Initial Development and Validation of the Multidimensional Teacher Victimization Scale
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Introduction

- Teachers’ victimization experiences are associated with a wide range of negative outcomes, such as increased physical and psychological symptoms (Bozick & Zenisky, 2016; Wilson, Douglas, & Lyon, 2011), higher rates of burnout, stress, and teacher turnover (Izergin, 2011; Dickson & Kastel, 2012), and decreased sense of school safety, morale, and job satisfaction (Wilson et al., 2011). Challenges remain for researchers, educators, and policy makers to accurately understand the prevalence and severity of teacher victimization due to the scarcity of psychometrically sound multi-dimensional measures (e.g., Duza & Dattari, 2007; Espelage et al., 2013).

- The majority of studies on teacher victimization (TV) and teacher-directed violence have been conducted in the U.S. and Europe (Kauppi & Pörhölä, 2012; Mix, 2011; McMahon et al., 2014). There is a dearth of valid measures of TV used in non-European and developing countries, such as China.

- Limitations of Existing Teacher Victimization Measures
  - The lack of multidimensional measures
  - The lack of measurement instrument support for group comparison.

- The lack of psychometrically sound teacher victimization measures in China.

- The current study aims to develop the Multidimensional Teacher Victimization Scale (MTVS) to assess Chinese teachers’ perceptions of teacher-directed violent and aggressive behaviors from students in middle and high schools.

- Specifically, confirmatory factor analysis was used to examine its factor structure and measurement invariance across gender and grade levels; its concurrent validity, internal consistency, and test-retest reliability were also examined.

Methods

Sample
1,711 teachers (7th to 12th grade) from 58 schools in eight provinces in Mainland China: 893 teachers from 33 middle schools, 505 teachers from 12 high schools, and 313 teachers from 12 schools with combined middle and high school levels.

Outcome Measures:
- Multidimensional Teacher Victimization Scale (MTVS): 32 initial items and 24 final items on a 5 point Likert scale
  - Physical Victimization (4 items): e.g., “Students pushed, pinched, or tripped me intentionally.”
  - Social Victimization (4 items): e.g., “Students challenged my authority by spreading rumors about me.”
  - Verbal Victimization (4 items): e.g., “Students made fun of me by calling me names.”
  - Cyber Victimization (4 items): e.g., “Students sent me messages, pictures or videos that intended to insult me.”
  - Sexual Harassment (4 items): e.g., “Students intentionally told me offensive jokes.”
  - Personal Property Offenses (4 items): e.g., “Students intentionally broke my stuff.”

Chinese Teachers’ Job Burnout Questionnaire—Revised (CTJBQ-R; Wu, Qi, Yu, & Zhang, 2016): 23 items on a 7-point Likert Scale
- Emotional Exhustion: e.g., “I feel I am overworking my life.”
- Accomplishment: e.g., “I can handle students’ problems efficiently.”
- Depersonalization: e.g., “I am harsh on my students.”

Analytic Procedure

- Mplus 7.3 (Muthén & Muthén, 1998-2015) utilizing the full information maximum likelihood (FIML) estimator 5-stage analysis:
  - Scale development and preliminary analyses
  - Confirmatory Factor Analysis
  - Measurement Invariance Test
  - Latent Mean Comparison

- Reliability and Concurrent Validity Analyses

Results: Factor Structure

- When gender differences in latent means were compared, male teachers reported significantly more frequent total TV, Social TV, Verbal TV, Cyber TV and Personal Property Offense, but not Physical TV and Sexual Harassment.

- There were no significant grade-level differences across total TV scale scores and subscale scores.

Results: Model Fit and Latent Mean Differences

- Conclusions and Implications
- MTVS was best presented by a second-order model consisting of one general factor and six lower-order factors.

- Measurement invariance tests showed that the scale’s factor structure was equivalent across middle and high schools and across gender.

- Latent mean differences were found among gender, with male and female teachers reporting different levels in different types of victimization.

- Latent mean differences indicated that similar levels of teacher victimization were reported across middle school and high school teachers.

- Total teacher victimization score correlated significantly with students’ self-reported total burnout score and three subscale scores, including emotional exhaustion, accomplishment, and depersonalization.

- Adequate internal consistency reliability and test-retest reliability were achieved in both the total scale and subscales.

- MTVS can be utilized to comprehensively assess subtypes of teacher victimization, as well as general teacher victimization in Chinese schools.

Selected References

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