### Introduction

Numerous studies across the globe have been conducted to understand the prevalence, antecedents, and consequences of school violence and peer victimization; however, little attention has been given to teacher-directed violence perpetrated by students (Allen, 2010). Findings from the limited empirical studies suggest that teacher victimization is linked to greater work stress (Bounds & Jenkins, 2016), reduced psychosocial and physical well-being, job performance, and job satisfaction (McMahon et al., 2014), difficulty with classroom management, and higher rates of burnout (Olsik & Kartal, 2012). However, very limited studies have been conducted to understand the role of school contextual factors in promoting the teachers’ resilience towards teacher victimization. Moreover, the majority of studies on teacher victimization and teacher-directed violence have been conducted in predominantly white private or developed countries. There is a dearth of studies of teacher victimization conducted in non-European countries and developing countries, such as China.

### Methods

#### Sample

1,711 teachers (7th to 12th-grade) from 58 schools from 8 provinces in mainland China.

#### Measures:

- **Teacher Subjective Wellbeing Questionnaire (Renshaw et al. 2015)**
  - School Connectedness (4 items): e.g., “I feel like I belong at this school.”
  - Teaching Efficiency (4 items): e.g., “I feel like my teaching is effective and helpful.”
- **Multidimensional Teacher Victimization Scale (Yang et al., 2018)**
  - Physical Victimization (4 items): “Students harmed me by using dangerous items (e.g., knife).”
  - Verbal Victimization (4 items): “Students threatened me.”
  - Social Victimization (4 items): “Students encouraged others not to listen to me.”
  - Cyber Victimization (4 items): “Students threaten me online by forging my personal information.”
  - Sexual Harassment (4 items): “Students intentionally told me dirty jokes.”
- **Staff Relations (4 items): e.g., “Teachers, staff, and administrators function as a good team.”
- **Delaware School Climate Scale**
  - Higher School Climate (School Level)
  - Lower School Climate (School Level)
  - Fairness of Rules (4 items): e.g., “The school rules are fair.”
  - Wide Bullying (4 items): e.g., “Students threaten and bully others.”
  - Student Relations (5 items): e.g., “Students are friendly with each other.”
  - Student Relations (5 items): e.g., “Teachers treat students of all races with respect.”

#### Results

<table>
<thead>
<tr>
<th>Teacher Victimization (Teacher Level)</th>
<th>School Connectedness (Beta)</th>
<th>Teaching Efficacy (Beta)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercepts</td>
<td>0.02 (0.02)</td>
<td>0.36 (0.05)</td>
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</tbody>
</table>

#### Conclusion and Practical Implications

**Main effects of Teacher Demographic Factors**

- Teachers' income level significantly and positively associated with teacher perception of school connectedness and teaching efficacy.
- Teachers who reported as married were significantly and positive associated with teaching effectiveness, not but with school connectedness.
- Teachers' gender, years in teaching profession, and educational degree level were not significantly associated with teachers' subjective wellbeing.

**Main effects of School Demographic Factors**

- Teachers in middle schools perceived more positive subjective wellbeing than teachers in suburban schools, but not in rural schools.
- Teachers in middle, high, or combined schools experienced similar level of subjective wellbeing.
- Teachers in urban schools perceived more positive subjective wellbeing than those in suburban schools.

**Main Effects of School Climate**

- Teacher victimization experience, particularly at the teacher level, had significant and negative association with their subjective wellbeing, including both school connectedness and teaching efficacy; teacher perceived school victimization also significantly associated with teachers teaching efficacy.
- School climate, perceived by teachers at both individual and school levels, had significant and strong positive association with teachers' subjective wellbeing, with the association being stronger for school connectedness than for teaching efficacy.

**Moderating effects of School Climate**

- School-level climate significantly mediated the association between teacher victimization and subjective wellbeing, moderating both school connectedness and teaching efficacy.
- Teachers in schools with positive school climate always perceived more positive subjective wellbeing than teachers in schools with negative school climate, with the same level of teacher victimization experience.
- The negative association between teacher victimization and teacher subjective wellbeing was stronger in schools with negative school climate than schools with negative school climate.

**Practical Implications**

- It is important for educators and policy makers to fully recognize the demographic backgrounds of teachers in schools when designing and implementing programs promoting teacher subjective wellbeing.
- Teacher school climate functions as a stronger promoter for teacher subjective wellbeing, regardless teachers' victimization level; however, it intensified the negative influence of teacher victimization on teacher subjective wellbeing.

### Selected References