

# The Conditional Analysis of Principals Bullying Teachers Reasons in The Surroundings of The City

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**Submission date:** 16-Jan-2021 07:23PM (UTC+0700)

**Submission ID:** 1488590664

**File name:** pm2520201217-The\_Conditional\_Analysis.pdf (318.44K)

**Word count:** 7689

**Character count:** 43622

## The Conditional Analysis of Principals Bullying Teachers Reasons in The Surroundings of The City

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### Abstract

*Centered on teachers' intimidation by officials, this paper (a) discusses how management incompetence favors their emergence, (b) how teachers can see it, and (c) whether or not this issue impairs teacher success. Empirical findings indicate that teacher efficiency improves with inspiration, a good environment, and not bullied or upset by principals. The results suggest that the principal cause to be blamed is the teachers' negligence. Teacher teamwork will play a part in curbing this violence. Take the time and position constraints into account for the analysis, where 15 hours of monitoring may not be enough time to analyze this kind. Furthermore, qualitative research was conducted in and out of Beirut classrooms. As a consequence, the findings of this study are generalized in the surroundings of the city.*

**Keywords:** Conditional Analysis; Principals; Bullying Teachers Reasons; Surroundings of The City; A good environment.

## **Introduction**

By concept, education is how training in a particular location such as schools and universities is systematically delivered or collected and summarized numerous leadership positions for leaders supporting their schools to achieve their performance [1]. They provide tools, support teachers build and enforce successful teaching techniques, and several others. Good educational environments that contribute to the school population's success are generated by engaging in the partnership between Principal and instructor [2].

Teachers and participants flourish in their knowledge of their efforts as they desired, and they are nourished by the expertise and commitment of teachers and directors to their teaching and growth. Leaders can be agents of school reform when they can genuinely create trust within the school community involving parents, students, and teachers [3]. The bright side of the school partnership, especially between directors and teachers, is all mentioned above. However, if the reverse occurs and the partnership is misplaced, the causes and consequences for this divergence and their impact on others should be understood.

## **Significance of the Study**

To ensure that school administrators recognize that their primary programs and principles for students and parents rely on schools, thereby allowing senior managers and managers to respect their teachers' expertise. The research would also develop expectations and requirements for leaders' selection, recognize the contact limits among directors and teachers, and support managers to understand the secret consequences of day-to-day organizational disputes. As part of this research, it also attempts to validate the teaching managers' efficacy in identifying when management has gone wrong, enabling teachers to disclose abuse without fear of compensation, and crack their secrecy with protection techniques [4]. Over 60 years, analysis, research, and publications focused mostly on the lovely and ideal aspect of schooling and its management and the classical position in teaching styles in schools. There are very few practical surveys that shed light on school participants on the dark side of administration [5].

Principals are midline school administrators, and instructors support the expertise necessary by the programs provided by the schools. The partnership between midline managers and workers has a clear influence on the success of the job, according to SS Rajest [29]. It is important to encourage and explain organizational priorities and tasks, especially in the services sector. People must have enough intelligence, skills, and tools to carry out their job, organize and incorporate and communicate effectively. This increases mutual learning and recognizes work satisfaction [6]. The research reflects on students, administrators, school managers, and all players in the education field. The goal is to solve problems between teachers and directors and boost school production standards in teaching and educational results [7].

### **Teachers' Appreciation Incentives**

SS Rajest [30] proved that the teacher's expertise is important in the process of education. As professors' expertise improves, it allows the learning process more fun and beneficial to enable the students to achieve literacy. The author adds that growing awareness can often contribute to greater accountability and concern and what occurs when students are trained by instructors who improve their sense of responsibility and making them more compassionate, confident in themselves, and loving others, to the advantages of society and culture. SS Rajest [31] endorsed Shulman and added that the instructor and only the teacher could tailor the students' knowledge in conjunction with their properties and explore and develop new information. This ensures that managers and directors realize how critical the teacher's position is in the standard of service they are present and strive hard to value them by maintaining a relaxed atmosphere. Something that stirs teachers affects their achievements [8].

### *Criteria for Selecting Principals*

A successful principal should lead teachers to do an effective job. In a study for Quality School Leadership, requirements for the school's principal recruitment were developed. According to their correspondence, a committee was forming, which agrees on the school's leader's specifications and selects the key applicant. In the school responsible for recruiting managers, the management department must determine the best applicant and evaluate on-site (not seen) of finalist results [9]. The leadership transition should be seamless following the option of the fittest nominee. The boss's role shifted over the last decade from being just managerial to intervening with students' problems and the school atmosphere [10].

### *Limits of Interaction between Principals and Teachers*

As stated earlier, management should be strategically chosen to develop the job positively and eliminate obstacles to changes. Teachers often strive to develop their representatives' characteristics, such that contact, admiration, and inspired vision, are improved. Teachers and directors alike enjoy listening and respect as they communicate. In an interview performed by a Principal at a private high school, the 16-year-old Principal noticed that letting everybody feel respected and undervalued (with the position of Principals, even Students) allows all students greater freedom to offer thoughts suggestions. The same director added that trying this design addresses many sensitivities for those teachers who have some confusion [11].

The two golden terms of the highest partnership between principalities and their students are to "listen" and "love" an administrating superintendent, who was an elementary school instructor for nearly 20 years. She clarified that different roles in which managers (administrative, scholarly, operational ...) are accountable make teachers realize that they are interrupting their job and are in an undesirable role. They should pause and listen carefully and politely to what the

teachers say. Therefore, the optimistic climate is created because some researchers view the teachers' disrespect as bullying. In every partnership between individuals, mutual respect is the main element. No one would regard it individually if there are conflicts of view, and therefore change is made fluently [12]. The development of a relaxed and departing atmosphere in the school is another perception of the elite teacher-director partnership [13]. At this stage, Hopkins added that the Principal would be greatly respected by the teachers and the students when they monitor their reaction and attempt to be cool and constructive even in critical crises [14].

In observational and interviewed research, teachers found that certain oral or non-verbal instructor actions can surpass the contact cap and be graded as maltreatment or bullying. Such verbal activities include yelling and screaming, misleading, calling derogatory names, too much critique of the instructor's job, asking nothing, isolating teachers, blackmailing and teaching blackmail, and different behaviours that include the master/servant relationship [15]. The nonverbal behaviour is seen as a failure to value the instructor and deny him/her a function without strain. However, it is the most hurtful sort, and masters of such abuse, so much glassing and gazing or as the teacher calls it "the dirty looks." For teachers, classifying it as "silent treatment" proved extremely agitating. Finally, the finger points, slams, and throws extremely uncommonly seen objects [16].

The limits of the relationship between teachers and their director's SS Rajest [26] summarized as all that cancels teachers' physical, emotional and psychological wellbeing, contributing to inconvenience in teachers' success and social connection. SS Rajest [26] clarified that violence in the workplace has physical consequences like nightmares, headaches, nausea, weight loss, and a lot more. Stress, frustration, and poor self-esteem are mental and physical effects. This results in little engagement and satisfaction, increased oversight and absenteeism, and reduced labour efforts and exposed that bullying exists if immoral and abusive contact is aimed at one or more individuals over a certain period. He understands emotional violence or psychological abuse as an attempt to harm someone and making him/her feel unwelcome by disregarding his / her interests by believing that in his / her partnership with his(her) representatives, he/she is with a lower role in authority [17].

### **Effectiveness of Recognizing Bullying Occurrence**

Management reactions to this dilemma differ, but they mainly do not help the abused teacher. The leader's intimidation justifies management rather than threatening him or her, rather than imposing restrictions on his or her crossing. In comparison, certain executives are humiliating for the instructor who reports abuse. Fry points illuminated the steps that administrators would take to identify the signals that warn them whether they are maltreated or harassed, and when the teachers are not happy in their colleges [18]. Managers should first be mindful that as successful teachers quit school, they just can't accept abuse. Secondly, they can closely track when any teachers take on additional positions, which are not easy to manage and threatened with



termination. Thirdly, if leaders still disrupt and challenge any new instructor ventures or events. And fourthly, to see how directors communicate with each other, and perhaps because of the intimidation, they limit communication with a single director [19]. The author added that bullying the question of teacher directors will cause the school to lose its productivity. For most teachers, senior administrators are not trustworthy, and they promote intimidation. In comparison, students conclude their research duration and do not discuss their successes over the long period taken to overcome this issue. And most critical is the anger and desperation of bullied teachers that can impact their performance [20].

Laws and guidelines can be introduced to discourage workplace discrimination from protecting teachers and preventing bullying and maltreatment. Although these law structures protect the survivor, teachers have shown to be incredibly reluctant to submit to their employers because of their fear of the repercussions [21]. Teachers realize that the key administrators and not teachers are their choice for their school administration. As mentioned earlier, bullying administrators have negative consequences on classrooms, and superiors and management can be prepared to identify whether schools' leadership does not take the correct direction to assist teachers with protection reports that can be utilized while harassed [22].

### **Ways to Stop Bullying**

Suman Rajest S [31] addressed the need for teacher educators to understand that directors misuse the professionals and that the epidemic has a detrimental effect on them. Teachers should be prepared to use analysis interventions and provide them with the skills required for personal and professional security and new experiences for offenders' encounters. Teacher educators can also instruct teachers on constructing their skills and self-esteem and mentally and emotionally cope with the problems. They can also get teachers to encourage other teachers' bullying and start lobbies to impose policies against harassment [23].

### *Impact of Bullying on the Performance*

Schools with a positive environment positively impact students, particularly on the principal leadership style that influences their success. The optimistic view of principal leadership teachers enhances the school's environment and success and guaranteed that the principal style of management impacts teacher efficiency. If the Principal is optimistic regarding the school and expects that the students and teachers can achieve outstanding outcomes, it will equal higher success [24]. As a consequence of what is discussed above, the instructor and Principal can carry the desirableness of academic successes because their productive partnerships are full of appreciation, coordination, and positive actions [25].

The school leaders describe how teachers feel regarding their workplace and thereby impact their teachers' success and addresses how students behave in classrooms impacts unity between

teachers and the leadership style. In reality, both the teachers and the directors operate according to themselves and expect other people to perform according to their standards. Some managers realize that their teacher business will impact their performance, and delegating authority would make teachers' output excellent [27]. Leadership in teaching roles is strengthened by incorporating essential mechanisms that embed quality relationships, improve teachers' perspective on themselves, promote their engagement with leaders, and enhance classroom effectiveness [28].

### **Reasons for the Principal Bullying the Teacher**

The Principal's opinions that intimidate teachers dispute one another; some blame administrative failure, some blame tradition, misunderstandings of the teacher's sense of authority, and others' burden. In the study, management positions are listed in addressing or improving the bullying behaviour. Top management is an essential part of solving this issue, specifically in schools or any company, which provides consumer care. Management and society, clearly because teachers are trained, and expert workers can be transparent and civilized. Any education scholars believe that instructors and the authors found that organization and management's atmosphere will play a major role in explaining the wrong behaviour. In comparison, in reports from abused students, administrators have no intervention to stop the violence. Instead, management fails to defend oppressive supervisors or is violent towards abused teachers. He concluded in a study performed by SS Rajest [29] that the bullied people had no identity, and both men and women were bullied. What was relevant was that bullying was conducted in certain circumstances in classes rather than on one employee/teacher. The writer also found that teachers who had not been bullied had a better and more trusted response.

The explanations for teachers' intimidation were also pointed to the misconception of the principle of control arising from the formal authority of the Principal's role. It is the presumption of politicians that they are free to handle teachers; however, they please and has reported that directors have the right to dismiss teachers with less capacity to oppose their dismissal, a kind of intimidation. Priess commented that the fact that teachers' duty is terminated without significant justification could face the government's processes to reassess its actions before termination since teachers have complete freedom to appeal their unfair termination lawfully [32].

On the other side, Blasé and Blasé [14] noticed that teachers, particularly teachers, have played a role in diminishing their trust, especially during the first stages of abuse, and have a non-resistible face encourages directors to continue abuse without preventing them from doing so. They are self-doubt and self-denying. In other terms, the slight character of the teachers Blasé and Blasé implied that they might catalyze the intimidation of the representatives [33]. A recently founded school instructor claimed that the incentive to create goodwill and maximize success forced people to act unreasonably, with managers who wanted to build everything quite rapidly. This strain forced obsessed directors to behave intimidatingly. However, several experts

and writers concluded that teachers' bullying harms the teacher's efficiency, school, and learning method.

### **Research Method**

In every organization, several problems occur, and it is difficult to develop and improve. One of the problems at school is that teachers are maltreated and harassed by their directors. These issues have detrimental consequences that endanger teachers themselves, their efficiency, performance, goodwill, and society's generation. This analysis aims to demonstrate and examine teachers' intimidation and management by directors to explain the intervention's effects on teachers, students, and the entire learning process. And to answer the following questions in particular:

- Is management liable for harassing cultivation managers? What are the attitudes of the teachers to these school activities?
- How do the bullying actions influence the performance of the school?

Surveys, interviews, and analysis from previous experiments are approaches used to find responses to these questions in this research. Any such research methodologies are used to provide information from the future and the past.

The research will be conducted in numerous primary and secondary schools, in private and general, in Beirut and its communities, to assess the degree to which the teachers are bullied, representing the interaction between directors and teachers. It contains survey questionnaires for 40 teachers between the ages of 24 and 60. Both interviewees were requested to complete the questionnaires willingly after they were confident that they would reply privately. The questions will be addressed, the tables and statistics collected, summarized, and compiled; interviews will be documented. For five weeks between 17 March and 21 April, participant monitoring occurs for about three or four hours a week. This time involved cycles of examinations in certain classes, where teachers have a lot to anticipate. At the recess periods, findings were often produced to examine the connections between directors and teachers presented.

Study in education and management specialists in journals is often used for clarifying and interpreting concepts. This is the most comfortable and viable form of operating. Three administrators of the private middle schools, official high schools, and private elementary schools will be interviewed to examine the role of management in preventing or mitigating bullying to ascertain the best methods to reduce it and how such practices have been improved during the past 5 years. Interviews were voluntary in their engagement and responses; the findings are summarized and analyzed in tables and statistics.



## **Research Methods and Design**

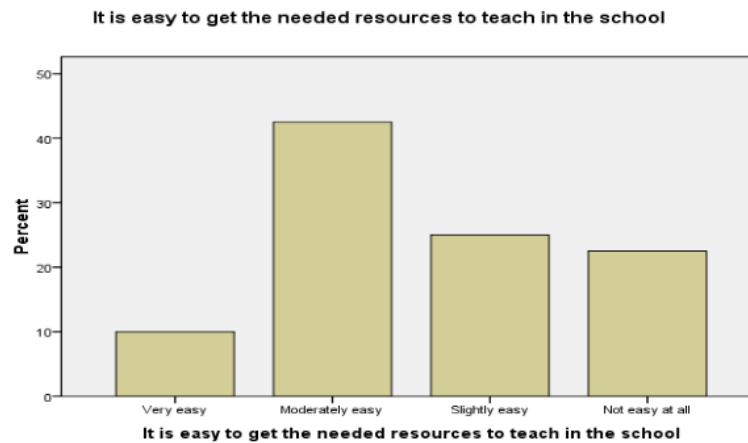
Teachers undertook assessments to see if they obtained resources and assistance from the school they were taught and to ask them about bullying. In addition to the survey, the interviews were also performed face to face with the voluntary teachers. Five weeks have been observations about how the teachers' key ties continue, especially during the crisis, in three schools (private high schools, official high schools, and private elementary schools). The school managers were questioned if they perceive this to be a critical concern and if they handle it, whether it is recognized or not. Five directors from five different schools were also consulted to gain their viewpoint on the bullying issue.

Forty secondary and basic, private, and public education teachers conducted 40 questionnaires that comprised nine queries. They were questioned about the ease of obtaining services in the school in which they were trained to see whether they had adequate resources to help their success and provide them with the inputs required to produce the best results. The teachers were also asked to know how they should feel relaxed in their classrooms and teach in a welcoming and helpful environment. The questionnaire is often intended to detect whether management plays the required position for teachers to create. Teachers were tested whether they help they obtained from their superiors was adequate and equitable. The teachers are tested how they interact to know the positivity of the environment in the workplace.

Concerning the bullying issue, teachers were asked to consider the input they got from their leaders and whether they thought it would help the leaders respond. The teachers were then questioned whether they had ever had been harassed and, if so, how much they had ever witnessed it. Lastly, teachers were asked who they perceive to be liable for the bullying issue. This qualitative analysis often relies on researchers whose interviews are consistent with the report. The report is focused on further data and indications, which have not been used in the surveys and interviews. While the teachers polled and questioned who reported being harassed were asked on the responsible hand, they were quite angry in answering and telling how they were threatened. This form of analysis was not possible due to its factors, such as the ease of accessing money, the utility of input from the principals, etc.

## **Statistics**

Starting with the 40 teacher's questionnaire, 10% said it is simple for them to access the necessary services at school, 42.5% revealed that it is reasonably easy, 25% said it is easy to get them, and 22.5% said the resources needed in the school is not easy at all figure 1.



**Figure 1.** Easiness of getting the resources

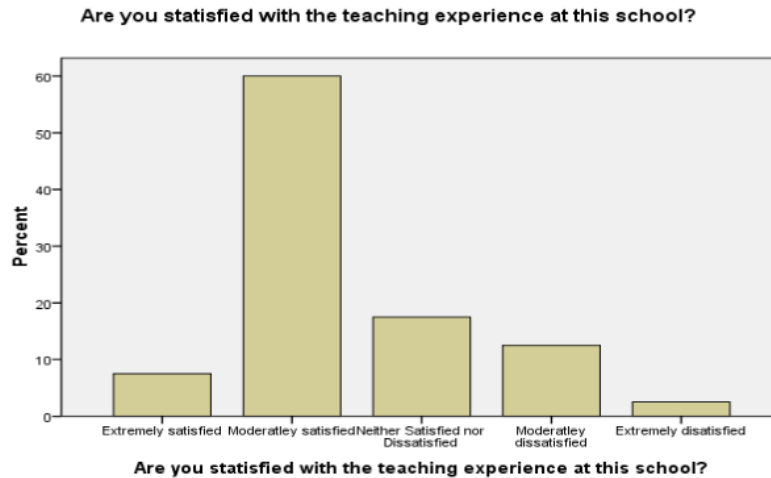
Just 25% of the teachers surveyed acknowledged it's really easy to teach in college, 50 percent said it's mildly relaxing, 20 percent said it is a little pleasant, and 5 percent said it's not at all comfortable [Table 1].

**Table 1.** Comfortable to teach at this school

		4 Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very comfortable	10	25.0	25.0	25.0
	Moderately Comfortable	20	50.0	50.0	75.0
	Slightly comfortable	8	20.0	20.0	95.0
	Not comfortable at all	2	5.0	5.0	100.0
7 Total		40	100.0	100.0	

*Source: Field Data*

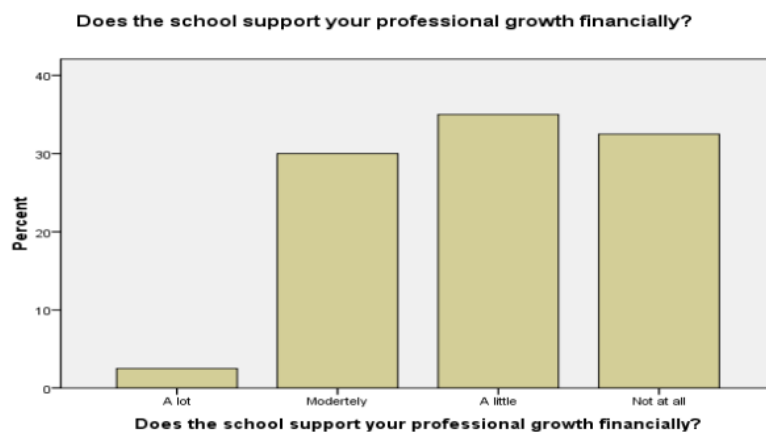
7.5% of the teachers surveyed revested to their satisfaction that they were highly pleased, 60% conveyed moderately pleased, 17.5% puzzled to determine and said that they were not comfortable or unhappy, 12.5% preferred the slightly dissatisfied choice, and 2.5% stated they were quite dissatisfied figure 2.



**Figure 2.** Satisfaction of the teachers

5% of the teachers found the administration to assist them a lot, 45% evaluated administration support as mild, 40% said administration support is not a major deal, and 10% said they do not get any assistance whatsoever.

Just 2.5% of teachers acknowledged a lot of funding from the institution, 30% indicated that the school is financially promoting its professional development at a modest stage, 35% said it is a bit supportive, and 32.5% said it was not sponsored financing all [Figure 3].



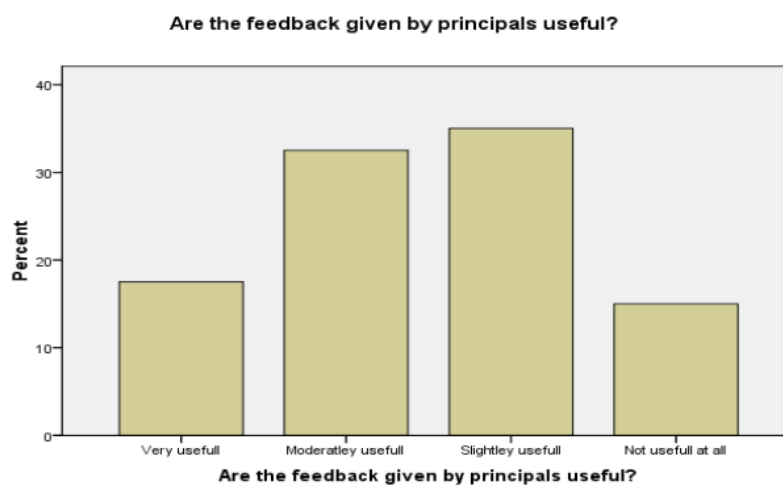
**Figure 3.** Financial support of the administration

Half of the teachers surveyed thought that their work with other teachers was fine; 30% said that teamwork is really good, 15% said that collaboration is marginally good, and 5% said there is no cooperation [figure 4].



**Figure 4.** Collaboration between teachers

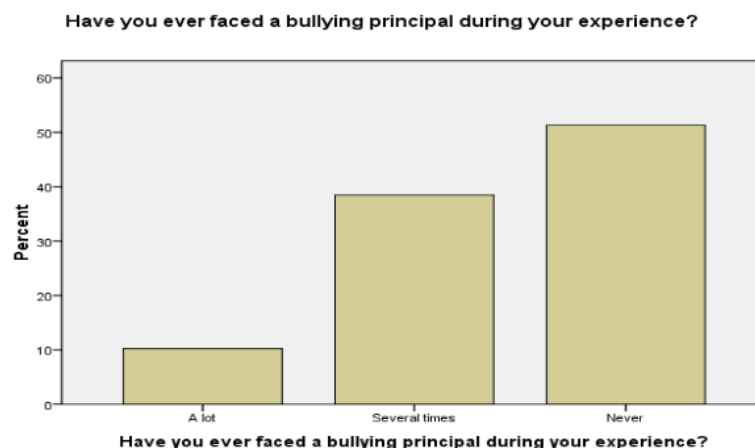
15% of teachers indicated that the input from directors is of little benefit, 35% said it is a little use, 32,5% said it is mild, and 17,5% assured the teachers' feedback is beneficial [Figure 5]. 35% said it was a little useful.



**Figure 5.** Usefulness of the feedback given by the principals



One instructor didn't reply if they had experienced bullying principals, 10% mentioned having had a lot of experience faced bullying directors, 37.5% claimed that they often faced bullying directors, and 50% said they hadn't faced him at all [Figure 6].



**Figure 6.** Percentage of the teachers faced bullying principals

When the teachers were interviewed, they pointed out that the teachers who replied that they were harassed a lot glanced around them, particularly those who had less than 5 years ' experience at the beginning of their careers. While those older people reacted very plainly and trustingly, acknowledging they were harassed for some time, they now mature and know how to block bullying officials. Some teachers chuckled and told them that bullying is not just about batting, but they were shocked to hear the verbal and nonverbal bullying since glazing and touching the eye during interaction is common. In comparison, public school teachers were much more reserved than private school teachers. Teachers other than those happy with their school experience said that they were willing to change the schools at the first substitution, and they reacted by being questioned which replacement they found to be a better one. Over the study's time, particularly during the recesses, teachers met in classes and directors in other groups. No major linkage, no relationship, or small conversations were observed except schedules and academic matters. A director instructed teachers after the tests that they would prepare grades within three days. In a teacher's view, she taught eight classes and couldn't fix these within three days.

### **The outlook of the manager**

Because of the administrators' interviews, a boss was very shocked by the subject and reflected on him, who had no idea whether the teacher-leader partnership had been looked after. Another boss responded that he was just careful regarding conflicts between the Principal and an

instructor because he encountered gossips. The third manager said that the heads of the school were tasked with this duty. One boss claimed that two teachers talked about a principal's maltreatment in his knowledge, and he advised the Principal to be nicer with the teachers; otherwise, he would be terminated. Nobody complained of the situation at all from the other two bosses. The manager who questioned or expelled the principal claims that intimidation is the only way to avoid him. When the manager bullies the chief, the latter is the instructor whom he bullies. The other two managers replied that it was the teacher's fault who could not protect him/her. The teachers would then strive harder to be ever more audacious. The boss, who suggested the bully king, criticized the directors. One boss criticized both the instructor and the Principal, and the third one.

#### *The key point of view*

When questioned about how teachers are handled in the office, they all replied they regard them as coworkers. Three directors said the teachers' outcomes were very versatile and, if the outcome of the teachers was not as planned, they addressed the issue and sought to fix it among themselves, without losing management. One director instructed them to advise the administration on how to interact with the instructor. The fifth admitted that the students' wellbeing was the only thing he was worried about and that he was thus very stern and sincere with the teacher. None of the leaders faced that when confusion happened, he/ she would cross professionalism with teachers. It often finished with sitting together to explain the opinions. They added. None of the leaders interviewed agreed that a teacher could be abused for a single time. One director claimed that an instructor suspected him three years ago of being excessively depressed, and he screamed at her, which covered the management. Two directors answered that some teachers told them they were harassing them, without making them know what happened, and two others claimed they hadn't been suspected at one period or any way of bullying teachers.

#### **Assessment of results**

To ascertain the supportive and encouraging environment of schools in the region under review (Beirut and its suburbs), the first three issues of this survey were questioned to decide if the management had made any attempt. Leadership and administration are the liability for the positivity and encouragement of the school's environment. Less than 30% of the survey answered that it is very simple to access the requisite services. The areas where they operate are very enjoyable, and that their encounters are highly rewarding. These schools' management reveals that the management's inadequate attempts to build the required mood to evaluate such outcomes.

Procedures for handling workers may inspire or demotivate them. Please refer to the second group of survey queries to analyze the degree of inspiration teachers feel in their jobs. Quite low teachers' frequency reacted by providing a lot of administrative, financial assistance and being

assisted more than moderately by administration; the financial incentives and workers' happiness are known as the key factors for employees. Even during the observation phase, cooperation between teachers is well understood, and this supports the view of the bubble and bubble on teachers' collaboration and helps each other. If you evaluate financially or without logistical assistance for the students, the management takes little to inspire their staff.

50% of the teachers found this feedback very helpful, and 50% considered them little or no value. In comparison, half the teachers responded that they were not harassed, and the rest indicated that they were bullied on more than one occasion. One teacher did not address this query for some excuse, stating that all teachers were promised to keep their names secret. The Principal is blamed alone by 7,5 per cent of the teachers, while for the classroom, head, and manager, the highest blames were put on the teacher, the Principal, and the administration. When the teachers were questioned why the Principal was not blamed, most replied that the administration was liable for authorizing them. In the analysis of those findings, particularly when comparing the percentage of those who answered that the key input was not beneficial or useful, with the one who was bullied, the finding was the same, which supports Blase and Blase's opinion [14].

Interestingly, while half the teachers at the schools agree they have issued bulletins, half the teachers speak about what is not taken care of by any managers. An issue is better solved by solving and avoiding its roots. Management deficiency is apparent whether the issue is to develop and the gossip disperses to take the appropriate action; it is not a representation of competent management to fix the problem from root or blame the other preferred group. Managers should solve issues themselves critically inside their workers.

A management downside is staying away from what is going on in the field. Half of the teachers are harassed because administrators may not have enough knowledge or they threaten the Principal, whether they know. Instead of fixing one bullying event, bullying can intensify more. Furthermore, when challenged to blame the supervisors of the individual liable for this assault, they did not treat this as their concern but instead accused the tutor and the head of it. Considering the managers' perspective of the situation, they did not pay attention to it before being questioned. The lack of indulgence in handling the problem contributed to the conclusion that the key cause for the stimulation of bullying acts in schools is inept administration. The responses of the leaders were rather optimistic and ideal. No director expected himself to be treated by teachers as a bully. He also answered that he was very impartial and professional when coping with problems and did not have his impressions, challenging to create because he is a human. When questioned whether they were accused, one director said that once an instructor accused him of shouting, adding that he did not believe anybody had been bullied, even if he screamed.

### *Hypothesis testing*

2

H0: Incompetent management is the main reason for fostering bullying actions of principals.

2

H1: Pressure for success is the main reason for fostering bullying actions of principals.

H2: Misunderstanding the concept of power by principals is the main reason for fostering the principals' bullying actions.

H3: Weak personality of teachers is the main reason for fostering the bullying actions of principals.

#### *Results of H0*

More than 70% of the teachers surveyed claimed that the administrators were responsible by directors for the abuse. In the office where bullying was observed, there was a loss of enthusiasm and constructive climates. Furthermore, managers do not realize that a challenge faced or waiting for the problem to develop and solve an expanded problem is effective management negligence. So, the null statement is appropriate.

#### *Results of H1*

The studied schools were established many years ago, and hence there was no pressure for having success in a short period. So, we can reject the null hypothesis.

#### *Results of H2*

Teachers are not stupid, unrecognized, or educated citizens. Both teachers instead have university degrees, and the bulk of them graduate. And teachers who have claimed they have been harassed realize their rights have been violated, and officials are certainly bullying such conduct. But the holders in authority misunderstand that they have total power to do what they wish with teachers who view it as intimidation. So, half the null statement can be believed

#### *Results of H3*

20% of teachers surveyed pointed to teachers themselves because of the abuse, while others claimed that, even though teachers are weak, they should not encourage the Principal's privilege to exploit them. An interviewed director accused teachers of encouraging directors to threaten them. Interestingly, this boss said that, once the bullying incidents arise and rumours are circulated in school, rather than fix the issue until it happens, he would not take steps to resolve them. We should also dismiss the zero hypotheses.

### **Findings**

The teachers would be able to inspire adequate knowledge and energy to motivate them to do better. It will also improve the academic sector further. This allows managers and directors to



trust teachers more because they provide multiple results that balance schools' success and goodwill. Successful instructors guarantee that pupils are accountable and diligent and that culture and environment profit. Much of this relies on the comfort of teachers' atmosphere, as the experiences are less relaxed than anticipated. Quality School Leadership has created a study highlighting the value of being impartial to ensure that teachers are empowered and deliver as needed and showed the positive environment in the school to be objective and to communicate respectfully.

The contrary is called a bully of leaders where assault and the gap to order are very high. Also, some individuals classify bullying as verbal or nonverbal. Physical abuse involves directing and discomforting teachers' fragments, which may not be damaging to the term itself but may be expelled. Nonverbal abuse doesn't usually include batting but can seem odd or have several other consequences. Such verbal and nonverbal abuse has a physical, emotional, and psychological effect on teachers. Fry stressed how critical the involvement of bullying directors is to be identified and requested by management to avoid discrimination against representatives and help teachers with safe reporting measures when harassed. Blase and Blase [14] suggested that teachers' teachers should guide teachers, train, conduct while challenging bullying directors, and even shield other teachers. Finally, the explanations of why directors abuse teachers were articulated were many. In the community where teachers have to respect what representatives call for, certain people apply to tradition, staff, and bosses and others to the misunderstood power. Blase and Blase [15] proclaimed the bad personality of teachers to be intimidating teachers. Fourthly, many teachers and directors interviewed the pressure to perform in the short term.

It was noticed that through an interview with teachers, the teachers who replied that they were harassed a great deal, especially those who have less than five years of experience at the beginning of their career, are looking around them. While the elderly replied in a very strong, positive voice and admitted they had been harassed for some time, they now mature and know how to block the bullying leaders. Any teachers chuckled at this problem and told themselves that the abuse is just about punching and shouting, so they are not beating at all. As educators exposed themselves to the verbal and non-verbal forms of abuse, they were shocked that certain things were common and still happened.

Teachers who are not highly happy with their school experience said they are willing to change the school at the first available replacement, giving you the highest pay. In the observation period, teachers grouped in groups and leaders in other groups, particularly in the recesses. No major ties, relationships, or marginal conversations were found other than the hours of work and academic problems. A teacher, who described three days to apply grades for the educator during the school examinations season, said that she could not correct eight classes during this short time. The director answered that it was not his concern. The study of these interviews, polls, and

findings shows that the key explanation for harassing teachers is competent management. The notion of the need to be ready to construct and do what is required in a limited period, because none of the schools visited and whose teachers agree they have been threatened for too long, has been proven to be inappropriate.

Most of the explanations for encouraging intimidating politicians are that the unaware vulnerable individuals don't realize their privileges and duties is the opinion discussed. The misconception of the definition of authority is the key explanation. This opinion is not compelling as all teachers are graduates, and most of them are preparing high grades. The poor personalities of teachers who can be harassed by directors is not a rational excuse because no one can offend anyone else even if he/she is in lesser jobs. Finally, school is not a forest where the powerful hunter will consume the vulnerable prey, justifying its evil behaviour to fulfil a surviving need. Management has the responsibility to establish boundaries, rules, and regulations and encourage citizens to behave openly, provided that they do not cross borders.

### **Conclusion**

The plurality of studies was planned to demonstrate teachers' and leaders' attempts to boost education sector efficiency for more than six years. Nevertheless, few studies on the bad ties between directors and teachers, particularly on teacher bullying. The study centred on the trigger and whether the administration was liable for this maltreatment. The study suggested that the study also predicted that the school's negative and non-motivation working conditions would influence the community and society on the teachers' success and the outcome of the whole institution. The approach of the study involves classroom assessments and teacher evaluations, supervisors, and management. Ethical aspects such as protection against injury, integrity, dignity, and the right of the chosen individuals to privacy have been respected.

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