Association Between Teacher Victimization and Both Subjective Wellbeing and Burnout Among Chinese Teachers

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Introduction

Teacher victimization is a prevalent and severe global concern. Approximately 9% to 14% of educators in U.S. reported the experience of being bullied by students, and more than five percent were physically bullied by students (Martin et al., 2016; McShanion et al., 2014). Approximately 30% of Taiwanese students reported that they are involved in violence against teachers at least once during the previous year (Chen & Astor, 2009).

Teachers experiencing violent behaviors perpetrated by students are at higher risk for adverse health and performance outcomes, such as psychological strain and depression (Galand, Lesosky, & Philippe, 2020).

Very few studies were conducted in developing countries and the Eastern cultural context, such as China. There is a lack of studies examining teacher’s resilience response to teacher victimization by examining teacher victimization’s association with positive indicators, such as subjective wellbeing.

Different types of teacher victimization have been examined by former research. For example, in the study by McShanion et al. (2014), the prevalence rates of different types of teacher victimization were examined. In our study, we extended by looking into the association between different types of teacher victimization and both positive and negative indicators of teacher wellbeing.

To address these needs, the current study aims to examine:

How six subtypes of teacher victimization experience are associated with their self-reported burnout and subjective wellbeing in mainland China.

Methods

Sample

1,713 teachers (7th to 12th grade) from 58 schools across eight provinces in mainland China.

Outcome Measure:

Teacher Subjective Wellbeing Questionnaire (Renshaw et al., 2015) - Measuring subjective wellbeing of teachers.

Teacher Burnout Scale (Wu, Qi, Yu, & Zhang, 2016) - Measuring the level of burnout experienced by teachers.

Predictive Variable:

Teacher Multidimensional Victimization Scale (TMS; Yang, Fredrick, Nicholas, Jenkins, & Xue, 2018) - Measuring the levels of different types of teacher victimization.

Results: Path Model

Results: Demographic Effects

Burnout

Subjective Wellbeing

Gender: Male vs. Female

Grade Level

Years of Teaching Experience

Status of Being Homixenous Teacher or not

Note: *p < .05; **p < .01; ***p < .001

Results: Path Model

Conclusions and Practical Implications

Conclusions:

All six types of teacher victimization were significantly and positively correlated with teachers’ self-report of burnout.

Only social victimization and verbal victimization were significantly and negatively correlated with teachers’ subjective wellbeing.

Physical, cyber bullying, sexual harassment, and property offenses did not show significant correlation with teachers’ self-report of subjective wellbeing.

Across the six types of teacher victimization, social and verbal victimization are the two most influential victimization among Chinese teachers.

The magnitudes of the positive associations between the six types of teacher victimization and burnout were larger than the negative association between teacher victimization and subjective wellbeing.

Implications:

Consistent with findings from other countries, teacher victimization experience also has significant negative influence on teachers’ burnout in China.

Considering the different magnitude of the six types of teacher victimization’s influences on burnout and subjective wellbeing, it is important to consider the multidimensional nature of teacher victimization in school-based programs targeting teachers’ wellbeing outcome.

It is also important to include both positive and negative indicators of teachers’ wellbeing when designing and implementing school-based programs targeting students’ aggressive and violence behaviors towards teachers.

References


