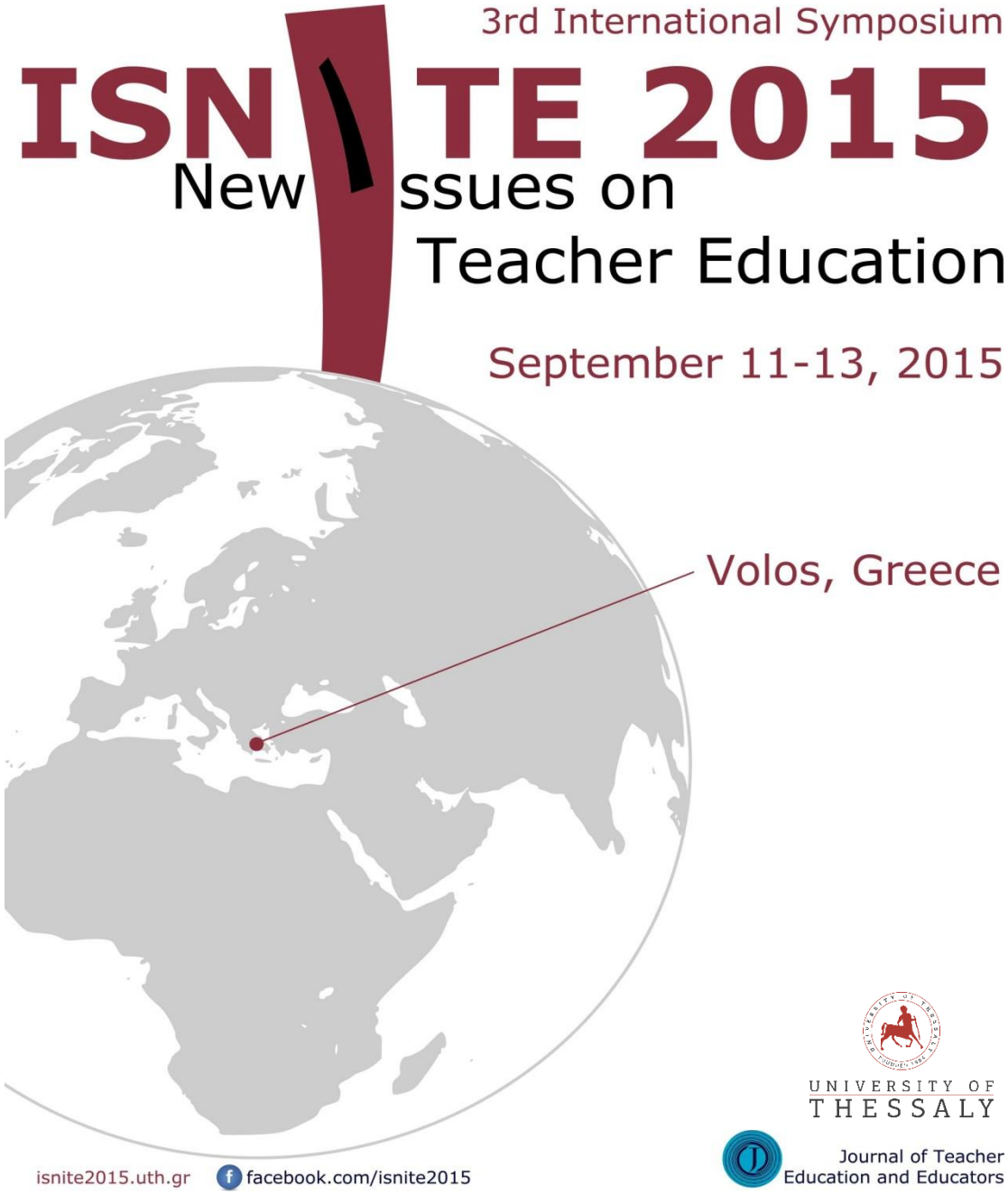
Procedings from the 3rd International Symposium on New Issues on Teacher Education



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Procedings from the 3rd International Symposium on New Issues on Teacher Education

Editors: Domna -Mika Kakana & Polyxeni Manoli

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Edited by: Domna -Mika Kakana, Polyxeni Manoli

For the proceedings

Theologia Avdelli, Marianna Lepida **&** Katerina Veniopoulou, Sonia Likomitrou & Sofia Avgitidou, Apostolia Beka & Stathis Xafakos, Ioannis Dimakos & Athanasia Apostolopoulou, Ertug Can & Hüseyin Çaglar, Anastasios Maratos & Aggeliki Lazaridou, Olga Mpatsoula, Glykeria Reppa & Anastasia Intzevidou, Türkay Nuri TOK & Şükran Tok, Rosy Angelaki, Christine Bourlaki & Domna-Mika Kakana, Despina Desli & Elisavet Galanopoulou, Gerasimos K. Pagiatakis & Nikolaos F. Voudoukis, Lampros Papadimas, Sofia Avgitidou, Penelope Papadopoulou & Petros Kariotoglou, Efthymia Gourgiotou, Marina Sounoglou & Aikaterini Michalopoulou, Nikoletta Avgerinou, Maria Giakoumi, Maria Gkountouma & Maria Kouklatzidou, Anastasia Fakidou & Maria Gotzia, Konstantina Kotsari, Spyros Kourias, Anna Chronaki & Elias Houstis, Aikaterini Mastrokoukou & Emmanuel Fokides, Nikolaos F. Voudoukis & Gerasimos K. Pagiatakis, Katerina Boutsi & Theodora Tsiagani, Georgios S. Gorozidis & Athanasios G. Papaioannou, Vassilis Pantazis, Efpraxia Triantafyllou & Georgia Pantazi, Ilknur Savaskan, Spyridon-Georgios Soulis, Eirini Maleskou, Ismini-Charikleia Karatzeni & Vasileios Masouras, Despoina Styla & Aikaterini Michalopoulou, Nikolaos Yfantopoulos, Antigoni-Alba Papakonstantinou & Anastasios Emvalotis, Efstathios Xafakos & Jasmin-Olga Sarafidou, George Androulakis, Mariarena Malliarou, Irene Ntasiou, Vicky Panagou, Iro-Maria Pantelouka & Sofia Tsioli, George Androulakis, Roula Kitsiou, Eleni Paparoidami, Argiro – Maria Skourmalla, Emmanouela Sotiropoulou, Alexia Giannakopoulou, George Giotis, *Vasiliki Mitropoulou* & *Maria Anagnostopoulou,* Irini Dermitzaki & Maria Kriekouki, Erhan Dönmez & Türkay Nuri Tok, Vasiliki Karavakou & Genovefa Papadima, Panagiotis J. Stamatis & Athanasios Papanikolaou, Ioanna Georgiadou & Anastasia Vlachou, Domna – Mika Kakana, Katiphenia Chatzopoulou, Magda Vitsou, Eleni Xiradaki & Anastasia Mavidou, Michael Kamoudis, Eleni Mavroeidi & Charalambos Lemonidis, Anastasia Psalti, Natassa Raikou, Maria Kampeza, Thanassis Karalis, George Bagakis, Kafenia Botsoglou & Elefhteria Beazidou, Bahar Çağri San & Türkay Nuri Tok, Maria Chaitidou, Anna Spyrtou & Petros Kariotoglou, Olga Imellou & Aris Charoupias, Paola Nicolini, Valentina Corinaldi, Monica De Chiro, Christina Formiconi & Elisa Attili, Maria Papadopoulou & George Bagakis, Maria-Eleni Sachou & Konstantinos Chatzidimou, Despina Tsakiris, Sophia Smyrni, Dimitra Pavlina Nikita, Christina Tsaliki, George Malandrakis & Petros Kariotoglou, Anastasia Voutyra & Sofia Smyrni

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Preface

The amelioration of teacher education (for candidates and practicing teachers) is closely related to the improvement of the quality and the effectiveness of the education in general. The demand for quality improvement in teacher education and training has nowadays become even more important, as it constitutes a significant challenge for the teachers in order to respond in a highly dynamic and constantly changing field. The changes occurring in the economic, political and social fields have a direct impact on teachers' personal and professional development and, thus, affect their professional identity. Practicing teachers often try to cope with the new conditions, as they attempt to manage a pristine and staggering framework of changes instead of acting as professionals with professional identity, knowledge and skills.

The reflection on the appropriate model of teacher education that would enable them to respond adequately to new roles and responsibilities and face all the challenges and changes in their work is a continuous race both nationally and internationally. Several guidelines and directions have been developed in teacher education. These guidelines reflect the social, political, cultural and economic conditions that prevail at given times and the various advancements in the humanities and the social and technological sciences. Within this complex context, teachers are often asked to restructure their professional practices towards society and educational institutions, following formal and informal methods (Zeichner, 2005).

Teachers' effectiveness has been investigated systematically in recent years. In many parts of the world, the desire to ensure 'quality' teachers' preparation has put emphasis on teacher preparation and professional development as well as the policies that measure their effectiveness (Korthagen, 2004). The principal goal is teachers' constantly adaptive expertise consisting of efficiency and innovation. In particular, on the one hand, the expert teacher effectively accomplishes his/her tasks utilizing his/her knowledge and activating the most appropriate practices during teaching (reflection-in-action) and, on the other hand, reflects and redefines his/her action after teaching (reflection-on-action), which is a reflection process leading to improvement (Boud, Keogh, & Walker, 2002; Hammerness et al., 2005; Schön, 1990). Therefore, to secure teachers' expertise emphasis should be put on their multiple skills and ability to analyze and reflect on the effect of teaching and learning, especially on their own pedagogical and didactic actions (Feiman- Nemser, 2001; Schön, 1990; Zeichner & Liston, 1996). Reinforcing their capacity of critical reflection on institutions and processes and aiding the acquisition of research skills to help them understand the educational process and develop their thinking seem to be the only solution in order to help future teachers and teachers in service cope with the problems and requirements of the modern social, political, economic, cultural and educational reality. These are the basic skills to effectively support teachers' continuous improvement and change throughout their careers.

Based on all the above, the 3rd International Symposium (ISNITE2015) – New Issues on Teacher Education, which was held in Volos, Greece, from 11th to 13th of September, 2015, intended to contribute to the dialogue, which is strongly growing on an international level, for the improvement of initial and continuous teacher education presenting studies on professionalism, professional identity, professional development as well as dimensions that compose teachers' professional status and define their professional existence.

The main goal of ISNITE 2015 was to encourage interaction among researchers, practitioners and teacher educators. We aimed to create a warm environment where

participants would share both theoretical and practical perspectives in the field of teacher education. So, 345 researchers, academics, PhD students, post-graduate students, and educators from different parts of the world attended and presented 181 research papers. More specifically, 65 studies came from neighboring Turkey with whom we co-organized ISNITE 2015 and 103 form Greece and Cyprus. At the same time, we had participants from other countries; particularly, three research papers from Italy, Maccerata, where ISNITE 2014 was held, three from Uganda, two from Pakistan, two from USA, one from Holland and one from Israel.

I would also like to thank the invited speakers for their participation in the ISNITE 2015. It was a great honor to share their knowledge and experience with us! In particular, I would like to thank:

(1) **Prof. Kenneth Zeichner**, from Seattle, who participated via teleconference and discussed "*The uncertain future of teaching and teacher education in OECD countries*",

(2) **Prof Mary Koutselini**, from Cyprus who presented "*Participatory teacher development through action research*", and

(3) **Prof. Pasi Reinikainen** from Finland who talked about "*Teachers' professional standards for developing education*"

From all the papers (181) presented in the symposium, 59 were included in **this Proceedings Book** entitled ***"New Issues on Teacher Education"*** and consisted of 10 sections / chapters:

1. Action research
2. Classroom Management and Leadership
3. Curriculum and Teaching Approaches
4. Early Childhood Education
5. Information Communication Technologies
6. Inservice Teacher Education
7. Language Learning and Teaching
8. Teacher Education Policies
9. Pre-service Teacher Education
10. Teacher's Professional Development

The symposium, which was organized by the Department of Early Childhood Education, the Department of Primary Education and the Laboratory of Theoretical and Applied Pedagogy of the University of Thessaly, was also supported by the "**Journal of Teacher Education and Educators**". I'd like to express my gratitude to **Prof. Feyyat Gökçe** who is the editor of JTEE, and has greatly contributed to the organization of the symposium.

We hope that ISNITE 2015 provided participants with an excellent opportunity to keep up with the latest developments in teacher education and collectively create a foundation for future studies in this field.

On behalf of the Organizing Committee, whose I had the honor to be the President, I would like to thank all the participants for taking part in the 3rd International Symposium, "New Issues on Teacher Education" (ISNITE 2015). All the participants' attendance demonstrated the vivid interest in subjects related to the improvement of teacher education (candidates, practicing teachers and teacher educators) and to the improvement of the quality and effectiveness of education generally. Teachers' effectiveness has recently gained researchers' systematic interest. The general purpose is teachers' continuously adaptive expertise through effectiveness and innovation. The

"expert" teacher effectively fulfills the tasks using his/her cognitive skills and the appropriate strategies in each case. He/she also overcomes well established practices, evaluates and constantly reframes his/her actions; he/she is always in a reflective process regarding his/her work aiming to its improvement. In order to reach the "expert" teacher, there is a need to cultivate his/her ability to analyze and reflect on the process of teaching and learning and more importantly on his/her pedagogical and didactical actions.

Moreover, I would like to thank the sponsors that financially supported the Symposium and the University Press of the University of Thessaly that undertook the publication of the Symposium Proceedings.

What is more, I would like to express my gratitude to Dr Polyxeni Manoli, who edited all the papers of the proceedings book.

Finally, I must thank from the bottom of my heart my co-workers and friends, who supported me selflessly and effectively: Katiphenia (**Fenia**) Chatzopoulou, Fotini (**Fay**) Garagouni-Areou, Papaskevi (**Evi**) Kavalari, Polyxeni (**Peggy**) Manoli, Anastasia (**Natassa**) Mavidou, **Christina** Roussi-Vergou and Sevasti (**Sissy**) Theodosiou.

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2.3. Examination of school principals' mobbing practices against class teachers

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Abstract
Mobbing practices at schools have been increasing and affecting education process negatively. This study aimed to examine the school principles' mobbing practices against the primary school class teachers and provide suggestions in order to clear away mobbing behaviours. For this purpose, 25 teachers were interviewed face- to -face with a semi-structured interview form in Üsküdar and Ümraniye, İstanbul. The data were analyzed with qualitative research methods and assesed through the content analysis. The results yielded that the school principles' mobbing practices caused uneasiness, enervation, conflict, stress, distrust against the managers, feelings of unworthiness and decrease in motivation, school devotion and performance among class teachers. It was suggested that providing training to principals and teachers about mobbing, setting up psychological consultation centers at schools, generating related legal and pedagogical arrangements might be helpful.

Key-words: Principles, mobbing, teacher, job satisfaction, psychological violence

1. Introduction

Mobbing is practicing emotional oppression systematically in forms of harassment, threat, suppression and confinement. It includes utilizing power with the intent to hurt someone.

Recently, people are under the pressure of workplace stress, dissatisfaction and exhaustion. With the increased usage of technology, feelings of alienation and isolation, and exposure to managers' and colleagues' offensive attitudes are frequently encountered themes of today's institutions (Karakuş & Çankaya, 2012).

Mobbing is described as emotional abuse or psychological terror. It entails a systematical emotional oppression on employers leading to decreased efficiency and endurance. Decreased endurance finally causes employer quit job. Mobbing can occur in every organisation or institution. Everybody could be subject to mobbing due to their particular qualities. Moreover, a person suffering from mobbing syndrome provides less to the government than what s/he takes. It is an undermined bitter truth that many employers in developing countries suffer mobbing syndrome that can lead to somatoform disorders. For this reason, organisations should raise consciousness about mobbing and take necessary steps to prevent it (Çobanoğlu, 2005).

Several studies referring to mobbing using different terms, such as harassment, scapegoat, intimidation, humiliation, workplace trauma and bullying, agree that mobbing can cause undesirable consequences at workplace (Adams, 1992; Aktaran & Einarsen, 2000; Asforth, 1994; Björkqvist, Osterman ve Hjelt- Bäck, 1994; Brodsky, 1976; Kile, 1990; Leymann, 1990; Matthiesen, Rakness ve Rrökkum, 1989; Thylefors, 1987; Vartia, 1993; Wilson, 1991). Accounting similarities to other organisations,

mobbing can emerge due to increased competition at schools, carreer struggle and highly increased stress level (Akt. Yıldırım, 2010; Tuncer ve Safran, 2006).

Academicians and researchers have difficulty determining which behaviours can be regarded as mobbing. It is both because of the uncertainty and different levels of employers' vulnerability about mobbing and cultural differences. Thus, it is hard to reach a consensus on who practises mobbing and who suffers from mobbing (Akt.Doğan, 2009; Coyne, 2004). It is important to take the quality of a specific society or organisation into account rather than universal parities in order to describe intimidation and determine the practices that cause intimidation (Gökçe, 2006).

Another problem related to mobbing is that there's a cross-cultural confusion with the term "psychological harassment" referring to bullying behaviours. Academicians frequently use expressions, such as bullying in organisations, organisation or workplace violence, horizontal violence, psychological terror, workplace psychological terror, psychological abuse, workplace syndrome (Baltaş, 2002, p. 54).

The literature suggests that mobbing practices can be encountered in various forms (Doğan, 2009; Tınaz, 2006). These include psychological violence behaviours, aggressive communication attitudes, offensive stand against social relationships, social image, professional status, private status and health condition.

A campaign was launched in 1998 against intimidation acts in the USA. This campaign helped fund-raising for mobbing research, training and prevention. The mobbing research suggested 10 most frequent intimidation acts in organisations (Doğan, 2009). These acts were the following:

1) Accounting one responsible for others' mistakes
2) Assigning unreasonable tasks
3) Criticizing skills
4) Expecting someone to follow contradictory rules
5) Opinions on the job loss possibility
6) Insult and humiliation
7) Undermining succcess level
8) Laying off
9) Raising voice
10) Tarnishing one's honor

2. The aim of the present study

This study aimed to examine why the school principles practise mobbing against the primary school class teachers and what are the consequences as well as the suggestions in order to clear away mobbing behaviours.

The following questions were researched:

1) What are the behaviours that the class teachers perceive as mobbing?
2) What are the effects of these behaviours on the class teachers?
3) What can be done in order to prevent mobbing/intimidation practices against the class teachers?

3. Method

In this study, we used qualitative research method in order to collect more detailed and thorough data, provide more elaborated explanations and grasp the participants' experiences and views better (Büyüköztürk, 2009). The data were anaylzed using content analysis. Because this study aimed to examine the school principles' mobbing practices against the class teachers, we used situational analysis among other qualitative research methods. Situational analysis focuses on an integrative examination of the

variables affecting a situation and the mechanisms underlying these effects (Yıldırım ve Şimşek, 2006).

3.1. Participants

The data were collected through face- to- face interviews with class teachers from schools in Üsküdar and Ümraniye, İstanbul. The data collection intervals include 2013-2014 spring season and 2014-2015 autumn season. Twenty-five class teachers (14 female, 11 male) participated in the study. Participants' professional seniority ranged as follows: 11 teachers between 3 and 10 years, 8 teachers between 11 and 19 years, 4 teachers between 20 and two teachers for 31 years.

3.2. Development of the data collection materials

A semi-structured interview form was used by the researcher for the data collection. The interview is a communication process that is in between minimum 2 people. It can be described as a way of information gathering in a study through asking questions about the related topic (Büyüköztürk, 2009).

The interview questions were formed regarding the related literature and professional opinions. The study was first implemented in a pilot group consisted of 4 teachers. Twenty-four interview questions were reduced to 12 after the pilot study and professional advice. Five of the questions in the teacher interview form were designed to gather demographic variables.

3.3. Data analysis

Descriptive analysis and content analysis was used for the data analysis. Descriptive analysis is a cause and effect focused method through which the data are assessed and summarized according to previously formed themes. It makes use of quotations to conspicuously reflect participants' opinion (Yıldırım ve Şimşek, 2006).

Face- to -face interviews were conducted by the researcher. All the questions were asked using the same words and same voice tone. Additional questions were asked, if necessary, in order to be certain about details. The answers were written on a paper to be converted into interview forms later. The data were analysed and interpreted regarding the related literature.

Participants were given numbers to preserve their anonymity. Participants who suffered from mobbing were coded from K1 to K5.

Five themes were determined and the data were interpreted accordingly. The themes and categories were as follows:

1. Mobbing Notion
2. Mobbing Behaviours
3. Effects of Mobbing Behaviours
    a) Ideological Effect
    b) Communication Effects
    c) Social Effects
    d) Reputation and Prestige Effects
4. Task
5. Professional Productivity

4. Results

Participants expressed the meaning of mobbing as causing depression (N=8), causing stress (N=6), imposing sanction (N=3), status abuse (N=3), sexual or physical

harassment (N=3) and psychological oppression (N=2). Some of the participants' statements were as follows:
"I think it is mobbing when someone abuses his status, imposes sanction and causes depression and stress" (K11). "Mobbing is all kinds of behaviours that includes making someone feel bad and abusing power" (K17).

Participants expressed mobbing behaviours as threatening (N=8), verbal expressions (N=6), ignoring (N=5), being unjust (N=4), assigning hard tasks (N=3), disturbing (N=3), punishment (N=3), mimicry (N=2) and verbal abuse (N=2). "I think it is mobbing when the school principal ignores us, doesn't greet back and expects us to wait near him/herself" (K19). "It is a method of oppression when the school principal acts biased, doesn't give rewards to the ones who deserve, unfairly distributes the curriculum and pretends as if we don't exist" (K3).

More than half of the teachers who participated in the study (N=15) stated that the school principle practices ideological mobbing on them. The statements of some participants were as such: "The school principle attempts to manipulate us to switch our union to his. Also he behaves to us in a different way and does his best to give the rewards to those who share his point of view" (K9). "Conservative school principles tell female teachers *You dress very provocatively, care more*. I have even witnessed some saying *You should change your wardrobe, you aren't befit with our school*" (K12).

The participants stated communication mobbing of the school principles as being prejudiced (N=9), interrupting (N=7), constantly criticizing (N=5), refusing to talk (N=5) and raising voice (N=4). "We have communication problems especially when there is a new school principle. They are prejudiced so we have problem when learn that we have a different political ideology than theirs" (K8). "The school principle used to constrain me from organizing activities. Some of the employers at school was finking on me. I witnessed the principle showing very angry behaviours once. Seeing him yelling at us in front of the parents and students affected me and my colleagues negatively" (K3). "Some principles criticize just to criticize. They sometimes intentionally interrupt us at the meetings and not let us talk" (K23).

According to the participants, the communication mobbing of school principles caused uneasiness (N=10), enervation (N=7), coldness (N=7), distrust (N=7), conflict (N=6), feelings of unworthiness (N=5), distancing (N=4), stress (N=3), lack of motivation (N=2) and decrease in job satisfaction. The participants stated that:
"I try to reason myself because the school principle doesn't respect and appreciate. This causes me to hold a resentment against the management" (K21). Social mobbing behaviors included ignoring (N=7) and excluding from the activities (N=3) according to the participants. Some of the participants' statements are as follows:
"Sometimes I hear about the events after they took place. The school principles pretend as if me and my colleagues don't exist. I wasn't introduced to the teachers when I first started working. I felt outsider and worthless" (K19).

According to the participants, the school principles' social mobbing caused enervation, (N=10), decrease in motivation (N=8), uneasiness (N=7), conflict (N=7), distrust towards the management (N=6) and stress. The participants stated the following behaviours as negatively affecting their reputation: questioning their decisions (N=9), accusing with being angry (N=7), gossiping (N=7), attacking on their beliefs (N=6), looking for a mistake (N=6) and verbal threat. "Some of the principles with higher seniority have been questioning my decisions in a rather humiliating fashion. Also when I see their mistake and tell them about it, they accuse me with being angry and rebellious" (K2). "Especially during the times that I first started working at this

school, I heard that some of the principles that hadn't even known me were making stuff up about me" (K12).

The results yielded that the teachers experienced communication and reputation focused mobbing. Furthermore, the mobbing affected the relationship between the teachers and the principals negatively.

According to the results of the study, task oriented mobbing behaviours of the principles were as follows: Questioning the professional competence (N=9), making one responsible for others' mistakes (N=7), undermining one's level of success (N=7) and dragging one's heels (N=6). "I experienced my professional competency questioned by the school principle. Also, he sometimes behaves as if I am responsible for every mistake as a class teacher" (K13).

The results showed that task oriented mobbing caused uneasiness (N=9), exhaustion (N=8), decrease in motivation (N=8), conflict and enervation (N=7), coldness and decrease in job satisfaction (N=7), distancing (N=5) and stress (N=4) among the teachers. "The school principals behaviours make me feel cold and uneasy" (K14). The teachers indicated that they would be more productive focusing on their proficiency and performing the tasks completely and on time. The consequences of the school principles' mobbing behaviours on the teachers' professional productivity were decrease in productivity (N=8), generalization (N=6), invasion of space (N=4) and looking for a mistake about one's educative actions (N=3). "Even if they are not knowledgeable about the topic, they say: *You can't tell like this, you should tell like this*. Also he monitors the lecture of a teacher whom he doesn't like, he comes to the class abruptly and makes the teacher restless constantly" (K21).

5. Discussion

The results of the study yielded that the class teachers were affected negatively by the mobbing practices of the school principles, which caused a decrease in the class teachers' productivity. The class teachers' perceptions of mobbing behaviours did not differ according to the level of seniority, major branch and other demographic variables. Mobbing behaviours were mostly expressed as psychological oppression, threat, stress and conflict.

Can and Işık Can (2013) found in their study that the school principals' unethical behaviours towards teachers were as follows: favouritism, yelling/scolding, abusing status to attract opposite sex, surveillance with camera, behaving biased during task distribution, not greeting, politics/union/religion focused discrimination, psychological oppression, strict control and private demands. The results of this study validated and supported the findings of Can and Işık Can's study (2013). The school principals' negatively assessed verbal, written and implied behaviours as mobbing. Mercan (2007) suggested that the likelihood of exposure to mobbing practices increase when teachers cannot adapt themselves. Özler and Mercan's (2008) study indicated that mobbing practices were caused by negative organsational environment as well as social and cultural factors. According to the results of Cemaloğlu's (2007) study, male teachers encountered more mobbing than female teachers. However, the result was not statistically significant. We can conclude that it is important to allow for sex, school environment and sociocultural factors while examining the relationship between teachers and principals.

The results of this study indicated that mobbing practices affected teachers negatively in areas of communication, social life, professional life and reputation. A number of studies in Turkey indicated that there is a style of management aiming at

employer quitting the job through psychological suppression, deterring and humiliation.

Negative effects of the school principals' mobbing practices on the class teachers were found to be uneasiness, enervation, coldness in relationships, conflict, distancing, excessive stress, distrust in managers, decrease in motivation, exhaustion, decrease in job satisfaction and devotion to school, and feelings of unworthiness.

The related literature suggests that intimidation causes many negative outcomes. According to Yücetürk's (2005) study, highly costly outcomes were aggression, disease/disorder, low mood, intense stress and decrease in performance and productivity. Also, the teachers' perceptions of exposure to intimidating acts highly correlated with their level of exhaustion.

Taken everything into account, the school principals' mobbing practices against the class teachers were perceived as suppressing, threatening, psychologically harassing causing uneasiness and anxiety. Also, interventions in teachers' beliefs, political stands and professional competency were found to cause unhappiness and other negative consequences on teachers.

Intimidating acts were found to vary from the use of physical environments to the provision and use of equipments.

Can and Işık Can's (2013) suggestions about preventing school principles' unethical behaviours might be helpful to prevent the mobbing practices found in this study. These suggestions were "reassessing the selection and placement system, forming a board of ethics, setting legal regulations to prevent unethical practices, raising consciousness about unethical practices among teachers, principals, personnel, students and parents, and putting emphasis on ethical practices during inspections" (p. 85).

6. Suggestions

The results yielded that school principals' mobbing practices against class teachers caused several problems. In order to ease the negative impact of these mobbing practices against school teachers it is necessary to train teachers and principals in the process of selection, placement and designation, to form board of ethic at schools and to formulate legal and pedagogical regulations. In addition, punitive practices such as laying off school principals that practise mobbing might be effective. There is also a need to raise social consciousness about the topic through training parents, students and other social groups. The study findings can be utilized to design projects in cooperation with the Ministry of National Education and universities.

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