • Have stakeholders know their rights and responsibilities 	<ul style="list-style-type: none"> • House Bill 5735 	that looks closely on issues on teacher bullying and is responsible in making teacher bullying policies, programs and plans towards a bullying-free classroom and school
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The acronym PRIME was thought of by the researcher to represent the mechanisms in order to have an easy recall. PRIME would serve as fillers for the gap that blocks the way to provide the protection that teachers need against teacher bullying.

Each of the three mechanisms has its system of actions that can help in cushioning or probably suppressing teacher bullying. Figures 5 to 7 show the frameworks of each mechanism and present the system of actions that schools can implement.

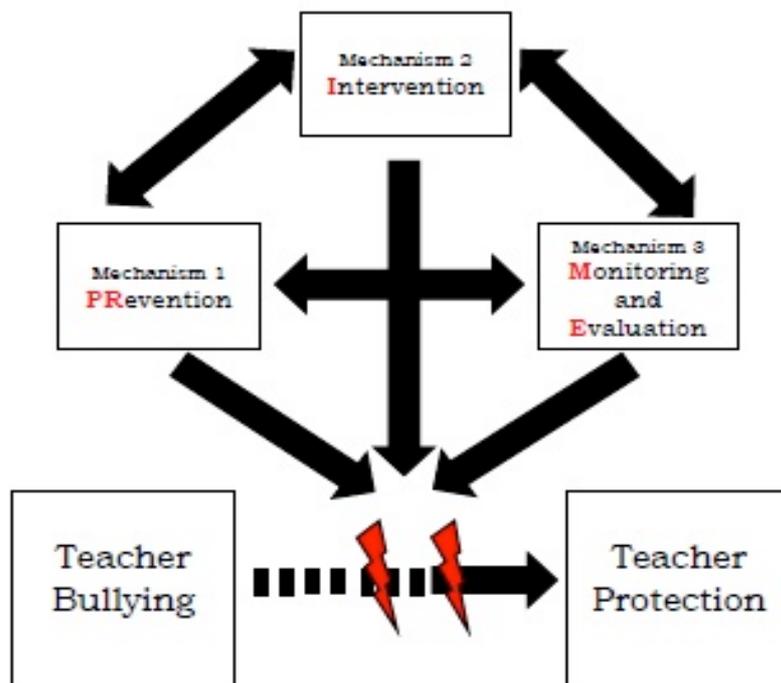


Figure 4. Framework of the Support Mechanism on Teacher Bullying

Mechanism 1 (Figure 5) is all about preventive measures that are intended to avoid the occurrence of teacher bullying in the workplace. Professor Dan Olweus' Comprehensive program on bullying (as cited in California Department of Education, 2003) suggests that programs on bullying must not only focus on intervention methods but must incorporate the concept of prevention strategies.

One of the prevention strategies is to increase awareness on teacher bullying in the workplace. In the quantitative phase of this study this strategy was chosen by the respondents as the most needed strategy that can address teacher bullying. It came

out to be the mostly needed because it cannot be denied that teacher bullying is an under-recognized problem in the workplace. To increase the level of awareness, schools can provide symposia, assemblies and other relevant activities to all stakeholders of the school.

Developing a safe school environment can also be a good prevention strategy. Olweus (as cited in California Department of Education, 2003) likens a safe school environment to a home which is characterized by warmth and positive interest.

Another preventive measure is to develop a school-based bullying prevention program. There are prevention strategies that might not be applicable to other schools. So, each school must develop their own. This can be done by constantly assessing and referring to reports made in the Monitoring and Evaluation (SMTB Mechanism 3). In addition, in developing own prevention programs, school administrator, teachers, students and parents must play as partners (California Department of Education, 2003) together with other representatives from different sectors in the community.

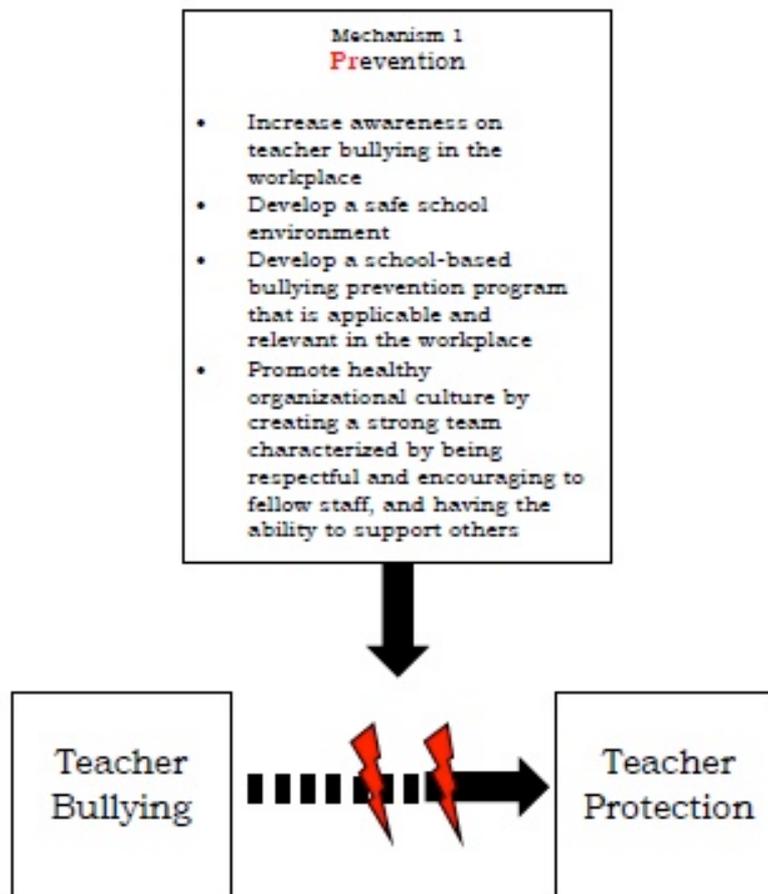


Figure 5. Framework of SMTB Mechanism 1

Lastly, schools must promote a healthy organizational culture in order to prevent teacher bullying. Bradshaw and Figiel (2012) in their report made for the National Education Association (NEA) in the US, stressed that creating a strong team would

lead to have a healthy organizational culture. This is characterized by being respectful and encouraging to fellow staff.

The second mechanism (Figure 6) highlights interventions that can address teacher bullying. One of these is to engage internal and external stakeholders in making clear classroom and school rules, policies, programs and plans in line with teacher bullying. This strategy has actually come out to be one of the most relevant interventions in the survey. Doing this would also address another concern from the respondents that everybody in school especially the students and the parents should know their rights and responsibilities. So if they are engaged in making the rules and policies in the school, especially on teacher bullying, their rights will be brought out and their responsibilities will be emphasized.

Teachers need to have relevant trainings/seminars in order to easily counter the prevalence of teacher bullying in the workplace. Seminars on personality development and countering stress could be of great help in maintaining composure and confidence in trying times. Moreover, classroom management and student discipline are also areas that teachers must be trained on. Representative Antonio L. Tinio, in his bill, Student Discipline and Teacher Protection Act, suggested that the government must institutionalize measures governing student discipline and mechanisms for classroom management. The bill is actually concerned with heavy burden of teachers aggravated by the lack of institutional support in the form of standards in classroom management, training on these standards and effective methods of instilling student discipline.

Another very important intervention is to create a committee in school that will look closely on the issues of teacher bullying. This committee can be called Anti-Teacher Bullying Committee which is responsible for creating prevention programs, providing activities that can increase awareness on teacher bullying, administering monitoring and evaluation and other relevant tasks.

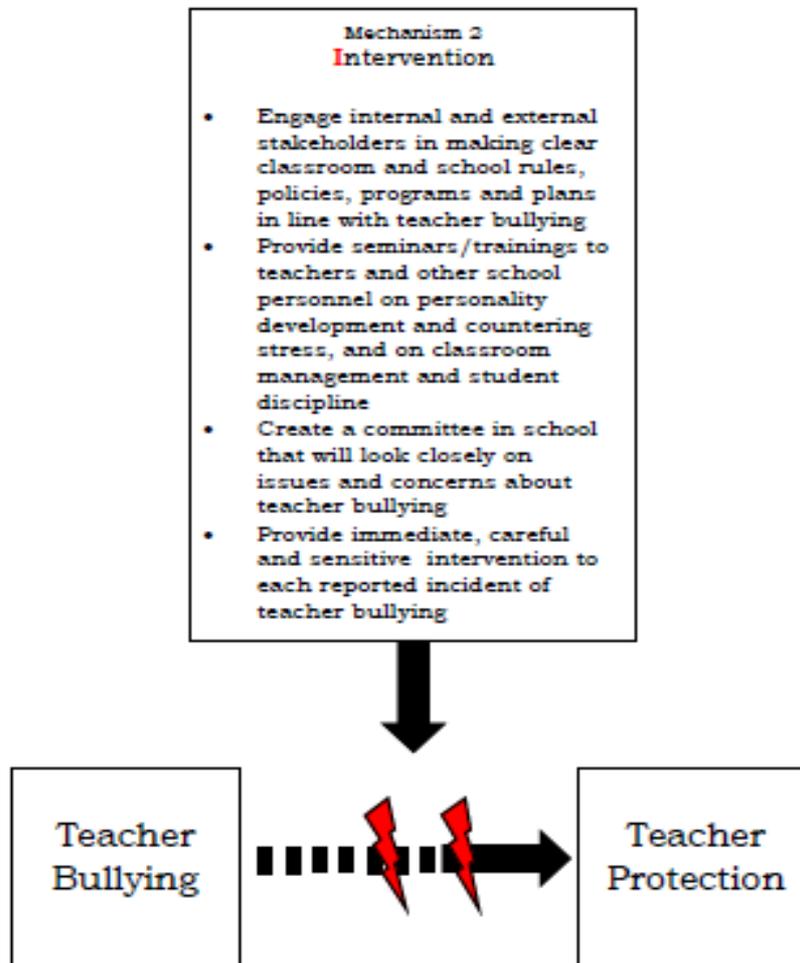


Figure 6. Framework of SMTB Mechanism 2

Schools must also provide immediate, careful and sensitive intervention to every reported bullying incident. Sense of urgency must be developed and observed so that the problem will not get worse.

There are growing pressures on organizations or schools to be more responsive to the demands of internal and external stakeholders for greater development effectiveness including strategic ways on addressing current issues like teacher bullying. As these demands have increased there is a great need for enhanced results-based monitoring and evaluation (M & E) of policies, programs and projects (Kuzek and Rist, 2004), averring that M & E is a powerful management tool to improve the way organizations achieve results and create a good performance feedback systems, hence, this third mechanism (Figure 7). This plays a very important role to ensure sustainability and to maintain relevance and appropriateness of actions to undertake. This would be a very important undertaking since it is one of the significant findings in this study that policies, programs, plans and activities relative to teacher bullying must be school-based. This is because there could be unique features of bullying in every school.

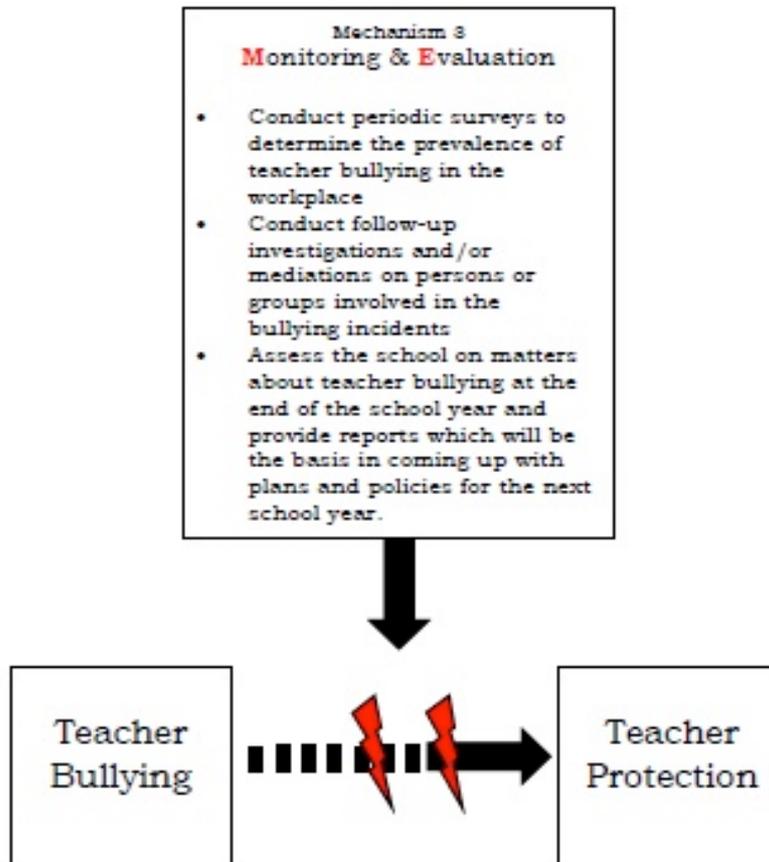


Figure 7. Framework of SMTB Mechanism 3

Among the relevant strategies are conducting periodic surveys on the prevalence of teacher bullying, conducting follow-ups to addressed incidents of teacher bullying and assessing the school on matters about teacher bullying in order to provide timely and reliable reports which will be the basis for future actions.

In summary, teachers of today undoubtedly deal with so much challenges in their work. And the presence of bullying in the workplace adds up to the growing problems that teachers encounter. Though it appears to be nothing, as most people see it, teacher bullying is a serious problem that needs to be addressed. The results of this study affirmed that yes, teacher bullying is there in the workplace and that it really poses ill effects on the teaching performance and well-being of teachers. However, as this research is concerned, there can be doable ways in order to cushion or possibly suppress teacher bullying. It is just a matter of how serious we would be and the government most especially, in putting into actions the recommendations that this study wants to suggest.

What is more compelling and satisfying throughout this entire research work is the realization of the main output, the Support Mechanism on Teacher Bullying. The researcher, with so much conviction, is very confident that having this blueprint of mechanisms (PRIME) that can address teacher bullying, awakens the education sector of the prevalence of teacher bullying in the workplace and guides them as to how it can be cushioned or suppressed.

It is about time to engage in paradigm shift (Kuhn, 1962) as regards to teacher bullying. From being silenced and ignored to being exposed and regarded, teacher bullying in the Philippines is now on its way to be acknowledged in the workplace, something that anybody should never be happy about but something that everybody should accept and realize that yes, teacher bullying is there.

The Philippine government has provided laws and policies that intend to provide protection for teachers. For one, as early as 1966, the Magna Carta for Teachers or the Republic Act 4670 was implemented in order to protect the rights of the teachers. While some of the provisions in this act are still applicable in the modern times, there is really a need to revisit, assess and evaluate, and/or may be improve them, and/or add provisions that could somehow address also the new emerging problems that teachers of today face.

Similarly, Republic Act 10627 or the Anti-Bullying Act of 2013, needs also to be modified. This act requires all schools, elementary and secondary, to adopt policies to prevent and address the acts of bullying in their institutions. However, these are only directed to student bullying. If it could be possible to amend this and include teacher bullying in the provisions of this act, it could really be beneficial to teachers.

Recently, a house bill was proposed by ACT (Alliance of Concerned Teachers) Representative, Antonio L. Tinio, called Student Discipline and Teacher Protection Act. This is an act institutionalizing measures governing student discipline and mechanisms for classroom management, establishing support for public school teachers and school personnel and providing for their protection. This can really be a good act to be implemented by the government since it caters timely needs of teachers as well as students. Thus, it is strongly recommended that this bill be put into law as soon as possible.

In the school-level, it is also very important to craft and implement policies on teacher bullying. These policies must be school-based addressing unique features and dimensions of teacher bullying as experienced by the teachers in that particular school.

PRIME is strongly recommended to be implemented in every school. One of the important features of PRIME is being school-based. It acknowledges the fact that there can be features of teacher bullying that are unique in every school. That is why it strongly emphasizes the creation of a committee in school which can be called Anti-Bullying Committee which consists of representatives from all sectors, internal and external, that are associated with the school and its operation. This committee is responsible to look closely on issues relative to teacher bullying. It is tasked to perform actions stipulated in PRIME with strong emphasis on the assessment or evaluation of matters on teacher bullying in the school, preferably at the end of every school year, which will be the basis in creating school-based policies, programs and plans in the following school year.

In addition, since teaching is a profession that requires the ability to be responsive to new demands and changing needs, teachers must be provided with timely and relevant trainings. This is important in increasing their confidence and competence which in turn help them identify and respond properly to the demands and challenges in the

workplace. For DepEd programs like the Teacher Induction Program provided for newly hired teachers and other in-service trainings, these must be sustained but should include in the topics of discussion bullying and other contemporary issues which are undoubtedly affecting the delivery of quality performance from the teachers.

This study is the first empirical report, in the Philippines, of the actual experiences of teachers on teacher bullying and its effects on their teaching performance and well-being. Although the researcher has begun to illuminate the problem, there is a great need still to explore more the basic features and dimensions of teacher bullying to provide robust baseline information on teacher bullying in the country. The need to explore more on the coping skills of victimized teachers, in-depth descriptions on bullying forms, thorough exploration on the effects of teacher bullying, and investigation on the relationship between classroom management practices and teacher bullying, are much recommended. It would also be of great significance if the intersection of variables, say gender and position, be explored in future studies on teacher bullying because there could somehow be substantial information that can be generated from doing such action. Additionally, a pure qualitative study which would really focus on individual interesting stories would be a smart thing to do to address circumstances and context of teacher bullying. This can be best explained by The Chaos Theory of Bullying by Sullivan et al., (2003) which states that while statistical results may give us trends of events, they can never predict who will bully and how, and cannot identify who will be a victim and why.

Should this research study be replicated, the researcher strongly suggests that Exploratory Sequential Mixed Methods still be used in carrying out the study since teacher bullying needs to be explored more especially in the Philippines where it is less-recognized. The country needs more exploratory studies like this to widen and enrich the knowledge of the Filipinos on matters and features of teacher bullying. As to the methods in both qualitative and quantitative phases, it would be better if other methods be employed depending on the discretion of the researcher. However, it would be better if replicate studies will be more specific as to the source of bullying experiences of teachers. There should be separate studies on bullying towards teachers by students, bullying towards teachers by co-workers and so on. In this way, more reliable and more reflective results could be generated.

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