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A phenomenological examination of antisocial behaviors in the elementary school workplace

Cynthia Morton
Walden University

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Dr. Paula Dawidowicz, Committee Member, Education Faculty
Dr. Kathleen Lynch, University Reviewer, Education Faculty

Chief Academic Officer

David Clinefelter, Ph.D.

Walden University
2010

ABSTRACT

A Phenomenological Examination of Antisocial Behaviors in the Elementary School
Workplace

by

Cynthia Morton

Ed. S., Georgia Southern University, 1998

M.Ed., Georgia Southern University, 1994

B.A., Georgia Southern University, 1989

Doctoral Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education
Teacher Leadership

Walden University
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ABSTRACT

Antisocial behavior has a direct impact on the public elementary school setting. While considerable research has been conducted on collegiality in postsecondary schools, this study addressed the gap in practice concerning the lack of attention in regard to the impact of antisocial behavior on collegial relationships in the elementary school workplace. The purpose of this phenomenological study was to examine the perceptions of elementary faculty members regarding the effect of antisocial behavior on collegial relationships using the conceptual framework of systems theory which focuses on relationships in organizations. The central research question asked participants about experiences and perceptions of antisocial or counterproductive workplace behaviors. Data were analyzed for common themes and patterns using NVivo software. Findings included that antisocial behavior existed in elementary schools where teachers experienced and exhibited antisocial behaviors. In addition, female participants expressed their perceptions regarding negative workplace behaviors from other female coworkers, and veteran teachers experienced more antisocial behavior from other colleagues. Recommendations for action included incorporating conflict resolution training and conflict coaching for student teachers and faculty members and minimizing the traditional industrial age hierarchical structure by encouraging teacher leadership. Social change implications included fostering effective employee communication to deter negative behavior and to create an inclusionary culture that decreases attrition.

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DEDICATION

This work is dedicated to my best friend Sharon. Although this paper was an incredible challenge for me, her fight to overcome cancer has been a greater hardship. I admire you more than you will ever know.

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I want to thank my wonderful friend Dr. Sophia Woodard for all her support, guidance, and long hours of dedication throughout this process. Without her encouragement, I would not have made it through this journey. I would like to thank my devoted committee, Dr. Maria Shelton and Dr. Paula Dawidowicz, for their support, partnership, and direction.

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SECTION 1:

INTRODUCTION TO THE STUDY

Background

One of the professional groups that were at a high risk for non-physical forms of violence was school employees (Blasé & Blasé, 2004; Braverman, 2004). These non-physical forms of violence include gossip, isolation, rudeness, harassment, lack of collegiality, and verbal aggression, which were best known as antisocial behaviors (Ambrose, Huston, & Norman, 2005; Braverman, 2004; Bruno, 2005; Lim, 2005; Rau-Foster, & Dutka, 2004). Further, antisocial behaviors were defined by researchers as “rude or disrespectful behaviors that demonstrate lack of regard for others,” and were low-level behaviors that harmed relationships (Lim, Cortina, & Magley, 2008; Rau-Foster-Dutka, 2004, p. 702). Andersson and Pearson (1999); Pearson, Andersson, and Porath (2005); and Muir (2000) found that antisocial behavior was not one single act, but the result of the culture of the workplace. Muir (2000); Pearson, Andersson, and Porath (2000); Pearson et al. (2005); and Rau-Foster and Dutka (2004) found that antisocial behavior may exist as a result of increased fragmentation of working relationships. Because antisocial behaviors create an unhealthy workplace culture, they have an impact on workers’ collegial relationships (Beugre’, 2005; Braverman, 2004; Pearson et al., 2005). Some researchers believed that antisocial behavior led to increased interpersonal conflict in the workplace, reducing trust among coworkers (Johnson & Indvik, 2001). The belief that workers could establish trusting relationships because everyone was equal and had the same measure of worth was called collegiality (Marlow, Kyed, & Connors, 2005). Marzano observed that collegiality among educators was the ability

to “interact and the extent to which they approach their work as professionals” (2003, p. 60). According to Marshall (2004) and Mayer (2003), creating an environment of cooperation and collegiality breaks down barriers that allowed teachers to build these trusting relationships. When antisocial behaviors existed, researchers emphasized that schools become environments of mistrust and isolation, which destroyed collegiality (Beugre’, 2005; Dion, 2006; Donaldson, 2001; Gill, 2007; Hoobler & Swanberg, 2006; Lim, Cortina, & Magley, 2008). Although a significant amount of scholarly literature had been written about collegiality in the school setting, this research explored the perceptions of antisocial behavior on collegiality by elementary school faculty members. The grounded theory or the case study approaches were considered for this study. However, the grounded theory approach was rejected because a theory about how antisocial behavior impacted collegial relationships was redundant (Creswell, 2007). In addition, the case study approach was eliminated for two reasons. First, the case study approach was eliminated because the objective was not to discover an end product of antisocial behavior (Merriam, 1998). Second, the case study approach was not incorporated because the purpose of the central research question was not to explain the contemporary condition or to gain an in-depth explanation of the phenomenon (Yin, 2009). The methodology chosen to explore the faculty members’ perceptions of antisocial behavior was phenomenology. The point of the phenomenological methodology was not to investigate the antisocial behaviors of faculty members; rather, phenomenology was selected because it was the preferred design for exploring the perceptions of faculty members through their lived experiences.

This inquiry focused on the perception of adult antisocial behavior with respect to

collegial relationships among faculty members in a public elementary school. Because antisocial behavior was a problem in the workplace, there were two reasons for studying this problem. First, the researcher has experienced antisocial behavior in the work environment. This experience awakened her to the idea of antisocial behavior as a workplace issue and she wanted to know if other faculty members have experienced this phenomenon in the workplace. Because of these negative experiences in the workplace, there was awareness that bias may have impacted this study. Second, there were few studies that address the issue of antisocial behavior among elementary school faculty members. Elementary school teachers were social models for the next generation and, thus, the importance of the topic was underscored. It was important to address this gap in the scholarly literature about antisocial behavior among faculty members in the school setting on a national and state level. A more detailed discussion of the supporting literature follows in Section 2.

Problem Statement

There was a paucity of research that explained how antisocial behavior affected collegial relationships in the school workplace. Although much research was conducted in the context of collegiality in the school workplace, (Adam, 2004; Bruno, 2007; Ma & MacMillan, 1999; Marzano, 2003; Mayer, 2003; Pearson et al., 2005; Phillips & Wagner, 2003; Reynolds, Murril, & Whitt, 2006; Sinclair, Martin, & Croll, 2002; Waggoner, 2003) there was a lack of attention in the larger body of scholarly research on the impact of antisocial behavior on collegial relationships in the elementary school workplace. In fact, Wagonner (2003) discovered that few schools had policies on antisocial behavior because it was not recognized as a problem in the school workplace. The arguable stereotype of the

elementary educator was that of cheerful nurturer; it was counter intuitive to consider antisocial behavior in their midst. Cortina, Magley, Williams, and Langhout (2001); Lim (2005); Lim, Cortina, and Magley (2008); Muir (2000); and Pearson et al. (2005) established that workplaces needed to pay more attention to antisocial behaviors than overt violent behaviors among coworkers because antisocial behaviors were more prevalent than violent behaviors in the workplace.

The preponderance of research literature revealed that schools need to pay more attention to workplace antisocial behaviors, due to the financial costs to the school organization and the harmful effects on collegiality (Darling-Hammond & Berry, 2006; Graziano, 2005; & Cortina, et al., 2001). Organizations, like schools, often dismissed antisocial behavior as trivial misconduct and lacked policies or procedures to address behaviors, which produced a negative work climate (Cortina, 2008; Domagalski, 2006; Gill, 2007; Hall, 2005; Lim, Cortina, & Magley, 2008; & Simmons, 2008). This negative work climate produced conditions of isolation and hostility that triggered faculty members to leave the organization (Darling-Hammond & Berry, 2006; Emerick, Hersh, & Berry, 2005; Gill, 2007; Pagerery, 2006; Graziano, 2005). When educators continuously left the school workplace, student learning was negatively affected and school cohesion was disrupted (Ingersoll, 2001).

Guin (2004) conducted a longitudinal study of 97 schools and focused on student achievement data, teacher turnover data, and school climate data. The results of the study concluded that the teacher turnover rate correlated strongly with the culture of the school, which significantly affected the learning of students. In addition to the literature on antisocial

behavior in the school organization, research also focused on other industries outside of the school organization to identify where antisocial behavior was a problem as it relates to collegiality.

Several studies were conducted on antisocial behavior in organizations other than the school workplace. Lim, Cortina, and Magley (2008) explored the healthcare industry and discovered that antisocial behavior was commonly overlooked, but often defined the culture of the workplace. Pearson and Porath (2005) interviewed workers in the United States and Canada and found that workplace relationships were severely affected by antisocial behaviors; whereas Lim (2005) revealed that antisocial behavior increased the chances of worker attrition. In Andersson and Pearson's (1999) analysis of the workplace, antisocial behavior was seen as small behaviors producing a substantial impact on the system. While many strides have been made to educate workers about antisocial behavior's effect on collegial relationships in the workplace, the literature, whether quantitative or qualitative, suggested that few studies have been conducted on the effects of this negative behavior on the relationships and almost none recommended intervention (Griffith, 2004; Waggoner, 2003); thus, the importance of researching these elements in a phenomenological approach as it relates to antisocial behavior. This discussion was revealed through the nature of the study.

Nature of the Study

The phenomenological approach was chosen to explore the impact of antisocial behavior on faculty relationships within the public elementary school setting. The population of focus in this study was elementary public school teachers who may have encountered the phenomenon of antisocial behavior in the public school setting. Because this was a

qualitative research study, the investigator utilized the phenomenological approach to address this problem through the nature of the study. The goal of the phenomenological approach was to explore the impact of antisocial behavior on collegial relationships from the perspective of those participants who experienced the phenomenon.

In exploring which qualitative method to employ, three approaches were considered: grounded theory, case study, and phenomenology. The grounded theory approach was rejected because the goal was not to generate a theory of how antisocial behavior impacted collegial relationships (Creswell, 2007). In addition, the case study approach was discarded because the purpose was not to apply a treatment or program to a group of individuals in order to discover an end product (Merriam, 1998). The phenomenological tradition was chosen because it was the most useful approach for this study. Moustakas (1994) found in his research that the phenomenological framework allowed the researcher to examine the wholeness of the experiences of the participants; allowed the researcher to focus on the appearance of the experience rather than what others have been told to be true; permitted the researcher to find meaning through insight and reflection; and used descriptions from the participants to keep the phenomenon vibrant and to emphasize underlying meanings. In other words, utilizing the phenomenological approach allowed gathering the perspectives of the participants as they relate to the phenomenon of antisocial behavior

The research procedures for this qualitative phenomenological study included: participant open-ended prompts, singular protocol scenarios, and participants' reflections. The formal study included 12 participants who were employed at two elementary schools in North Georgia. Purposive sampling was used as the selection tool for the 12 participants. The

sample included 11 female participants and one male participant, which aligned with the county's demographics among faculty members. From the data collection instruments, the emerging themes were discovered. After the open-ended prompts were completed and the reflections and singular protocol scenarios retrieved, the information from the data collection methods was analyzed for themes and interpreted for meaning using the qualitative software program NVivo. The data collection instruments and the data analysis articulated a response to the posed question: how does antisocial behavior affect collegial relationships in the elementary workplace? These three tools were generated by the major research question and the three primary questions that support the major research question.

Research Questions

The study was driven by this major research question: How, if at all, do participants perceive antisocial behaviors as affecting their collegial relationships? The following three primary questions supported the major research question:

1. How, if at all, do participants perceive they have been victims of antisocial behavior in the school setting?
2. How, if at all, do participants perceive they have experienced or exhibited antisocial behavior in the school setting?
3. How, if at all, do participants perceive gender, race, ethnicity, or culture has a role in antisocial behavior in the school?

The research questions were associated with the open-ended prompts used in developing the purpose of the study.

Purpose of the Study

The purpose of this phenomenological study was to explore the perspectives of faculty members who have experienced the phenomenon of antisocial behavior in the public elementary school setting. Bohm (1996), Chance and Chance (2002), Certo (2006), Marzano (2003), and Senge (1990) stated that fragmented work environments often lacked dialogue and feedback among employees, which encouraged antisocial behaviors. Some researchers supposed that antisocial behavior in the workplace merited further study because of its harmful effects on the organization (Clive, 2000; Henle, 2005; Hobler & Swanberg, 2006; Simmons, 2008). Through a comprehensive search of the literature in Section 2, it was revealed that antisocial behavior's impact on collegiality was studied thoroughly in the medical, higher education, and public sectors; however, its effect on collegiality in the school was absent in the larger body of scholarly literature. Because society has become more conscious of the benefits of collegial relationships, many organizations have been slowly educating and training workers to give feedback without making personal attacks on each other (Bohm, 1996; Pearson, Andersson, & Porath, 2000; Westcott, 2007). These industries found that inept comments by coworkers were often the cause of mistrust, personal struggles, and disputes (Dana, 2001; Hobler & Swanberg, 2006; Koonin & Green, 2004; Lim, 2005; & Simmons, 2008). Past research demonstrated that organizations rarely acknowledged the relationships between employees (Chatman, 1991; Henle, 2005; Hobler & Swanberg, 2006; and Pearson & Porath, 2005). When employee relationships were influenced by antisocial behaviors, their relationships became fragmented and had the potential to cause harm to the

workplace. The conceptual framework regarding the impact of antisocial behavior on workplace relationships was studied by Senge (1990; 2001; 2006).

Conceptual Framework

Researchers such as Deming (as cited by Crawford, Bodine, & Hoglund, 1993), Drucker (as cited by Senge, 1990; 2006), Lewin (1992), Mintzberg (1981), Senge (2000), and Wheatley (1994) studied organizational systems in business and governments from the Industrial Age to the present. In addition they explored the manner in which employees formed relationships in these systems (Bodine, Chance & Chance, 2002; Crawford, & Hoglund, 1993; Fullan, 1996; Fullan, 1999; Fullan, 2004; Galloway, 2004; Isaacson & Bamburg, 1992; Long & Newton, 1997; Mintzberg, 1981; Moberg, 2001; Murrill, & Whitt, 2007; Reynold, Phillips & Wagner, 2003; Senge, 1990; Smith, 2001; Synder, & Synder, 1996; Wheatley, 1994). In their examination of the 21st century workplace, Pearson, Andersson, and Porath (2000) found that antisocial behavior was on the rise, due to the increased fragmentation of workplace relationships. Antisocial behavior has the potential to harm not only employee relationships, but the whole organization. Typically, business organizations, governments, and schools incorporated a scientific method to explain how workers' relationships may impact part of a system (Bleecher, 1983). However, systems theorists such as Senge (1990) proposed examining the connection between coworkers' relationships and collegiality by viewing the whole of the system (Senge, 1999; 2006). Herein existed the inspiration for the research question in this study, which queried whether or not collegial relationships were impacted by participants' perceptions of antisocial behavior in the workplace. The link with perceptions was the underlying focus within the

research question and the conceptual framework. The concept of perception further implicated qualitative methodology because it explored the perceived issue of antisocial behavior within the public elementary school setting. Antisocial behavior was an interpersonal issue within the qualitative structure that may also directly impact the whole system. For the purpose of this study, that system was the larger public educational setting. Exploring this social issue qualitatively relied upon linking the methodology to the conceptual framework for this study. By examining the phenomenon of antisocial behavior from a system's perspective, Braverman (2004) and Senge (2000) found that a correlation between antisocial behavior and collegiality existed. Antisocial behavior not only had an impact on individual collegial relationships, but impacted the culture of collegiality throughout the whole system, as well.

The ability to see a connection between the parts of the whole system was known as systems thinking (Senge, 2006). Thornton, Shepperson, and Canavero (2007) found that educators failed to understand the interconnectedness between internal and external influences on employee relationships. Senge (1990) found that a systems thinking approach could be applied to education as a method of creating better working relationships and collegiality (O'Neil, 1995; Reynolds, Murrill, & Whitt, 2006). An organization existed, not because people were similar, but because individuals realized their destinies were interrelated (Smith, 2001). As with business, Senge (1990) realized that school faculty members rarely worked together and little collective learning occurred in the system, thereby creating a negative workplace culture, which included antisocial behavior (O'Neil, 1995).

Definition of Terms

The following terms were operationally defined:

Antisocial Behavior: A wide range of behaviors that tend to harm individuals and/or property and produce an unhealthy work environment (Andersson & Pearson, 1999; Pearson et al., 2005; Robinson & O’Leary-Kelly, 1998).

Butterfly Effect: This phenomenon originated in meteorology; a small change may have a dramatic impact on a system or organization (Chance & Chance, 2002; Lorenz, 1979; Warren, Franklin, & Streeter, 1998).

Collegiality: The manner in which staff members interact and make decisions based on dialogue (Marzano, 2003).

Contrived Collegiality: The use of manipulation and power to achieve preferred outcomes (Brundrett, 1998; Lam, Yim, & Lam, 2002).

Culture: A system of implicit and explicit representations and meanings, which are learned and revealed to members through accepted behavior and the unwritten rules of an organization (Donais, 2006; Lam; Philips & Wagner, 2003; Yim, & Lam, 2002; & Leithwood, 2002).

Epoche: A process of setting aside or bracketing the researcher’s judgments, biases, or prejudices so that the researcher is able to understand the phenomenon from the perspective of the participants (Creswell, 1998; Moustakas, 1994).

Fragmentation: A framework for seeing the world in parts (Senge, 1990; 2006).

Incivility: Low-level antisocial behaviors which include gossip, rudeness, failure to listen to others, and alienation in the workplace (Pearson, et al., 2005; Rau-Foster & Dutka, 2004).

Industrial Age Management: The 19th century idea of specialization of roles, chain of command, and hierarchical structures modeled after the management style of Frederick the Great. Educators believed the industrial age management model would make schools run more efficiently (Draman, 2004; Herman, 2007; Senge, 2000).

Learning Organization: An organization that frequently reinvents its future by allowing its members to share their expertise and knowledge to create change (Fullan, 2004; O'Neil, 1995; & Senge, 2006).

Micro-Politics: The use of power or manipulation to achieve certain outcomes in an organization (Achinstein, 2002; Blase, 1993 & Brundrett, 1998).

Systems Theory: A discipline of seeing the whole instead of parts (Moberg, 2001; Reynolds, Murrill, & Whitt, 2006; Senge, 1996).

Assumptions/Delimitations/Limitations

The phenomenological methodology compels the researcher to articulate any assumptions made concerning the phenomenon and “then bracket or suspend these preconceptions in to order to fully understand the experience of the subject” (Creswell, p. 277, 1998). Subsequent to addressing the assumptions, Creswell (2003) stated that qualitative researchers should reduce the scope of the study by providing delimitations and distinguish probable weaknesses in the study by determining limitations.

Assumptions

It was assumed that all participants in this study responded honestly to the open-ended prompts, scenarios, and reflections on their experiences. Though some teachers may have felt intimidated by the open-ended prompts or the research process, each participant was assured that their answers were confidential and pseudonyms would be used instead of their names.

The sample population provided a unique insight about teachers' experiences with antisocial behavior in their public school elementary work environment. The sample was purposive. Choosing individuals from a purposive sample produces thick, rich descriptions about the phenomenon being studied (Creswell, 2007).

The outcome of these interviews provided paid staff development, partnered with other educational entities, and promoted and presented expertise in conflict resolution.

Delimitations

This phenomenological study was conducted during the 2009 fall semester and included 12 faculty members in two elementary schools in North Georgia. Open-ended prompts generated most of the data. The open-ended prompts were coded, analyzed, and interpreted to discover emergent themes. The emergent nature of the study offered insight into whether or not antisocial behavior directly or indirectly impacted collegiality in the elementary school workplace. The focus was on the relationships between elementary school faculty members and did not include discussions about relationships with administrators, parents, or students. The generated data contributed to closing the gap in literature focusing on antisocial behavior and the lack of collegiality. The themes that emerged opened the door

for future discussions and expanded understanding of perceived antisocial behavior and its correlation with collegiality in schools.

Limitations

Participants chosen for the study could withdraw at any time. If a participant decided to withdraw, a formal letter was sent to the faculty members at both elementary schools asking for volunteers. Purposive sampling was used to select new participants. The participants received a phone call or email to find out about their availability for participation. In addition, the researcher followed up with a phone call or email to ask the participants if there were any concerns or questions about the study.

Because the researcher has experienced antisocial behavior in the workplace, there was a possibility of researcher bias which may have impacted the results of the study. Also, participants who were closest to the researcher and who desired to help her with her study may have been included.

There was a great possibility that the participants who volunteered for this study might be those who felt strongest about antisocial behavior. This research may not apply to all schools because of variations in dynamics among faculty members. Faculty members were different at each school due to demographics such as gender, age, socioeconomic status, and level of education. Due to the fact that this research was conducted in two elementary schools in North Georgia, the results may not be generalized to schools in different states, districts, or cities.

Significance of the Study

This research study contributed to the body of knowledge about the problem of antisocial behavior among public school faculty members. It further examined the impact of antisocial behavior on the workplace culture. Cortina, Magley, Williams, and Langhout (2001) found in their research that antisocial behavior in the workplace warranted considerable attention because of its harmful effects on the whole organization. Antisocial behavior among school employees was not generally recognized for its harm to other employees or its harm to the culture of the school workplace. Although antisocial behavior has been studied extensively in the public and private sector, there was a paucity of research elucidating the manner in which antisocial behavior affects relationships in the public school setting. Recognizing the problem of antisocial behavior in the school workplace allowed faculty members to focus on applications for making social change. These social changes included establishing collegiality, creating effective communication that encourages conflict management skills, and decreasing attrition in the public elementary school setting.

Several professional applications of this study may contribute to social change in the school workplace. These applications include: (a) establishing collegiality among faculty members; (b) creating effective communication among employees, which leads to better conflict management skills to handle disagreements among faculty members; and (c) creating an inclusionary schoolwork culture, which decreases attrition within the school workplace. The researcher believes this study may produce an awareness needed to reduce instances of antisocial behavior, which perpetuates fragmentation among faculty members through collegiality, effective communication, and the creation of an inclusionary school

environment. These three outcomes may produce improved student achievement and more authentic modeling of positive social roles for students, support the development of creating a positive work culture, and promote and encourage staff retention, reducing financial strain on school systems.

The focus of this research emanated from the problem of antisocial behavior experienced by the researcher from past working environments. One of the assumptions in this study was that antisocial behavior existed in other schools in Georgia. It was recognized that there might be a connection between antisocial behavior and the lack of conflict management tools among faculty members in the school workplace. In other words, if workplace antisocial behavior was not recognized, there would be few structures in the environment for dealing with and preventing them.

Summary

This section provided an overview of problem, purpose, research questions, methodology, theoretical framework, assumptions, delimitations, limitations, and social change implications. Section 2 presents the literature related to the current topic, while section 3 discusses methodology. Section 4 presents and analyzes findings, while section 5 addresses summary, conclusions and recommendations for future study.

SECTION 2:

LITERATURE REVIEW

Section two consists of six parts: (a) an introduction to the literature review; (b) a detailed definition of antisocial behavior, exploring the outcomes of antisocial behavior as they related to the public elementary school work environment and the impact of antisocial behavior on faculty collegiality; (c) defines collegiality, identifies factors that established collegiality, and outlines factors that fractured collegiality in the school workplace; (d) discusses previous studies on antisocial behavior that relate to this research study, including studies that discussed the costs of antisocial behavior in the workplace, addressing the lack of policies to reduce antisocial behavior, and focusing on studies that outlined environmental factors that contributed to antisocial behavior in the workplace; (e) outlines the conceptual framework of systems theory or thinking, divided into four succinct discussions; (f) summarizes each of the previous parts and builds the discussion that lead to the methodology of this qualitative phenomenological approach.

Undoubtedly, information required to conduct a scholarly literature review depended on the reliability of sources of information. The researcher used the following well-known databases to conduct the literature review: JSTOR, Sage, Proquest, Questia, ERIC, PsychINFO, Walden Dissertations and Theses, Education Research Complete, SocIndex with Full-Text, Teacher Reference Center, EBSCO, Teacher College Record, Inspec, CINAHL, PsycARTICLES, Business Source Premier, Business Source Complete, and Academic Search Premier. In addition, to conduct this literature review, the researcher used a broad spectrum of descriptors to perform the keyword search for the

literature review. These terms include: (a) systems theory; (b) antisocial behavior in the workplace; (c) antisocial behavior among school staff; (d) incivility; (e) bullying; (f) collegiality; (g) lack of collegiality in the workplace; (h) lack of collegiality in the schools; (i) interpersonal relationships; (j) employee conflict; (k) problem faculty; (l) problem staff; (m) difficult faculty; (n) problem employees; and (o) workplace attrition. The focus on these terms and their usefulness as relevant to this study began with attention to antisocial behavior.

Antisocial Behavior

Defining Antisocial Behavior

Pearson, Andersson, and Porath (2005) found in their research on the workplace that seven common forms of counterproductive work behavior existed in organizations. These behaviors included:

1. *Counterproductive workplace behaviors (CWB)*. Pearson et al. (2005) defined CWB as “behavior that harms organizations and/or members.” (p. 191) CWB included deviant, high level, and low level antisocial behaviors.
2. *Deviant behavior*. Deviant behavior was counterproductive workplace behaviors that “violate workplace norms.” (Pearson et al., 2005, p. 191) Deviant behavior often included incivility.
3. *Aggression*. Aggressive behavior was defined as deviant behavior with intent to harm another coworker or to harm the organization (Pearson et al., 2005). Aggressive behavior in the workplace includes violence, mobbing, emotional abuse, and some forms of incivility.

4. *Violent behavior.* Violence was referred to by Pearson et al. (2005) as physical acts that included vandalism, workplace shootings, hitting another employee, and physical fighting.
5. *Mobbing.* Mobbing was physical and nonphysical behavior involving a group of employees who ganged up against one or more coworkers with the intent to harm them (Davenport, 2002). Mobbing was akin to violent behavior (Pearson et al., 2005). Davenport (2002) reported that mobbing behaviors in the workplace included yelling, constant criticism, isolation, and gossip. These behaviors persisted because supervisors often ignored, tolerated, or misinterpreted the meaning of these behaviors.
6. *Bullying.* Bullying behavior was nonphysical, persistent behavior that targeted one person with the intent to harm that individual (Bulletpoint, 2007; Hall, 2005; HR Focus, 2008; Namie, 2006; Tracy, Lutgen-Sandvick, & Alberts, 2006). Field (2002) found three occupations that were most vulnerable to bullying. These occupations included healthcare professionals such as nurses, police or law enforcement officials, and public service occupations such as teachers and social workers. Bullying tactics included isolating employees, name-calling in front of other coworkers, and sabotage (Hall, 2005).
7. *Incivility.* Incivility was a form of deviant, low level antisocial behavior, which may or may not include the intention to do harm to a coworker (Milam, Spitzmueller, & Penney, 2009). These behaviors caused workers to “feel oppressed, humiliated, de-energized, or belittled in the workplace” (Yueng &

Griffin, p. 15, 2008). Examples of uncivil behavior included being dishonest, ignoring others, isolating other coworkers, making threats, spreading rumors, and making unprofessional remarks (Morse, 2005).

Pearson et al. (2005) found an overlap in the literature between counterproductive workplace behaviors (CWB), deviant behaviors, and incivility. However, this study concentrated on non-physical forms of employee behavior, which constituted antisocial behavior at its lowest level, or incivility. The study revealed that counterproductive work behaviors were the foundational behaviors that harm organizations and harm workers' relationships. Counterproductive workplace behaviors consisted of two types of behavior: deviant behavior and incivility. Incivility was a low-level form of deviant behavior that may produce or may not produce harm in the workplace among workers. The interrelation of these workplace behaviors is characterized in Figure 1.

According to a well-developed knowledge base, antisocial behavior included a wide range of behaviors which harmed individuals and/or the property of an organization and produced an unhealthy work culture (Andersson & Pearson, 1999; Braverman, 2004; Cortina, 2008; Cortina, Magley, Williams, & Langhout, 2001; Lim Cortina, & Magley, 2008; Pearson, Andersson, & Porath, 2005; Rau-Foster & Dutka, 2004; Robinson & O'Leary-Kelly, 1998). Thau, Crossley, Bennett, & Sczesny (2007); Yeung & Griffin (2008) discovered that when workers were more likely to pursue their own self interests over the interests of others at work, antisocial behavior emerged.

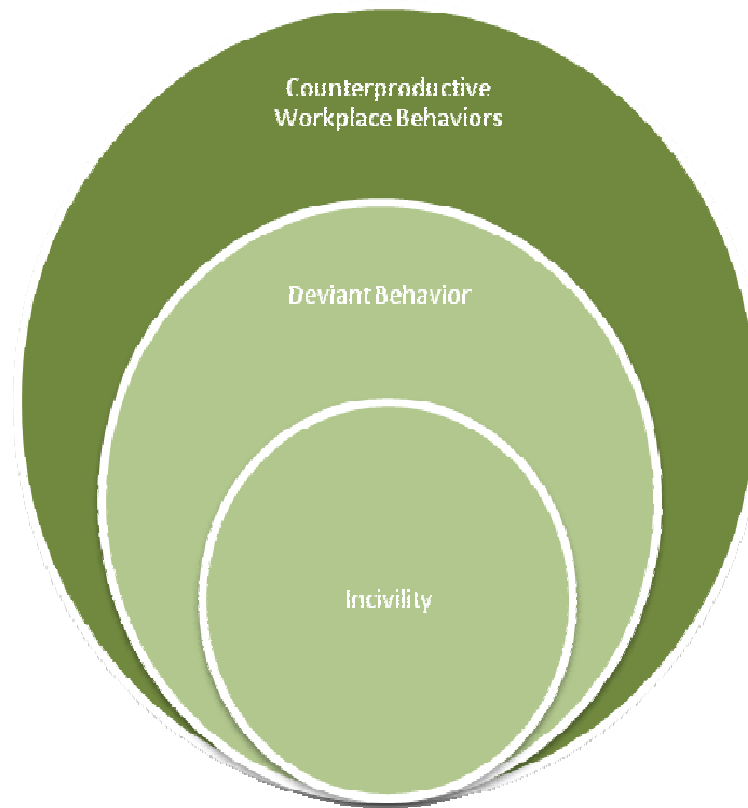


Figure 1. Incivility and other forms of counterproductive work behavior in organizations. From “Counterproductive work behavior: Investigations of actors and targets” by C. Pearson, L. Andersson, and C. Porath, 2005, *American Psychological Association*, 4(1), p. 191. Adapted with permission.

Fischer (2009) observed that negative behavior or interactions have five times more effect on workers than do positive interactions. Muir (2000) and Pearson et al. (2005) found that counterproductive behaviors often produced antisocial behavior in workers, which included misunderstandings among employees; a lack of respect among workers in the same hierarchy; use of impersonal, asynchronous email; and other types of impersonal communication among employees.

An example of how email was harmful in an organization is outlined in the following vignette from my own workplace. One employee at a local high school reported that a coworker was unhappy that some of her students were leaving the gifted program and felt that another teacher was to blame for the students' departure. Instead of talking to that other teacher, the coworker abruptly informed the parents and the principal via email that her students were out of the gifted program because of the bad advice of that teacher (personal communication, 2008). A second example involved another high school in a Georgia school district in which two female faculty members had difficulty communicating with each other. The two coworkers were in a team meeting discussing a student when the younger team leader abruptly responded to the elder and more educated faculty member. The elder team member was offended and went immediately to voice her concerns to the administrator over the team who lacked the skills to mediate their differences and solve their conflict. The two faculty members refused to speak to each other for the rest of the semester and would often use other teachers to relay messages. Both scenarios depicted how impersonal communication harmed collegial relationships (Pearson et al.). Impersonal, asynchronous email represented low-level antisocial behavior, which connects with a form of incivility. Incivility was a type of antisocial behavior that directly impacted collegiality in the school workplace (Dion, 2006; Tavis, Van Horn, Schaufeli, & Schreurs, 2004). Incivility included felony and noncriminal forms of behavior.

Lee, Ashton, and Shin (2005) demonstrated that antisocial behaviors range from felonies (violent behavior, mobbing, and bullying) to noncriminal, less intensive actions

such as deviant behavior, aggression, and incivility. These low intensity antisocial behaviors often included rude, insensitive, disrespectful behavior toward coworkers, produce wasted time, reduced productivity, voluntary turnover, and reduced communication (Morse, 2005; Pearson et al., 2005 and Pearson; Andersson, & Wegner, 2001; Yeung and Griffin, 2008). Johnson and Indvik (2001) and Pearson et al. (2005) often referred to this type of low-end antisocial behavior as incivility. Blasé and Blasé (2004), Morse (2005), and Rau-Foster & Dutka (2004) reported that workplace incivility often included coworkers speaking to each other in a demeaning manner, unnecessary rudeness, not listening, gossiping, facial expressions, silent treatment, and exclusionary behavior. These types of workplace antisocial behaviors are evidenced in the true-life stories of employees in the schoolwork environment.

A primary source for antisocial behavior was provided by Fields (2008), who collected stories from many employees in professions such as law enforcement, social services, healthcare, and teaching. According to Fields, antisocial behaviors such as isolation, rude comments, denied resources, and humiliation directly impacted collegial relationships in the school workplace. One example from Field's studies included a 43-year-old veteran teacher who faced rude comments from colleagues and was denied access to a storage cabinet that was available for use. This story correlated to a situation in the researcher's former school where the male teachers received preferential treatment over female teachers when using the copying machine. In addition, in her present work environment, male colleagues resisted making coffee and the female teachers were

therefore pressured with this responsibility. The female teachers often made disparaging comments about their male colleagues behind their backs.

Koonin and Green (2004) conducted another study on antisocial behavior in the workplace. These researchers found that victims of antisocial behavior tend to be submissive, interdependent, and conscientious workers and identified four of these behaviors, which included:

1. Victimized coworkers experienced colleagues talking behind their backs.
2. Colleagues often flaunted their status or authority over their coworkers.
3. Colleagues frequently belittled the opinions of some coworkers in the presence of other coworkers.
4. Colleagues gave coworkers dirty looks when they passed by their desks or in the hallway.

To show the impact of these behaviors in the school workplace, Gibbs (2007) interviewed several teachers who experienced these types of antisocial behavior directed toward them by their own colleagues. One particular case study involved an interview with a veteran teacher who taught for 15 years in an elementary school. The veteran teacher said that, for one year, she experienced low intensity antisocial behaviors by a colleague who served as a master teacher in her grade. A similar scenario that occurred in a local high school involved a master teacher who taught accelerated students. This teacher used her leadership role to place additional responsibilities on the veteran teachers in her department. Those teachers felt they were burdened by the additional preparations and were not allowed to challenge her decisions.

Blasé & Blasé (2004) reported that teachers preparing for a career in educational leadership often experienced antisocial behavior from their superiors and, in return, they used these behaviors on their colleagues, which produced mistrust and a lack of dialogue between these professionals. Many researchers agreed that, when incivility existed in the workplace, many negative outcomes were encouraged. Although overt negative behaviors have been studied in the workplace, few studies addressed lesser forms of misconduct in the workplace, such as low-level antisocial behavior (Andersson & Pearson, 1999). Fisher-Blando & Lynn (2008) and Hall (2005) found a lack of studies that included human service oriented organizations, like schools. Taris, Van Horn, Schaufeli, and Schreurs (2004) believed that attention should be paid to the way individuals viewed and responded to the behavior of others in the workplace. In addition, Lim, Cortina, and Magley (2008) found in their research that more intense antisocial behaviors, such as aggression and sexual harassment, have been studied, but more studies need to focus on lower intensity antisocial behaviors. By examining antisocial behavior in the workplace, researchers identified the outcomes of low-level antisocial behavior and brought attention to the results of this type of behavior. This information should be made public for tax payers and organizational leadership. From the review of the literature, the researcher identified the consequences of antisocial behavior, which included isolation, contrived collegiality, conflict, and attrition.

Outcomes of Low Level Antisocial Behavior

Isolation

The first outcome of low-level antisocial behavior identified by researchers was isolation of coworkers. The way employees treated each other not only affected their work productivity and job satisfaction, but had an impact on their interactions with colleagues (Pearson, Andersson, & Porath, 2000; Thau, Crossley, Bennett, & Sczesny, 2007). In studies of occupations such as attorneys, law enforcement officials, university professors, and nurses—all of whom experienced increased job pressure, hierarchical organizational structure, and negative high-level contact to the public—there was increased isolation (Fischer, 2009; Hoobler & Swanberg, 2006; Hudd, Apgar, Bronson, & Lee, 2009; Murray, 2007; Pearson, Andersson, & Wegner, 2001). From their feelings of isolation, these professionals developed a culture of mistrust (Gill, 2007). The culture of mistrust and isolation was not only evident in the occupations mentioned above, but a reality for the teaching occupation.

Many studies have outlined the problem of teacher isolation and mistrust in schools. Pomson (2005) discovered that teachers who have not learned how to communicate with their colleagues resisted entering close professional relationships. According to the National Association for Prevention of Teacher Abuse (NAPTA) website, teachers who transferred from grade level from year to year were subject to extreme isolation (Blasé & Blasé, 2008c). In past studies of elementary school teachers in the New York City District 24 School and in west and central North Dakota, Cooper, Iorio, & Poster (1991) and Anhorn (2008) found that elementary teachers often

experienced isolation. In a later study involving elementary school teachers, Reig, Paquette, and Chen (2007) found a lack of communication often existed between novice and veteran teachers. This lack of communication between these two groups of teachers encouraged teacher isolation. Anhorn and Kardos, Johnson, Peske, Kauffman, and Liu (2001) found that a veteran oriented school culture regularly ignored new teachers and dialogue was often absent. In their research on teacher culture, Anhorn found seasoned or veteran teachers formed collegial groups while novice and less experienced teachers were given little attention or guidance. The novice teachers eventually began to dialogue and formed their own subculture that alienated the veteran and new teachers.

In contrasting studies on teacher isolation, Schieb (2006) in his examination of teacher isolation found that not all teachers were equally isolated from each other. In his work on teacher isolation, he discovered that arts and music teachers faced more isolation from colleagues than teachers from other subject areas. In his research, many art and music teachers identified themselves as artist or musicians more than as teachers. This identity socialization produced a lack of supportive networks for the teachers who continued to work in isolation. In other studies, Fluckiger, McGlamery, & Edick (2006) and Schlichte, Yssel, & Merbler (2005) discovered that isolation was dramatically reduced in schools that incorporated induction and mentoring programs for their novice teachers. These researchers found that many veteran teachers were open to collegial relationships and were eager to provide needed support and collegiality, which reduced the isolation of novice teachers. In a study by Johnson & Donaldson (2007), researchers revealed that isolation can be overcome in the school workplace when teachers decided to

take on leadership positions. Teacher leaders developed skills that pulled their veteran and novice teacher colleagues into collaborating relationships. Jacobson (2007) found that veteran teachers who stayed in the field of teaching have reduced instances of isolation while Schlichte, Yssel, and Merbler (2005) discovered that novice teachers who socialized and participated in activities with other teachers also had reduced instances of isolation. Although induction programs, Professional Learning Communities, mentoring, and teacher leaders have minimized teacher isolation and mistrust, Brunderman (2006) found that teaching continues to be an isolated profession with limited exchange between colleagues. Because the lack of communication existed between teachers in the school workplace, interactions often produced conflicts, which continued to perpetuate isolation.

Workplace Conflict

Conflict generally occurred when there were incompatible interests between co-workers in that workplace (Donais, 2006). According to Lloyd (2004), conflict amplified when the pace of change increased in the workplace, workers' expectation intensifies, and workers were forced to work in teams, therefore creating new interdependent relationships. Walker (2009) found in her research that the existence of conflict was not the source of many problems for organizations, but how employees responded to each other in a conflict. As a result of unresolved conflict, antisocial behaviors erupted in the form of rumor spreading, taking sides, isolating others, disrespect, verbal abuse, and other antisocial acts (Appelbaum, Iaconi, Matousek, 2007; Bruno, 2007; Cortina, 2008; Cortina, Magley, Williams, & Langhout, 2001; Meyer 2004; & Rau-Foster & Dutka, 2004). If conflict was unresolved, it quickly progressed into further isolation, contrived

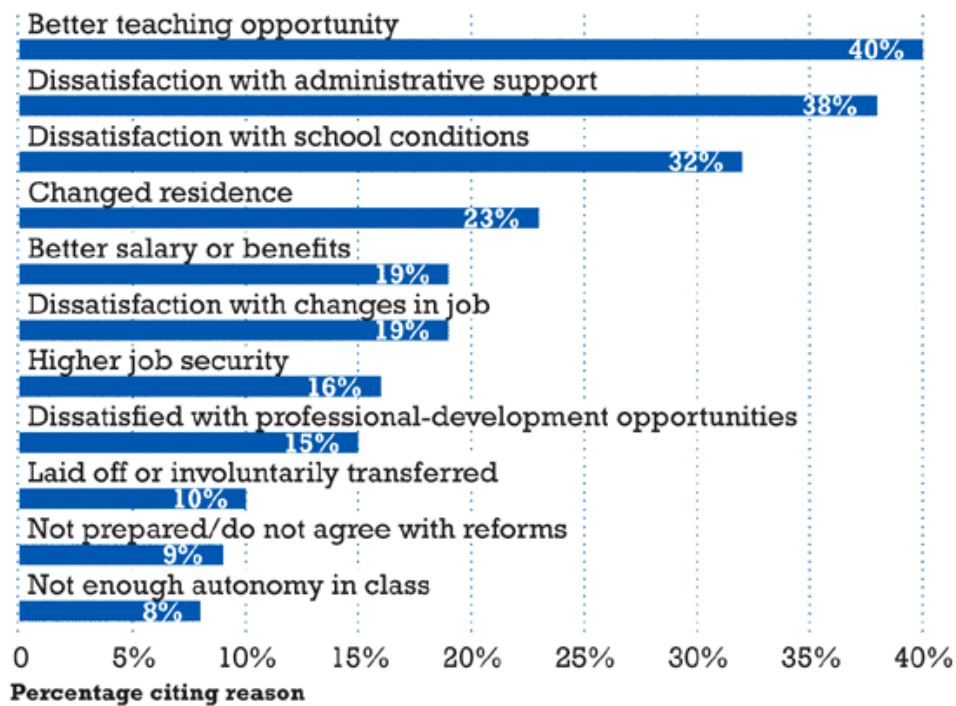
collegiality, and attrition (Lam, Yim, & Lam, 2002; Andersson & Pearson, 1999, Ma & MacMillian, 1999).

Walker (2009) and Dana (2001) found that conflict in the workplace generated many costs to an organization. These costs included time wasted at work talking about, thinking about, and engaging in conflict. Studies showed that 42% of employee time was spent on conflict (Dana, 2001). Another cost of conflict was ineffective decision-making by workers. Dana elucidated that when people were in conflict they often made poor decisions producing a lack of cohesion and worker engagement. Low group cohesion and engagement was often associated with conflict (Dion, 2006). Ingersoll (1999) found that schools with conflict lack collegiality, lack cooperation and have a culture of disrespect. In a contrasting study on workplace conflict, Yeung and Griffin (2008) found that antisocial behaviors only had a slight influence on workers' engagement when incivility occurred once or twice per year among coworkers. When incivility was infrequent, episodes of conflict were small in the workplace. However, the authors found that when incivility occurred frequently among coworkers, engagement was decreased, conflict increased, and conditions deteriorated in the workplace.

When workplace conditions deteriorated due to conflict, workers become increasingly dissatisfied and may decided to leave the profession or transfer to another building. One of the top reasons teachers stated as the reason they wished to leave the profession was due to negative workplace conditions (Ambrose, Huston, & Norman, 2005; Pagerey, 2006).

Attrition

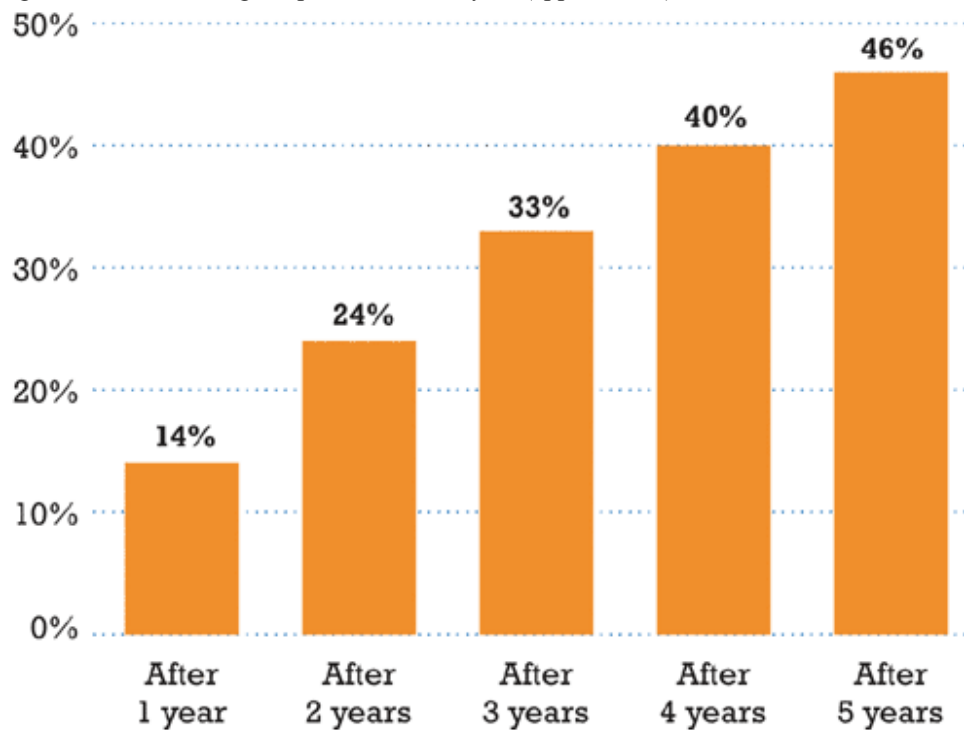
A third outcome of low-level antisocial behavior in the workplace was attrition. The researcher defined workplace attrition as going to another profession or going to another district, office, or school. Bartunek, Huang, & Walsh (2008); Borman and Dowling (2008); Bozonelos (2008); DeMik (2008); Lang (2009); Mihans (2009); Mihans (2008); and Ingersoll (2001) found that turnover was often affected by many conditions in an organization. Anhorn (2008) and Grazino (2005) conducted studies of why teachers left or changed jobs in the public school setting. In their studies, they found several reasons why educators decided to leave their current positions and go to other work settings. Some of the reasons teachers left their current teaching positions to go to other positions or job settings included: looking for a better teaching opportunity, feelings of isolation, dissatisfaction with administration, dissatisfaction with workplace conditions, dissatisfaction with professional development opportunities, and disagreement with reforms. Figure 2 showed the major reasons for leaving the teaching workplace as exemplified by Grazino (2005). Studies conducted by Ingersoll (2001) linked organizational conditions like conflict and turnover in an organization to antisocial behavior; however, there was limited research nationally on the types of and reasons for turnover in organizations. Studying turnover was important in that it exposed the ineffectiveness of an organization. Graziano (2005) found that when teachers dropped out, everyone paid.



*Figure 2. Reasons for Leaving Among Public-School Teachers Who Changed Jobs (2000-2001). From “School’s out: The crisis in teacher retention,” by C. Graziano, 2005, *Edutopia*. Reprinted with permission.*

Anhorn (2008), Brill and McCartney (2008), Graziano (2005) and Jones (2004a) discovered that the majority of teachers leave the profession between their third and fifth year of teaching as shown in figure 3.

Percentage of teachers leaving the profession each year (approximate)



*Figure 3. First Years Are the Toughest. From “School’s out: The crisis in teacher retention,” by C. Graziano, 2005, *Edutopia*. Reprinted with permission.*

Graziano (2005) discovered that more teachers left rather than entered the teaching field as was indicated in figure 4.

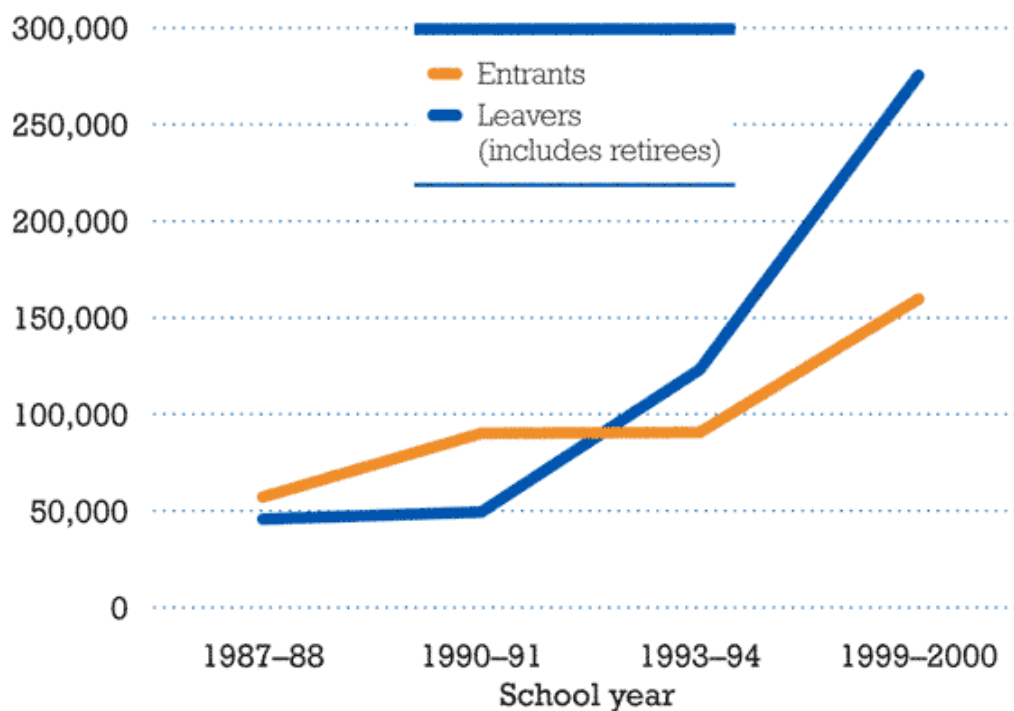


Figure 4. Teacher Employment and Turnover. From “School’s out: The crisis in teacher retention,” C. Graziano, 2005, *Edutopia*. Reprinted with permission.

According to her data from 1987-2000 (a 17 year span), teacher turnover increased by 250,000 persons. In contrast, the number of entrants in the field during the same time only increased by 105,000 persons. Based on this data, the direct costs equal \$11,000 per teacher, which failed to include the costs of professional development, curriculum loss, and school specific knowledge, to replace one educator. In addition, she found that at least 15% of K-12 teachers switched schools or left the profession, which costs taxpayers \$5.8 billion annually. Darling-Hammond and Berry (2006) estimated the cost of replacing a new teacher who left the profession was between \$8,000-\$48,000 for

each employee. They discovered that forming collegial relationships reduced isolation and encouraged professionals to stay in the workplace. Gibbs (2007) observed that few studies have been conducted on teacher cultures that resulted in attrition.

Blasé & Blasé (2008c) recounted a vignette from their research in which the issue of attrition was exposed. One teacher who transferred to another school within her district recounted her story of how workplace culture impacted her decision to leave. The teacher faced constant criticism by her peers under the semblance that the teachers were trying to help her improve her teaching. The teacher began to dread assigned colleagues coming into the classroom to observe her teaching. Eventually, the teacher became increasingly ill every time she was forced to take initiative to ask questions of two *wise* colleagues who constantly criticized and made fun of her teaching. The teacher was truly considering leaving the profession. This story highlighted the existence of teacher attrition in the elementary school environment, which was further examined by Pagerey (2006).

Pagerey (2006) examined literature on teacher attrition in secondary and elementary schools. One study found there was no correlation between teacher turnover and school culture; however, Pagerey identified another study which defined teacher transfers as part of teacher attrition. In a study conducted by Theobald, 1990 (as cited by Pagerey, 2006) school culture had a statistically significant impact on the attrition rates of K-12 teachers. Working in a collegial environment mattered in their decision to stay in the workplace (Emerick, Hirsh, & Berry, 2005). In other studies on attrition, Brill & McCartney (2008) discovered that improving the teaching work environment improved

attrition rates in schools. Also Ambrose, Huston, and Norman (2005) demonstrated that the absence of collegiality was cited as the single most frequent issue by 99 out of 123 respondents in a study by researchers in a small private university as the reason why they leave their workplace. If workers decided to stay, they often experienced a lack of collegiality or contrived collegiality.

Contrived Collegiality

A fourth outcome of low-level antisocial behavior was contrived collegiality. Marzano (2003) and Brundrett (1998) found that many institutions did not experience collegial environments, but used micro-political manipulation to produce outcomes in an organization. Brundett (1998) and Lam, Yim, and Lam (2002) found that when collegiality was predictable, administratively administered, and compulsory, it was contrived. This has become the preferred style of schools in a time of centralized testing and bureaucracy. Hargreaves (as cited by Cameron, 2005) defined contrived collegiality “as the ability of power holders within schools to use collaborative processes to generate a set of directional paths” (p. 315).

According to the NAPTA website, contrived cultures of collegiality set teachers up for failure. One teacher was switched involuntarily from fifth to fourth to third grade within a three-year period. The teacher was looking forward to piloting a new science curriculum, but the pilot project was given to another teacher instead who went to the principal and undermined her credibility. Additionally her test scores were constantly compared to her colleagues who had been in that school for years and had fewer special education students than she had. In fact, test scores were posted in a public place so

everyone could compare their progress (Blasé & Blasé, 2008a). Marzano (2003) stated that there was a correlation between student achievement and school climate. When schools created a contrived culture, student learning tended to diminish and faculty members developed openly hostile relations or conflict among each other (Peterson, 2002). According to Marzano (2003) the extent of contrived collegiality in the school played a significant role in reducing collegiality among faculty members.

The Influence of Adult Antisocial Behavior on Faculty Collegiality

Collegial relationships were affected by antisocial behaviors. Researchers found that antisocial behavior may have a rippling influence on relationships within an organization and outside of an organization (Dion, 2006). Colleagues consistently exposed to antisocial behavior recognized it as the accepted culture of the organization which often created a downward spiral in the culture of the workplace. This spiral included a reduction in work productivity, poor customer service, poor working conditions, and decreased working relationships (Bruno, 2007). Gibbs (2007) found that a culture that promoted antisocial behavior established a negative behavior model for students; therefore, teacher antisocial behavior brought harm not only to colleagues, but harmed the observing students.

According to the NAPTA website, there were numerous stories of the influence of antisocial behavior on teacher collegial relationships. One story involved an elementary school teacher who was treated poorly by her peers in front of her students. One of the students refused to move from his computer and during his refusal to move, hit her on her nose. The teacher immediately screamed in pain and the students just sat there. Finally,

another colleague heard her screams and she sent for the nurse to come and check out the teacher's injury. The nurse told the teacher that she would be fine and refused to treat the injury and finally, after enduring great pain, the teacher left the classroom to get help. On the way down the hall, her colleagues openly dismissed her injury by insinuating that she was being overdramatic. The students who heard this exchange also joined in the negative behaviors (Blasé & Blasé, 2008b). Pagerey (2006) found that "antisocial behavior had a significant and direct effect on teachers' control over planning and teaching in their classrooms" (p. 95). The antisocial behavior toward the teacher produced a ripple effect in this school culture that made this situation go from a bad to worse. The teacher eventually left the profession, which produced a gap in the students' knowledge, additional costs for hiring a substitute, and a culture of antisocial behavior in that hallway.

Antisocial behavior equated to small changes that occur over a period of time producing a large affect on collegiality within the school workplace. Take the metaphor of the butterfly. According to Lorenz's Chaos Theory, when the butterfly flapped its wings it produced a small change in the ecosystem that contributed to the formation of a dangerous storm (Lorenz, 1979). This was the assertion that organizational theorists like Senge (2006), Lorenz (1979), and Wheatley (1994) contend that covert behaviors such as gossip and rudeness created far-reaching influences on collegial relationships (Chance & Chance, 2002). This concept of far-reaching effects of change, known as the "Butterfly Effect," can be easily applied to the school organization (Chance & Chance, p. 211, 2002). This was a powerful metaphor illustrating rationale and the need for change.

Some theorists believed that change was likely to occur in a nonlinear fashion rather than by cause and effect, thereby producing unexpected changes in collegiality or contrived collegiality in schools. Bruno (2007) gave an example of how gossip created contrived collegiality in the early childhood setting. LaVonda was hired to replace Betty in an early childhood center. Betty was fired for stealing school funds, but she was well liked by her peers. The teachers resented that LaVonda replaced their friend and they began to isolate her and spread rumors about her to the other faculty members. One afternoon, Yvette and Trixie invited another colleague to go shopping after work while LaVonda was standing nearby. The colleague realized that if she did not accept the invitation then she would be isolated by Yvette and Trixie as well. This example showed that when there was a high dependence on the actions of others in an organization, relationships were affected by antisocial behaviors. The following discussion on collegiality provided the reader with a definition of collegiality for a further discussion of how antisocial behavior influenced collegiality.

Defining Collegiality

Collegiality was important for improving worker morale, job satisfaction, and strong working relationships in the workplace (Schmalenberg & Kramer, 2009; & Brundrett, 1998). Blasé and Blasé (2004) found that individuals' feelings of self-worth and workplace security were based on how others treated them. Donaldson (2001) reported that strong working relationships between workers grow when leaders demonstrate trustworthiness, openness, and encouragement of faculty members. Marzano (2003) stated that collegiality was the manner in which workers "interact and the extent

to which they approach their work as professionals” (Marzano, p. 60). Collegiality enhanced a positive work culture (Cameron, 2005). A positive collegial work culture came from the belief that there was a correlation between relationships between individuals and the work organization. This culture was based on the belief that individuals should be valuable, interdependence was beneficial, workplaces should be safe for all workers, and the workplace should be open to dialogue and communication (Lavie, 2006). Brunderman (2006) found that collegiality existed in four school workplace behaviors:

1. Adults talk or dialogue about teaching.
2. Adults observe each other in the classroom and give feedback.
3. Adults participate in meaningful staff development through planning, designing, researching, and evaluating teaching.
4. Adults teach each other skills that allow them to lead students and other staff members.

To establish collegiality in the workplace, Barden and Distrito (2005); Bohm (1996); Cameron (2005); Dana (2001); Lavie (2006); Marzano (2003); Senge, Cambon-McCabe, Lucas, Smith, Dutton, & Kleiner. (2000); and Zauderer (2000) found that employers must establish norms of behavior in order to establish dialogue in the workplace, engage workers in meaningful staff development, and reduce conflict.

Factors which Establish Collegiality in the Workplace

Dialogue

Without dialogue and collegiality, a system was often considered unhealthy (Cameron, 2005). To create a healthy organization, workers needed a system of dialogue to deal with conflict and to establish collegial relationships (Bohm, 1996; Game & Metcalfe, 2009; Marzano, 2003; Mayer, 2003; Zauderer, 2000). Dialogue was an antidote to fragmentation and isolation in the workplace (Senge, 2000; Senge et al., 2000). “In dialogue, people learn to suspend their defensive exchanges and probe into the underlying reasoning of the other” (Zauderer, 2000, p. 27). As dialogue progressed, co-workers developed a relationship where people built trust and each person can see the larger vision of the organization (Senge, 2000; Senge et al., 2000). In addition to dialogue, Mayer (2003) found that in order to have a healthy environment, workplaces must establish collegiality. If workers were able to openly communicate and challenge assumptions, they began to trust and work for common goals of the organization. Senge et al. (2000) found that dialogue often began with an invitation and individuals chose to participate. Dialogue should never be forced or contrived as it produced the primitive human response of fight or flight. Dialogue encouraged participants to suspend their beliefs and explore assumptions from a new point of view. To expand the dialogue process, establish collegiality and encourage conflict management in schools, researchers suggested that faculty members should engage in staff development opportunities (Marzano, 2003).

Staff Development

To foster collegiality, Marzano (2003) made the case that engaging teachers in meaningful staff development or in-service education could have a great affect on staff. Unfortunately, much of the staff development opportunities in schools have little meaning to all staff members. Achinstein (2002) stated that in order to create an all-encompassing conflict resolution system, teachers must engage in professional development opportunities. In Arnau's research on staff development in schools, she asserted that the goal of staff development should be to reduce isolation and help educators work together (2008). Holloway (2004) cautioned that just bringing in an outside trainer will not improve collegiality. This could be due to that fact that faculty may not have a connection to the staff development trainer or they quickly forget what they have learned (Holloway, 2004). In fact, Grazino (2005) found that 15% of teachers left their current workplace because they believed the present staff development offerings were inappropriate and there was a lack of staff development opportunities at their school workplace. If staff development could not provide an understanding of why school faculty need to work together to produce a positive work culture, collegiality, dialogue, and conflict management skills may continue to erode in the workplace, creating emotions that lead to antisocial behaviors (Bozonelos, 2008 and Walker, 2009)

The Purpose of Conflict Resolution in Reducing Antisocial Behavior

One important principle in creating a positive culture that addressed antisocial behavior, isolation, and lack of dialogue was to develop a process for dealing with conflict. Dana (2001); Jones (2004a; 2004b; 2007); Lang (2009); Noble (2002);

Bendersky (2007) and Moreno (2004) found one of the best ways to reduce conflict in any organization was to employ a conflict resolution system in that organization. Dana (2001) also found that almost every organization had a conflict resolution system for managing conflict, but few employees knew about it or how to access it. If employees did not understand their culture, they would quickly open themselves to antisocial behaviors, isolation and lack of dialogue (Appelbaum, Iaconi, & Matousek, 2007). Achinstein (2002) found that developing a climate for dialogue was needed in any organization, especially the school organization. Conflict resolution programs have become part of the culture of the school; however, most staff members have not had any exposure to conflict systems training (Jones, 2004a). In addition, school-based conflict resolution was often viewed by staff as curriculum for students only. The Ohio Commission of Dispute Resolution (2004) found that employing a conflict resolution system had many benefits. These benefits included a change in the school climate for staff, students and parents -- an emotionally safe environment and dialogue. Without conflict resolution skills and dialogue, factors emerged to fragment collegial relationships in the school workplace.

Factors that Break Down Collegiality

Theorists warned that the lack of effective dialogue, poor working environment which encourages conflict, and a lack of faculty in-service could fragment faculty collegial relationships (Arnau, 2008; Blasé & Blasé, 2004; Dana, 2001; Jacobson, 2007; Jacobson, 2005; Johnson & Donaldson, 2007; Lammers & Barbour, 2006; Marzano, 2003; Rau-Foster & Dutka, 2004; Senge, 2000; Senge, 1990; and Senge, 2006). To date, the literature on dialogue and collegial relationships in organizations has concentrated

specifically on individuals rather than on the organization as a whole; therefore no systematic theory has been clearly articulated about how communication could fragment or connect individual relationships in organizations as a whole (Lammers & Barbor, 2006). This fragmentation could produce negative behaviors, which often caused changes to a school's environment. Researchers who studied fragmentation and the emergence of antisocial behaviors in federal employees, nursing, and university settings have found that a lack of collegial relationships produced a negative working environment (Ambrose, Huston, & Norman, 2005; Bleacher, 1983; Brorkqvist, Osterman, & Hjelt-Back, 1994; Cortina, Magley, Williams, & Langhout, 2001; Fisher-Blando, 2008; Hoobler & Swanberg, 2006; Johnson & Indvik, 2001; Lim, Cortina, & Magley, 2008; Pearson & Porath, 2005; Pearson, Andersson, & Porath, 2005; Rau-Foster & Dutka, 2004; Woelfle & McCaffrey, 2007).

Fragmentation in Schools

Senge (2006) and Fullan (2004) found that exploring fragmentation of relationships in schools was important because schools failed to employ effective skills like dialogue, conflict management, and in-service among employees. Senge believed that relationship fragmentation caused the corrosion of working relationships and encouraged antisocial behavior among faculty. Fragmentation was the frame through which only the parts of the organization were perceived instead of the whole organization (1990; 2006). Donaldson (2001) believed that many conditions continued to produce fragmentation in schools. These conditions included a lack of trust, dialogue, isolation, conflict, and outside forces. Bohm (1990), Rose (2007), Senge (2006), Senge et al.

(2000) and Wheatley (1994) found that fragmentation created many factors that resulted in isolation. One of these factors was the Newtonian machine-like system where faculty members worked in isolation.

Newtonian or Industrial Age Model of Schools

Like the majority of organizations in Western culture, public schools were built around the 19th century industrial age management system where jobs were broken into pieces and partnerships were not built among the workers (Senge, 2006). Rose (2007) & Senge et al. (2000) described the history of the Newtonian Age and how that thinking impacted the Western public school system. The Newtonian worldview emerged from the 17th century scientific community. Seventeenth century scientists compared the natural world to a clock made up of parts allowing men to predict and control the world. This Newtonian or machine-like thinking became the foundation for organizations during 18th century Europe. Impressed by the success of industries in Europe, 19th century American industrialists incorporated the process of standardization in their factories. In addition, the idea of the assembly line to produce a standardized system of education was adopted by educators of the 19th century (Herman, 2007; Senge et al., 2000). This system of standardization caused school personnel to become less skilled at solving human crises. In turn, they often lacked the skills to prevent crises or conflicts in the workplace (Senge et al., 2000). The fragmentation of schools encouraged a hierarchy of positions where the assumption was that if each person were doing his or her job, everyone could work together in harmony (Senge, 2000). However, Senge found in his research that fragmentation was an illusion (1990; 2006). In education, the workers were often not the

problem; however, if the system and relationships were transformed then changes in the quality of outcomes would occur (Crawford, Bodine, & Hogle, 1993).

According to Senge (2006), organizations encouraged workers to focus on their positions. Workers often did not share a sense of responsibility for the results of the organization and it became easy to blame others for mistakes. Therefore, since workers were seen as their positions, it became natural to view people as objects and dialogue was greatly diminished between objects (Senge et. al, 2000; Westcott 2007). Peterson (2002) found that workplaces in which blaming were the norm discouraged dialogue and created a toxic culture. The more widely shared the culture in the organization, the more difficult it was to change its deep and lasting effects (Lindahl, 2006). Schools were organizations that were dependent on the cohesion of members. If relationships failed to exist, conflict, lack of dialogue, and high turnover in organizations were often the culprits (Ingersoll, 2001). Little (1990) found that employees who work in negative or toxic cultures were immune to human emotions and these cultures were difficult to change without dialogue.

Lack of Dialogue

Zauderer (2000) revealed that individuals in organizations often held fast to mental models that justified their behavior, strategies, and attitude in the past. A breakdown in communication and work performance could be found in the quality of conversations. In a study involving gender, Litwin & Hallstein (2007) found that females generally shared an unequal position with their male coworkers in terms of communication with colleagues. Montgomery, Kane, & Vance (2004), as cited by Lim, Cortina, & Magley, 2008, found that male and females had diverse views of what was

acceptable social behavior in the workplace. Women tend to have a greater sensitivity to incivility in the workplace. Litwin & Hallstein (2007) established that gender influenced how people perceived others' behavior in a range of situations. Women were at a disadvantage in the workplace because workplace cultures often have unspoken rules on acceptable behavior and communication that were "premised on masculine ways of communicating and interacting" (129). Womens' strategies for dialogue and interaction toward their colleagues differed from the masculine strategies and expectations of the workplace. Operario & Fiske (1999), as cited by Rudolph (2005), discovered that ethnicity and race influenced how people viewed prejudice in the workplace. If coworkers experienced antisocial behavior in the workplace as a reflection of racism, it became difficult for the recipient to deal with those behaviors emotionally, which impacted collegial relationships. The more dissimilar gender, race, or ethnicities were in the workplace, the greater the possibility that a coworker would be offended by antisocial behaviors. The problem emerged in the workplace when the coworker chose to respond negatively to the offender. The theory of dialogue held that there was a breakdown in how people perceived others, their organization, and the world in which they live (Zauderer, 2000). Misunderstandings or breakdowns in understanding between individuals in an organization led to isolation. Johnson & Donaldson (2007) found that schools often discouraged feedback and dialogue that improved collegiality.

Dialogue was "a sustained collective inquiry into everyday experience and what we take for granted" (Senge et al., 2000, p. 75). The purpose of dialogue was to go beyond one's understanding where the group explored issues from many points of view

(Senge, 2006). By using the practice of dialogue, Senge (2000) believed workers listened for meanings, thought together, and occupied a collective sensibility rather than individual practice. Senge (2000; 2006) viewed dialogue as an “antidote” to fragmentation and isolation in the workplace. Zauderer (2000) found that dialogue occurred place when an organization encouraged respect.

From the dialogue process, workers used feedback to view the workplace as interrelationships of events rather than a linear cause-effect “chain of blame”. Feedback allowed workers to see how they were responsible for creating the current reality of the workplace (Senge, 2006). It moved the view of the workplace from a linear analysis of focusing blame on “someone else” to a system where everyone shared responsibility for the problems and successes created by the system (Senge). In an age of accountability and standardization, schools were often to blame for the failure of students. Testing represented the tools of accountability, which have been generated largely by legislators. Hence, in the early 1900s, America began testing students to ensure that all students were learning the same information and then these scores were compared to other states to illustrate comparative performance (Payne, 2003).

The concepts of accountability and responsibility underscored the No Child Left Behind Act of 2001 created by the Bush Administration. These test scores were often published for public awareness. The practice has led to blaming and shaming, as well as to cheating in a high stakes environment. The paradox of policies of accountability, like No Child Left Behind, created tunnel vision. These policies did not address the needs of staff and faculty which often created a culture of isolation and lack of dialogue (Allen,

2003). In turn, school staff and faculty must shifted blame to answer criticism which can cause the deterioration of staff and faculty relationships.

No Child Left Behind Act of 2001

The main focus of politicians and schools has been the implementation of the No Child Left Behind (NCLB) Act of 2001 to instill children with skills necessary for the 21st century (McKenzie, 2006 and Schoen & Fusarelli, 2008). One of the results of the industrial-age model assembly-line school was to measure the output of schools (Payne, 2003). Standardized testing became the norm to hold schools and teachers accountable for learning. The problems with high-stakes tests were that they emphasized the idea that teachers and schools were solely responsible for “educational productivity” (Senge et al., 2000). A test was considered high-stakes when its reported results were used to rank schools and teachers (Au, 2007).

The No Child Left Behind (NCLB) Act ranked schools and reported this information to the public. If a school was not meeting the standards set forth by the act or Annual Yearly Progress (AYP), the school faced many sanctions. Some of the effects of low performance included: school choice, supplemental services, a school improvement plan, and school restructuring (Georgia Department of Education, 2008 and Schoen & Fusarelli, 2008). These sanctions from the act fueled the fragmented work environment that emerged from No Child Left Behind (NCLB). The No Child Left Behind (NCLB) Act has been associated with teacher isolation, breakdown of collaboration, and a deterioration of workplace conditions (Orfield, Sunderman, Tracey, & Kim, 2004 and Olsen & Sexton, 2009). Researchers administered a survey written by researchers at the

Harvard University Civil Rights Project in 2004 to teachers in Fresno, California, and Richmond, Virginia. These researchers found that many educators believed that identifying schools as “needing improvement” would not improve schools or school staff. These teachers said that NCLB took away valuable time for collaboration and created a negative climate of no commitment among all staff members. Many of the staff members in the survey stated that they would not continue teaching in the next five years as long as NCLB continued to destroy morale (Orfield et. al., 2004). Worker morale was seen as an important factor in maintaining a positive culture and decreasing attrition in the schools. In fact, since NCLB has been instituted, McKenzie found that teacher morale decreased significantly. This was indicated by the lack of attention to teacher morale since 2003 in the school workplace (2006).

Although the No Child Left Behind Act was originally designed to enhance student performance and create healthy school environments, the lack of organization in it’s delivery in school has produced differences in teachers’ beliefs. The No Child Left Behind Act (NCLB) was also significant in its promotion of fragmentation in the elementary public school and directly related the former discussion of elementary school fragmentation as cited previously in this Section. Since educators had different beliefs regarding NCLB and the goals of schools, many faculty members did not have the desire to work together. In the school workplace, the morale of school faculty members had become secondary to the bureaucracy of test scores (Little, 2002). McKenzie (2006) reported that before and during the inception of the No Child Left Behind Act of 2001 there were numerous articles written about teacher morale (Figure 5).

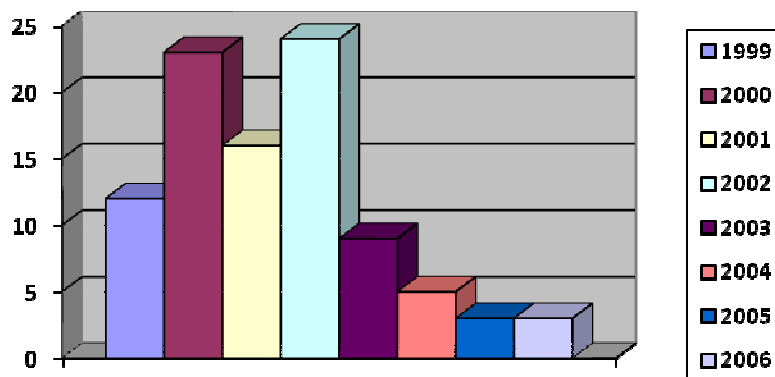


Figure 5. Declining number of ERIC articles since NCLB. From *Killing NCLB in 2007: 17 reasons why NCLB must go*, by J. McKenzie, 2006, *No Child Left, IV(8)*, <http://nochildleft.com/2006/sept06killing.html>. Adapted with permission.

In fact, articles written on teacher morale reached a high point in 2002 and then fell between 2005 and 2006. Since 2002, articles on teacher morale declined from 23 articles per year to only three articles written in 2006. From McKenzie's research, the researcher found that teacher morale has taken a back seat to test scores, which has produced frustration and powerlessness among teachers. Emotions such as frustration and powerlessness contributed antisocial behavior among faculty members such as isolation, cliques, and miscommunication. In addition to this frustration and powerlessness from the No Child Left Behind Act, education has many levels of stratification and hierarchies. Faculty members often felt that they have little power and could not make a difference to the learning environment when these hierarchical bodies imposed their dictates and policies (O'Neil, 1995 and Tschannen-Moran, 2009).

Senge offered a counter belief that by giving staff members a voice, they had confidence in decision making, improving their working conditions, and creating collegiality in the school environment (Reynolds, Murrill, & Whitt, 2006). However, in a culture characterized by independence, isolation, and fragmentation, staff members often worked independently of each other and did not realize that their fate was interdependent. The hierarchical, independent culture of schools did not encourage dialogue because workers were generally too busy conducting fragmented day-to-day activities (Senge 2000). Many of these fragmented day-to-day activities of schools were created by the demands of the No Child Left Behind Act (NCLB) of 2001.

The enactment of the No Child Left Behind (NCLB) Act of 2001 as a primary factor of fragmentation has been studied by researchers. No Child Left Behind “increased testing requirements for states and set demanding accounting standards for school districts and states with measurable adequate yearly progress (AYP) objectives for all students and subgroups” (Linn, Baker, & Betebenner, 2002, p. 3). No Child Left Behind continued to add to the political and social inequalities that fragmented schools by redefining accountability in terms of standardized scores that compare schools. In addition, many faculty members disagreed that morale has improved because of the No Child Left Behind (NCLB) legislation (McKenzie, 2006). They believed that the changes demanded by the law took away time from dialogue and collaboration, leading to large results which may increased teacher attrition or turnover (Stang, 2006; Orfield, Sunderman, Tracey, & Kim, 2004). In many cases, the No Child Left Behind (NCLB) Act of 2001 and stressful environments has resulted in forms of antisocial behavior as

identified by the scholars. Similar discussions followed in the forthcoming conversations, which outlined the significant research studies.

Studies Addressing Antisocial Behavior in the Workplace and Schools

In searching the scholarly literature, the researcher discussed dissertations and articles on collegiality and antisocial behavior in the business workplace and school organization. Although the literature on antisocial behavior and its effect on collegiality was heavily populated by the area of higher education studies, there was a paucity in the literature with respect to the manner in which antisocial behavior affected collegial relationships in the elementary school; hence the purpose of this study. This discussion of the literature was divided into several themes. These themes included: the costs of antisocial behavior in the workplace, the lack of policies addressing antisocial behavior in the workplace, and environmental factors which produce antisocial behaviors in the workplace.

Costs of Antisocial Behavior in the Workplace

Ma & MacMillan (1999) interviewed 2,202 teachers from an elementary school in New Brunswick, Canada. This study found that workplace conditions affected teacher job satisfaction and produced a culture of isolation. The study revealed that veteran teachers have less job satisfaction than novice teachers. In addition, female teachers experienced more job satisfaction than their male counterparts. Cortina, Magley, Williams, and Langhout (2001) surveyed 1,167 federal court employees who responded that they had experienced antisocial behaviors in the workplace. Respondents believed that workplace incivility merited serious research and attention because of its harmful effects on

organizations and individuals. In an additional study by Cortina, Magley, Williams, and Langhout (2001), the researchers studied 1,180 employees in the public sector to determine the outcomes of incivility in the workplace. The researchers used the Workplace Incivility Scale survey and focus group interviews to measure the type of uncivil experiences workers encountered over a five-year period of time. The results of the study concluded that job satisfaction decreased when antisocial behaviors increased, job turnover increased when antisocial behaviors were evident in the workplace, and workers began to withdraw from the organization by decreasing their productivity.

Pearson and Porath (2005) studied the behaviors of more than 2,400 workers, managers, and executives from organizations in the United States and Canada representing organizations with 100,000 employees, using focus groups, interviews, questionnaires, experiments, and forums. From their studies, the authors asserted that antisocial behavior was costly, caused job satisfaction to decline, and reduced organizational loyalty. They found that these workers experienced verbal abuse within the last five days; one-fourth of the participants felt their work declined due to uncivil behaviors; most workers who were treated unfairly used gossip to retaliate against the instigator of the uncivil behavior; and one-third of the victims of bad behavior isolated themselves from others. Gill (2007) surveyed 468 workers at Information Technology Solutions in the Mid-western United States and measured the effect of antisocial behavior on employee trust. It was found that subtle antisocial behavior was correlated more strongly and was a better predictor of trust on interpersonal and organizational levels. In addition, the author suggested that further research should investigate the relationship of

subtle and intense forms of uncivil behavior on interpersonal and organizational concepts such as justice and fair treatment. Namie (2007) found in his research that uncivil behavior produced loss of productivity, absenteeism, and worker turnover. Cortina (2008) studied court employees, law enforcement, and university employees and found that antisocial behavior produced stress, distraction, psychological distress, and low job satisfaction. They pointed out that future researchers should focus on race and gender which was absent from the literature. Martin (2008) found an association between attrition and antisocial behavior among hospital employees. Simmons (2008) conducted a quantitative study that examined the relationship between the organizational culture, antisocial behavior, and turnover. This study used a nationwide survey to explore the problem of incivility in the workplace from 2002 to 2003 among diverse occupations. From the results of the study, this author believed that workplaces with high levels of incivility had low morale and a high level of turnover. She suggested that workplaces implement ongoing interpersonal skill training, offer staff development, and establish policies to decrease uncivil behavior. Yeung and Griffin (2008) conducted a study in 2007 of 116,000 participants from 412 organizations in six Asian countries to examine the impact of uncivil behavior on employees. The study concluded that Asian workers could tolerate occasional incivility in the workplace, but when incivility was at a moderate or high levels it had a negative impact on worker engagement. The study also revealed that the longer a worker stayed at place of employment the more they would experience uncivil behaviors. Yeung and Griffin also provided suggestions for human resource managers to employ in the workplace to reduce incivility. These included:

defining behaviors, modeling appropriate behaviors by managers, providing training for employees, and providing a conduit for reporting antisocial behavior.

Lack of Policies which Address Antisocial Behavior in the Workplace

Pearson, Andersson, and Porath (2000) surveyed 775 US workers across diverse occupations and found that 78% of the workers felt that antisocial behaviors had increased over the last 10 years. They pointed out that workplaces need to pay more attention to bad behavior in the workplace. A study by the University of North Carolina of K-12 schools found that 12% of the teachers decided to leave due to rudeness from other faculty members. In addition, few school districts have policies on workplace incivility or antisocial behavior; it was not recognized as a problem (Waggoner, 2003). Griffin & Lopez (2005) suggested that additional theory and research in the broad area of dysfunctional behavior in the workplace should be conducted. Hoobler and Swanberg (2006) discovered that workplaces have been slow to implement policies to address uncivil workplace behavior. From their research, the authors found that 40% of organizations either did not have set procedures, or did not know how to respond to different types of uncivil workplace behaviors. Lutgen-Sandvik, Tracy, and Alberts (2007) found that there was a lack of reporting or analysis of bullying and uncivil behaviors in the American workplace. Woelfle (2007) found in her research of 145 nurses that antisocial behavior was evident in the caring professions. She also discovered that there were no policies to protect US workers from this type of behavior; however, instituting policies to reduce antisocial behavior in the workplace may also reduce environmental factors that produce these behaviors. Fischer (2009) found in his research

that institutions of higher education did not hold faculty members to the same standards of behavior as business organizations and that a behavioral code of conduct encouraged healthy debate and discussions. Fischer stated that the problem with environments that fail to deal with the lack of collegiality was disengagement and a lack of job performance. Many states considered passing workplace-bullying laws, but at this time, no statutes exist in the United States (HR Focus, 2008).

Environmental Factors that Produce Antisocial Behavior in the Workplace

Robinson & O'Leary (1998) collected survey data on 187 fulltime employees from various occupations. The goal of the study was to explore the extent to which the behavior of the group influenced the behavior of other workers. The study found that antisocial behavior exhibited by the work group was a significant predictor of an individual worker's antisocial behavior. Pearson, Andersson, and Wegner (2001) collected data from medical professionals, attorneys, and law enforcement officers over a three-year period in the form of questionnaires, discussions, and semi-structured interviews. The researchers found that antisocial behavior existed in hierarchical, structured organizations. In 2002, Barden & Distrito surveyed 1,200 healthcare professionals about their collegial relationships and found that poor dialogue and disruptive behavior were the main reasons why nurses left their workplace. Mayer (2003) conducted a mixed methods study at Altmeyer Elementary over a 12-month period of time to uncover if collegiality created a healthy school environment. Mayer found that schools with a healthy school culture tend to promote collegial relationships rather than schools with non-healthy work environments. The author found several activities that

produced collegiality in the school environment: staff breakfast, walking through the Altmeyer neighborhood, personal thank you notes, and staff luncheons. The researcher discovered that most elementary schools did not allow adults to spend time getting to know each other. Behaviors that promoted collegiality included: building professional relationships, promoting increased learning, observation of teaching, time to share and coach each other, humor, communication, and dialogue. Adams (2004) interviewed 10 teachers from different states, varying ages, diverse ethnic backgrounds, from dissimilar teaching backgrounds and grade levels. He found that these educators had vacated the teaching profession because of the lack of collegial support and isolation. Rau-Foster and Dutka (2004) interviewed health professionals about which antisocial behavior would encourage them to leave the profession. The responses included: continuous condescending speech aimed specifically at that individual, belittling speech, rudeness, gossip, and behaviors which isolated the individual from the rest of the group.

Ambrose, Huston, and Norman (2005) interviewed the faculty members at a small private university regarding the reason why they left their job. A primary reason for the job transition was the lack of collegiality in the workplace. The issue of collegiality was cited as the single issue for leaving the workplace by current faculty members and it was raised by 14 out of 33 former faculty members from that university. The authors of this study believed that further research should be conducted on the magnitude of antisocial behavior among faculty members. Cameron (2005) found that teacher empowerment and collegiality enhance organizational health. He suggested that more research should be conducted on the day-to-day realities of working in a school built on collegiality.

Reynolds, Murril, & Whitt (2006) reported the results of a program that allowed K-16 teachers to attend a three-day residential institute at Roanoke College. This institute allowed teachers from a variety of school districts to network and collaborate with colleagues from similar and diverse backgrounds. Roanoke College's goal was to build a shared vision between schools and practitioners in a systemic approach to staff development. Participants began to perceive the interrelationships that exist in personnel, curriculum, and programs across K-16 education. The researchers found that job satisfaction was tied to satisfying relationships and a sense of community, which was accomplished through a time for collegial work. To ensure collegiality, they initiated free-flowing conversation where participants had time to sit down and talk. Black (2007) studied the responses of 172 university students in Eastern Canada toward uncivil emails. She found that uncivil emails prompted unfriendly responses from recipients, which correlated to Andersson and Pearson's theorized model of "incivility exchange." Students who experienced high workloads and worked in environments with high antisocial behaviors wrote these emails. Black believed that antisocial behaviors increased because email usage increased.

Applebaum, Iaconi, and Matousek (2007) measured antisocial behavior in the workplace and found that it had a detrimental impact on the financial well-being of organizations. The estimated cost of these behaviors in the workplace is \$6-\$200 billion annually and produced workplace stress, decreased productivity lost work time, and high turnover. In addition, the authors examined the causes of antisocial behavior in the workplace. These causes included: a toxic or negative culture, deviant role models, job

stress, organizational frustration, lack of control in the work environment, weak sanctions for bad behaviors, and downsizing. Bruno (2007) researched 700 early childhood teachers and discovered that many were conflict avoidant and used gossip instead of confronting each other in disagreements. The existence of gossip in the workplace created a lack of job satisfaction in the elementary school setting. In a contrasting study, Zhongshan (2007) reported that job satisfaction in an elementary school in Shanghai, China, increased with age and teachers experienced collegial relationships. Based on this conflicting data, this author intended to examine the effect of antisocial behavior on collegial relationships in the elementary workplace and how the conceptual framework of systems theory influences these relationships.

Conceptual Framework: Systems Theory

Purpose

Systems theory provided an additional way of viewing relationships in an organization. Rather than concentrating on disorganized parts of an organization, systems theory viewed the whole organization and relationships have been fragmented (Rose, 2007). "Systems thinking is a conceptual framework, a body of knowledge and tools that have been developed over the past fifty years, to make full patterns clear, and to help us see how to change them effectively." (Fullan, 2004, p. 8) In order for far reaching changes to occur in relationships in an organization, tiny changes must transpire among members of an organization (Wheatley, 1994). Systems thinking allowed individuals in an organization to go from seeing themselves as separate to connected and from viewing their problems as caused by outside forces to discovering how their own actions created

problems in the organization. According to systems thinking, an organization was a web of interdependent and interconnected relationships that form in the workplace. In Systems thinking, adult antisocial behaviors such as the breakdown of dialogue produced small changes which altered the culture of the workplace (Reynolds, Murrill, Whitt, 2006; Senge et al., 2000). When applied to an organization, systems theory recognized that interrelationships (lack of dialogue) between coworkers often caused changes (lack of collegiality) over a period of time (Chance & Chance, 2002; Senge, 2006). When dialogue breaks down, it produced antisocial behaviors that affected collegiality. Workplace isolation, conflict, attrition, and contrived collegiality could occur in the work setting, particularly the public elementary school. Rose (2007) who studied relationships in schools from a systemic lens, believed the greatest hope in today's society could be a shift from looking at relationships in public schools from a 19th century mechanistic perspective to viewing relationships through a systemic outlook.

Hence, the purpose of this conceptual framework was to show its usefulness and practicality in the formation of collegial relationships among faculty members. This framework was the most effective theoretical tool for justifying those positive relationships among faculty members has the potential for altering antisocial behaviors in the school workplace. The development of relationships was a core concept of systems theory and this theory uniquely aligns with the study of adult antisocial behavior and collegiality in the workplace.

History and Emergence of Systems Theory

While linear change emerged from the 19th century industrial age era and implied that every cause has an immediate effect in an organization, non-linear systems theory emerged during the information era (Chance & Chance, 2002; Fullan, 1996; Senge, 2006; Senge et al., 2000). Systems theory emerged in the body of physics and expanded to the fields of biology, engineering, psychology, and sociology (Senge, 2006; Senge et al., 2000). According to Senge et al. (2000), system thinking dated back to the 1900s and viewed organizations as a living, emerging system. The foundation of systems thinking was that organizations were made up of relationships rather than parts of a machine. Ultimately, systems thinking evolved from an approach used by environmentalists, counseling psychologists, and mathematicians to show the interdependence between members of the human race and the ecosystem to an approach used to explain the sequence of growth in organizations (Synder & Synder, 1996). These theorists discovered that the scientific method would not explain events that occurred in human relationships uniformly; therefore, systems theory was created as an alternative method for explaining these events particularly in families, political systems, social organizations, business, and schools (Draman, 2004; Warren, Franklin, & Streeter, 1998; Bleicher, 1983; Senge, 2006).

Usefulness in the School Workplace

Systems thinking can be used to create a learning organization in schools (Fullan, 2004). Our schools, school systems, and corporations were based on the principles of the 17th century Newtonian worldview. Senge et al. (2000) and Senge, Scharmer, Jaworski,

and Flowers (2004) compared the organization to the human body. Our bodies continuously replace themselves creating new hands, new feet, and new organs. The human body was not made up of parts operating independently, but the human body is a system that continuously is being recreated each day. Like the human body, the school is a living system that must continue to grow, form interrelationships, and recreate itself. Stress on faculty was often created by increased policies by district offices, isolation, conflict, poor working conditions, and testing requirements enforced by No Child Left Behind. Senge et al. (2000) schools found that schools were not stagnate, but they were social institutions that needed to evolve. Workers learned from this worldview that the world and organizations operated like a machine; however, the emerging scientific worldview saw organizations as “relationships” rather than a group of “things” working separately (Senge, 2006). The important part of a system was not its levels, but the thinking behind how the system worked. Senge (1990) (Smith, 2001) believed the only way to truly understand a system was to observe the way people acted in an organization, treated their coworkers, and functioned in that organization. After observing that behavior, researchers can discovered what lay behind the surface of their actions such as reducing adult antisocial behavior.

Reducing Adult Antisocial Behavior to Enhance Teacher Collegiality

Senge (Fullan, 2004; Senge et al., 2000) found that school culture was not static and it was not in the continual process of changing attitudes, values, and skills. In schools that encouraged collegiality, teachers feel “invigorated, challenged, professionally engaged, and empowered” (Senge et al., 2000, p. 326). To encourage this healthy culture,

Senge (Fullan, 2004; Senge et al, 2000) believed schools needed to adopt certain attitudes, beliefs, and skills to discourage antisocial behaviors in their workplaces. The ladder of influence was a series of steps which influenced a person's action to either participate or not participate in antisocial behaviors. The ladder of influence included the following steps:

1. An individual takes in observable data (comment or look from another person).

“Jamie turned her back on me when I walked by her in the hall.”

2. The individual selects a detail of the behavior that was observed. “Jamie

doesn't want talk to talk to me.”

3. The individual adds their own meaning to the behavior based on their culture

and past experiences. “Jamie stopped talking to me when I would not cover her class last month.”

4. The individual makes an assumption about the person's intent from their

culture and past experiences. “Jamie is selfish!”

5. An individual makes conclusions and takes action. “Jamie will not help me; she

is out to get me! I will get her back first!”

Last, the reflexive loop process was imposed. The reflexive loop referred to the situation in which a person's beliefs were influenced by the data selected in the initial stage of observation. Senge believed that by the time the person got to the top of the ladder, the individual had already determined a response. The steps between the observable data and action were known as the “leap of abstraction.” (Senge, et al., 2000) Individuals often failed to question how they arrived from observable data to action. In

fact, Senge et al. (2000) found the more a person believed someone did not like him or her the more he or she wanted to retaliate – the reflexive loop.

Educators often failed to understand the interconnectedness between parts of an organizational culture, therefore, when they planned to make changes in the organization, they only addressed symptoms of the breakdown of the school culture rather than solved problems (Thornton, Shepperson, & Canavero, 2007). To promote true change in the school organization, schools must modify their infrastructure to promote collegiality and reduce antisocial behaviors. These new changes included:

1. Recommended promoting staff development to give teachers time to share ideas. Sharing ideas through staff development allowed teachers to improve the culture of the school. No Child Left Behind mandated that schools implement strategies that encouraged school success (Harris- Rollins, 2005). Johnson & Indvik (2001) found that too many workers were not aware that antisocial behavior polluted the dialogue of the organization. To limit antisocial behavior, the researchers suggested that organizations should offer staff development on civil behavior and conflict management, create codes of conduct for employees, discuss appropriate workplace conduct for new teacher orientation, and establish zero tolerance for offensive behavior. Hoobler & Swanberg (2006) discovered that workplaces have been slow to implement policies and programs for preventing behaviors that lead to conflict. Senge et al (2000) found that System thinking can be used to improve school relationships.

2. Another recommendation was employing team teaching to increase collegiality, build a community of trust, and reduce antisocial behaviors. Conversely, team teaching

may also increase the likelihood of teaching tensions among colleagues. Minarik, Thornton, & Perreault (2003) found that teachers stayed when relationships are built with other colleagues. In systems thinking, teachers were given the authority to discuss complex issues and involve the people who experienced antisocial behavior in creating real solutions in the school environment.

3. An additional recommendation was increasing dialogue by holding team meetings. Reynolds, Murrill, & Whitt (2006) found giving educators' power to meet in teams produced dialogue to build a welcoming environment of opinions in order to create a systemic change in the school organization. In these team meetings, teachers shared their expertise and knowledge to create change that reduces antisocial behaviors and increases collegiality.

4. And a final recommendation was increasing teacher decision making to promote collegiality and reduce hierarchical structures, which promoted antisocial behaviors. Fullan (2004) believed that "the heart of a learning organization is a shift of mind-from seeing ourselves connected to the world, from seeing problems as caused by something 'out there' to seeing how our own actions created the problems we experience" (p. 9). Viewing the organization from a systemic theory allowed teachers to become part of the solution for preventing antisocial behavior rather than waiting for some outside force to solve or prevent these behaviors. Systems theorists concluded that reducing fragmented relationships promoted by the Newtonian Age Model of schools through improving dialogue, promoting collegiality, creating staff development, and

teaching conflict management skills would reduce adult antisocial behaviors that often lead to teacher isolation, workplace conflict, teacher attrition, and contrived collegiality.

Summary

The preponderance of research evidence supported the fact that researchers have found that counterproductive workplace behavior existed in various forms in all organizations. Counterproductive workplace behaviors included high and low intensity antisocial behaviors. The lowest level of these counterproductive workplace antisocial behaviors was known as incivility (Pearson, Andersson, & Porath, 2005 & Pearson & Porath, 2005). Examples of uncivil behaviors were ignoring others, alienation, and unprofessional behavior. Taris, Van Horn, Schaufeli, & Schreurs (2004) discovered that high-level antisocial behaviors have been studied, but more studies need to be conducted on low-level antisocial behaviors in organizations. By investigating antisocial behavior in the workplace, researchers could identify the outcomes of low-level antisocial behavior. From the review of the literature, the researcher identified four outcomes of low-level antisocial behavior. These outcomes included isolation, contrived collegiality, conflict, and attrition or worker turnover.

Again, the sum of the research evidence pointed to the fact that when workers were consistently exposed to antisocial behavior in the workplace it created a negative spiral in the workplace culture. This negative spiral was known as the incivility spiral (Andersson & Porath, 1999; Lim, Cortina, & Magley, 2008). When this happened, antisocial behaviors often saturated the work environment and defined the culture of the workplace. In addition, the negative workplace culture not only influenced those directly

impacted by uncivil behaviors, but also impacted workers who were not directly subjected to the antisocial behaviors. This ripple effect of antisocial behavior has been found to be prevalent in the school workplace. Antisocial behavior produced small changes over time that affected collegiality in the school workplace. Collegiality was important for establishing strong working relationships and creating a positive culture in any organization (Brundett, 1998; Cameron, 2005). Theorists who studied nonlinear organizations like schools, ascertained small changes of antisocial behavior led to an unexpected outcome within a school and the lack of collegiality (Warren, Franklin, & Streeter, 1998).

To establish collegiality and reduce antisocial behavior in the school workplace, researchers found that schools should increase dialogue, engage teachers in meaningful staff development, and reduce conflict. The idea of collegiality in schools emerged in the 1980's. Theorists believed that collegiality and cooperation could bring about a different type of system that could produce successful outcomes. Collegiality was critical to establishing a positive tone that was essential for dialogue to occur. For dialogue to occur, an organization should suspend assumptions, regard coworkers as colleagues, and hold to the coworker's context of the dialogue (Bohm, 1996). According to Senge (2006), dialogue was essential for collegial relationships to exist. However, despite the fervor of the idea of collegiality, Brundrett (1998) found that collegiality was often missing in the school culture. When collegiality was missing, a counterculture of collegiality or fragmentation exists. These fragmented relationships were typical in the industrial age model and still exist in our schools today.

As previously noted, when schools failed to implement these workplace strategies, relationships in the organization became fragmented. Donaldson (2001) found that many conditions produced fragmentation in the school environment and these factors continued to encourage antisocial behaviors among school faculty members. Fragmentation created a Newtonian machine like system, a lack of dialogue, and frustrated culture of accountability established by the No Child Left Behind Act of 2001. Because western public schools were built around the classic industrial age management system of the 19th century, relationships were often not built among faculty members; therefore, a lack of collegial relationships continued to fragment faculty members (Senge, 2006; Donaldson, 2001). This fragmentation produced antisocial behavior such as rude and disrespectful actions toward other employees. Senge et al. (2000) found that as long as fear and personal judgment existed in the workplace coworkers would not think of each other as colleagues and collegiality could not exist. This lack of collegiality in the workplace caused workers not to see the whole reality of the system; rather, workers only saw a piece or fragment of reality. The lack of collegial relationships created a problem of antisocial behavior in the school workplace.

Systems thinking allowed individuals in the school workplace to observe how antisocial behaviors produced fragmented collegial relationships. System thinking dated back to the 1900s and views organizations as living systems grew and changed over time. Rather than viewing schools from a Newtonian mechanistic perspective, Systems theorists observed schools as a living organization comprised of relationships. Senge et al. (2000) found that systems thinking could be used to improve school culture. Thornton,

Shepperson, & Canavero (2007) believed educators failed to understand the connection between collegial relationships and antisocial behavior. To reduce antisocial behavior and create collegial relationships, system theorists believed schools must modify the infrastructure to promote collegiality and reduce antisocial behavior. These changes included adding staff development to promote dialogue and teach conflict resolution skills, encourage team teaching to build trust and reduce antisocial behaviors, increase dialogue by holding team meetings among teachers, and reduce hierarchical structures by increasing teacher decision-making.

In summary, the review of the literature examined the relationship between adult antisocial behavior and fragmented schoolwork environments that produced a lack of collegiality among teachers. Section 3 described the qualitative phenomenological research design used for this study and included the design, sample, and data analyses that were performed.

SECTION 3: RESEARCH METHOD

Section 3 describes the methodology used to measure perceptions of adult antisocial behavior on collegial relationships. The qualitative paradigms, phenomenological approach, roles of researcher and participants, attributes of setting, procedures and data analysis are discussed.

Qualitative Design

This study relied upon qualitative design. Creswell (1998; 2009) and Marshall & Rossman (2006) urged researchers to explore social/human phenomena within a particular qualitative methodological tradition of inquiry. As such, the social/human phenomenon the researcher addressed was adult antisocial behavior in the workplace. Creswell (1998; 2007) and Bazeley (2007) recommended building a complex, holistic picture around a problem that would also analyze words that were derived from the participants' detailed experiences.

Qualitative design was chosen for multiple reasons:

The qualitative design permitted research to be conducted in the participant's natural setting (Creswell, 2009; 1994). Creswell held that one of the roles of the qualitative researcher involved conducting fieldwork in the natural setting to observe or record participant behavior.

The qualitative paradigm supported emerging themes (Creswell, 2009; Hatch, 2002). The emergent design was characteristic of qualitative research that examined change. Accordingly, the focus of the social phenomenon was not to create a design, a priori, but rather the social phenomenon should emerge in the study (Lincoln and Guba, 1985). In an emerging study, terms and definitions develop as the study unfolded. Creswell (2009; 1998)

stated that definitions in a qualitative design emerged over time and should not be defined at the beginning of the research study. An advantage of an emergent study was that it produced freedom, creativity, and allowed personalization of writing. This freedom, creativity, and personalization of writing allowed the researcher to fully explore and express the themes, meanings, and phrases that emerge from the voices of the participants.

The qualitative approach was appropriate because this approach encouraged the reflection on biases, which may have impacted the outcomes of the study. In qualitative research, the researcher was the primary data collector and must identify personal biases early on in the study. Identifying biases allowed “honesty and openness to research, acknowledging that all inquiry is laden with values” (Creswell, 2003, p. 182). Setting aside biases, prejudgments, and assumptions in order to create transparency is known as *epoche* (Creswell, 2007; Moustakas, 1994). In this research study, personal reflection or an epilogue was important to disclose researcher bias. In association with the epilogue, reflexivity was incorporated as a tool to address these biases. Reflexivity is the practice of including the researcher as an active participant in the research where the researcher served as a cofacilitator with the interviewee in the interpretation of the data (Bloor and Wood, 2006). Reflexivity was used because it reduced bias as notes or memos were written that clarified feelings and thoughts that influenced research. Watt (2007) stated that promoting openness in qualitative research reduced researcher bias.

A qualitative paradigm uses multiple methods of data collection, which actively involved the participants (Creswell, 2009). There were three types of data collection used in

this study: singular protocol scenarios, open-ended prompts and participant reflections. These multiple methods were expounded upon under data collection and study validity.

The qualitative paradigm, as described by Creswell “employs different philosophical assumptions; strategies of inquiry, and methods of data collection, analysis, and interpretation” (p. 173). Although many qualitative traditions were considered for this study, the approach chosen for this qualitative study was the phenomenological research tradition. Because the phenomenological approach applied directly to the qualitative format, a quantitative approach was not feasible for this study. The focus was not to address numerical data, but rather to acquire qualitative inquiry to describe the perceptions of individuals (Creswell, 2007; 2003).

In examining which qualitative approach to employ consideration was given to developing a theory grounded in the data from the participants. This tradition of grounded theory was considered more appropriate as a framework for interpretation that formally organizes theory (Creswell, 2007; 1998). Although generating a theory on how antisocial behavior affected collegial relationships was considered, this concept was studied by numerous researchers (Andersson and Pearson, 1999; Braverman, 2004; Lim, Cortina, and Magley, 2008; Pearson, Andersson, and Porath, 2000; Pearson and Porath, 2005; Piper, 2006). Rejecting the grounded theory approach, the case study approach was contemplated for this inquiry.

The case study approach provided an in-depth investigation of the phenomenon of antisocial behavior on collegiality from the analysis of one or more individuals over a period of time within a bounded system (Creswell, 2007; Merriam, 1998; Yin, 1994). Because the

case study approach was appropriate for studying a phenomenon among a small group of participants this intrigued the researcher. However, the case study approach was rejected for three reasons. The first reason for rejecting the case study approach was because of the limited amount of time available to spend in the field with these participants. The second reason for rejecting this approach hinged on the belief that, for a case study, the phenomenon must occur within a “bounded context” (Merriam, p. 27, 1998). Merriam defined a bounded context as placing a boundary around the phenomenon to be studied. In essence, the focus would be established in advance thus avoiding crossing these set boundaries. The third reason for rejecting this approach was due to the fact that the case study approach is appropriate for studying the process of applying a treatment or program among a specific individual or group of individuals and discovering its end product (Merriam, 1998). Since there was no interest in evaluating an end product, the case study approach was not applicable. The phenomenological approach was identified as the most appropriate approach because it permitted work with a small group of participants who had experienced a specific phenomenon and to analyze the “essence” of their experiences (Creswell, 2007).

Phenomenological Approach

The phenomenological approach could be traced historically to the writings of the German mathematician, Edmund Husserl (Husserl, 1970). According to Moustakas (1994), Husserl was instrumental in developing a “philosophical system rooted in subjective openness” (p. 25) that would emphasize the experiences of participants through a series of phenomena. Reflecting on the ideas of Husserl, philosophers such as Heidegger, Sartre, and Merleau-Ponty popularized the use of phenomenology in the fields of social sciences,

nursing, and education (Creswell, 2007). The foundation of the phenomenological approach was to understand the essence of the participants' experiences through a specific phenomenon (Creswell). The goal was to ascertain what the experience meant to the participant and express their thoughts through a "comprehensive description" of the phenomenon (Moustakas, p. 13). It was this foundational component of studying the experiences of the participants that served as the research approach for this study.

The phenomenological approach was identified as the most useful methodology for this study because it facilitated gathering both participants' perceptions and experiences (Creswell, 2007; Moustakas, 1994). The perspective of each participant was examined until the essence of the phenomenon emerged. The goal of the phenomenological approach was to explore the impact of antisocial behavior on collegial relationships from the perspective of those participants who experienced the phenomenon. The phenomenon was collected through the descriptive experiences of each participant. The goal in this approach was to capture the richness, depth, and breath that connected the reader to the complex and detailed experiences of the participants (Hatch, 2002).

In addition, the phenomenological approach built a unique context for the qualitative report that separated the study from similar research studies. Creswell (2007; 1998) posited that the phenomenological approach allowed the researcher to suspend all judgments or biases by deferring the idea that reality appeared in the consciousness of the participant. In the phenomenological perspective, the participants described their experiences of antisocial behaviors from colleagues and how those experiences affected their collegial relationships. This type of phenomenological research was descriptive and interpretive in nature as

participants explained their experiences captured in their own language. The phenomenological approach has been identified as the appropriate approach to study the experiences of faculty members effectively with respect to antisocial behavior. Creswell (2007) and Lester (1999) stated that phenomenology's focus was the experience of the individual. Phenomenological methods generally included interviews, conversations, observations, focus meetings, and journal writing. In addition to choosing the phenomenological approach to study the individual perspectives of faculty members, it was also deemed the best method for explaining the phenomenon of antisocial behavior on collegial relationships. In explaining this phenomenon, the research question and the supporting research questions were formulated.

Research Questions

The research study was driven by this research question: How, if at all, do participants perceive antisocial behaviors as affecting their collegial relationships? The following three primary questions supported the major research question:

1. How, if at all, do participants perceive they have been victims of antisocial behavior in the school setting?

2. How, if at all, do participants perceive they have experienced or exhibited antisocial behavior in the school setting?

3. How, if at all, do participants perceive gender, race, ethnicity or culture has a role in antisocial behavior in the school?

The research questions were associated with the open-ended prompts used in developing the context of the study.

Context of the Study

This section outlines the justification for the context of the study, procedures used in gaining access to participants, and methods for establishing a researcher-participant relationship. Hatch (2002) found that research studies often change as they materialize in the social setting. This description supported the qualitative research design for the context of the study.

In this research, a lack of scholarly literature that discussed how adult antisocial behavior affected collegial relationships in the elementary school workplace was found. Due to the absence of literature in this particular workplace environment, there arose the need to examine this phenomenon among faculty members in a local elementary school work setting. To begin to study the experiences of these faculty members, permission was gained to access these participants.

After gaining access to the participants, consideration was given to the methods for establishing a researcher-participant relationship. Because the investigator was an employee in the county in which the study was conducted, this created a dual relationship between work and research. This dual relationship created a positive and negative relationship with the participants. Because the researcher did not work directly with these faculty members, a positive researcher-participant relationship was established. This positive researcher-participant relationship occurred as participants' answers were not influenced from past work related experiences with the researcher. Participants were assured that there would be no preconceived expectations regarding their responses and they could answer the questions without fear of any retaliation. However, since they did not have a direct working

relationship with the researcher, she worked diligently to obtain their trust. The participants needed to be assured that their identity and personal experiences were exposed for purpose of research only. It was important that she informed them of her intent to treat them fairly and ethically throughout this study. Without this certainty, the participant-researcher relationship could be destroyed and the data would ultimately be in jeopardy.

The procedure used to gain access to participants began with the approval of the study by the Institutional Review Board (IRB) of Walden University (08-10-09-0314016). The IRB committee reviewed the proposal to ensure that this study complied with the university's ethical standards. Before meeting the IRB's guidelines, the researcher contacted the Assistant Superintendent for Instruction asking his permission to conduct the study in a local elementary school. This consent form accompanied the IRB application. Following his permission to contact the principals of two local elementary schools in North Georgia, she met with them to discuss the proposed research study and answer their questions about the study. After a successful meeting with the principals, the participants were contacted about the study. A letter was sent to each participant explaining the purpose of the study, giving directions how to participate in the study, providing the appropriate consent forms and participants' rights and protections. All forms were completed and submitted to the researcher prior to the formal study process as a method of protecting participants' rights.

Ethical Issues

Creswell (2007; 2003) stated that researchers must respect the participants and their environments when conducting research. Initially the researcher sought permission to conduct the study as proposed by the Institutional Review Board (IRB) of Walden

University. After permission was granted, the participants were ensured that they would be free from harm and exploitation. In order to ensure freedom from harm, one must provide informed consent, anonymity of participants' identity, and accuracy of data reporting (Creswell). Informed consent involved seeking permission from the participants to be involved in the study (Creswell). The researcher also refrained from deceptive methods to gather information from participants (Creswell). Some additional ethical considerations included:

1. Protecting participants from the possibility of harmful information being disclosed during the data collection process.
2. Defending the confidentiality or anonymity of the participants during and after the study.
3. Disclosing the purpose of the research so the participants are fully informed of their responsibilities.
4. Gaining the informed consent of participants as part of protecting rights in the study.

Ethical issues were also addressed in the informed consent form to disclose the following information (Creswell, 2007; 2003):

1. Rights of participants including the right to withdraw from the study.
2. Purpose of the research study.
3. Procedures for the study.
4. Rights of participants to ask questions, obtains a copy of results, and right to privacy.

5. Benefits of the study for participants.
6. Name of the person conducting the research and the name of the university.
7. Inform participants that the information from data collection was stored on the researcher's home computer on a password protected memory card and this information was securely backed on the hard drive.

All data were transcribed by a professional transcriptionist. The researcher used three transcriptionists to assist in transcribing the transcripts. The transcriptionists were provided with the tapes 24 hours after their completion. Once completed, the transcriptionists provided the original, completed transcript to the researcher and the researcher maintained a copy for her file. A form of confidentiality was provided to each transcriptionist to protect the research participants and the researcher. In addition, all participants were given a pseudonym and their workplaces were not identified, in order to protect their privacy.

The open-ended prompts were conducted in the respective participants' workplace or in the privacy of their home. The arrangements were made during the time frame of the submitted letters and were discussed in further detail in Section 3. The purpose of identifying these ethical issues was to minimize risks, honor professional privacy, and protect participants' rights to participate or withdraw from the study. The ethical process of informing participants of their rights generated a positive ethical standard that built confidence within establishing the roles of the researcher.

Role of the Researcher

The ethical guidelines established specific roles for researchers when conducting a phenomenological study. The researcher built a holistic relationship with the participants and

helped the participants become comfortable with the process (Creswell, 2007). Three of the six responsibilities of qualitative researchers were utilized in the present study because of their relevance (Creswell, 2007; Hatch, 2002; Marshall and Rossman, 2006; and Moustakas, 1994). These three responsibilities included:

1. Identifying one's personal biases at the outset of the study prevented the researcher from incorporating her former experiences into the open-ended prompts. This ensures wholeness or purity of the data by the researcher.

2. Attending to the ethical considerations of the participants in the study protected the participants' reputation and professional privacy and therefore it supported ethical parameters required for qualitative studies involving human subjects.

3. Recognizing confidentiality and informed consent honored the protocol standards for qualitative research as required and defined by the Institutional Review Board for Ethical Standards in Research.

These three responsibilities supported the investigator's role in conducting this qualitative study. These responsibilities were considered necessary and valuable tools for qualitative researchers conducting a phenomenological study as recommended by Creswell, (2009; 2003); Moustakas; Rossman and Marshall, (2006).

Three major roles were identified that apply to conducting qualitative research. The first role was to gain access to the participants through various data collection instruments. Sources of data for the present study were open-ended prompts, singular protocol scenarios, and participant reflections. An additional role in this paradigm was to identify personal biases

around the topic (Creswell, 2009; 2003). Because the researcher had experienced antisocial behavior as an educator, she brought certain biases, which affected the way data were interpreted. As a colleague who had witnessed or encountered professional mistreatment, it was necessary that she detach these experiences from her work as a qualitative researcher. The method chosen to detach from this study included incorporating epoche, which allowed transparency and the suspension of judgments so that the stories of the participants could be heard with an unbiased ear. In epoche, all experiences, judgments, and biases relative to the phenomenon of antisocial behavior were released. In addressing epoche, two specific practices were incorporated: (a) A self-reflexive journal; and (b) reflective-meditation. Utilizing a self-reflexive journal required focus on releasing personal experiences with antisocial behavior, processing experienced emotions, and releasing any biases and inhibitions that existed throughout this research through a written journal (Hatch, 2002). The second practice of reflective-meditation involved consistently allowing the experiences of the research process to appear in the mind and releasing those aspects of the experiences that are biased-based. The goal of this process was to be bias-free and fully open to a consciousness of receptiveness or openness. The ethical process of informing participants of their rights generated a positive ethical standard that built confidence within the procedures and participant selection process.

Procedures

The research procedures for this qualitative phenomenological study included open-ended prompts, singular protocol scenarios, and participant reflections from the open-ended prompts and singular protocol scenarios. Data analysis for this qualitative study was

conducted simultaneously as data was collected and interpreted during the 2009 fall semester. The participants were selected from a list provided by the principals of two elementary schools. Using these lists, the researcher chose the participants based on purposive sampling. The sample included 11 female participants and one male participant which aligned with the county's demographics among faculty members. Each faculty member was given a formal participation packet accompanied by a letter to each participant that identified instructions for completing the study. The participants were allowed to return their consent forms through school mail or through a self-addressed stamped envelope. Additionally, a return email address and phone number were attached so that the participants could contact the researcher with further questions. If the researcher did not hear from the participants within one week, she followed up with a telephone call or email. This follow up phone call or email was to ensure that each potential participant understood the information in the packet and agreed to participate. If she did not receive enough participants from one elementary school, the participants were contacted from the other elementary school. If the intended participants chose not to participate, participants would be randomly selected from an additional pool of potential applicants. In addition, a chart was created that listed who had responded and the time frame of responses.

Selection of Participants

Seidman (2006) stated that the purpose of qualitative research was to present the experiences of the participants in rich details so that the reader could connect to the experiences of the participants. Seidman suggested that the qualitative researcher should employ purposeful sampling to connect the reader to the experiences of the participants.

Merriam (2002) and Marshall and Rossman (2006) found that purposeful sampling helped the reader to understand the phenomenon being studied from the perspective of the participants. Rubin & Rubin (2005) stated that research participants should be experienced in the phenomenon that was studied. Finding participants experienced in the area that the researcher is studying was crucial to credible results (Rubin & Rubin).

In terms of the number of participants, Patton (2002) and Seidman (2006) indicated that there were no clear rules for a qualitative study. The size of the sample depended on the purpose of the study, time, resources, and the depth of the study. Seidman found in his research that setting the sample size of a qualitative study was dependent on two factors: saturation of information and sufficiency of numbers. When the investigator began to hear the same information continuously, then she may be satisfied with the sample size. Reaching sufficiency of numbers may be accomplished when the population connected to the experiences of the sample size.

Unlike quantitative studies, where sample size was important for the validity of the study, a small qualitative sample should involve richness in information wherein the validity was subject to peer review, judgment, and consensual evaluation (Patton, 2002). Creswell (2007; 1998) and Onwuegbuzie & Leech (2007) stated that peer review offered an external appraisal where the evaluator offered feedback, asked difficult questions about the researcher's interpretation of data, and listened to the researcher's thoughts and feelings. Peer review established the length of discussion that will ultimately transpire from the data that was formulated through the population of study. This population of study comprised 122 public school faculty members.

Out of a population of 122 elementary school faculty members, 12 participants were chosen to participate in this formal study. To choose these 12 participants for this study, the researcher applied the qualitative strategy of purposive sampling. Purposive sampling was utilized for particular targeted population where proportional sampling was not the goal. Coleman and Briggs (2005), Patton (2002), and Teddlie and Yu (2007) found that purposive sampling allowed a researcher to use judgment in selecting participants who were distinctive to his or her study. According to Miles and Huberman (1994) and Teddlie and Yu using purposive sampling for a small sample size had a distinct advantage over random sampling. The authors found that random sampling for small sample sizes increased the chances of bias in the data. Creswell (2007) suggested that the researcher employ a narrow range of sampling in a phenomenological study to ensure that thick, rich descriptions about the phenomenon were presented by the researcher (Merriam, 1998).

From these 12 participants, 11 were female and 1 male. Based on the current gender make up of elementary public school employees, the 11 to 1 ratio of female to male participants aligned with the county's employee demographics (personal communication, 2009). These 12 individuals comprised the participant structure for this qualitative study. Their responses and insight from the research questions formulated the data collected for these study participants.

Selection Process

The participants were selected from a list provided by the school principals of the two elementary schools. Although the researcher obtained permission to conduct the study at two elementary school sites, the intent was to only focus on the participants at one school. If 12

participants could not be obtained at the primary study site, participants were included from the secondary site. Using this list, participants were chosen by purposive sampling. The sample included 11 females and 1 male participant. The researcher communicated with these faculty members regarding her research study and gave packets to them in a meeting. In this meeting, a question and answer session was conducted and a response was given to participants regarding the study. The packets included a formal letter request, which outlined the details of the study, a consent form, and a brief biography. After meeting with the participants, the investigator asked for volunteers for the study. If the sample size included more than 12 participants, participants were randomly selected by placing their names in a hat and drawing names. If 12 participants did not volunteer to participate in the study, participants were included from the second site. The researcher contacted each participant via phone or email to establish a time, date, and place to conduct the open-ended prompts. If there was a change in the arrangements, she included her contact telephone and email address.

Data Collection

Lester (1999) stated that phenomenology focused on the experiences from the perspective of the individual from methods such as interviews, conversations, action research, focus meetings, and observation of individuals. The data collection methods the researcher incorporated include:

1. Protocol writing to ask participants to write about their experiences to a singular protocol scenario;
2. Open-ended prompts;

3. Examination of the participants' reflections of the protocol scenarios and prompts.
4. The singular protocol scenarios asked the participants to describe how they would react to a specific behavior from another colleague in the workplace. The singular protocol scenarios were administered to the participants prior to the open-ended prompts. Each participant had 72 hours to complete and return his or her responses to the researcher. After completing the singular protocol scenarios, participants were given 24 hours to revisit their responses to change and add depth to their answers. The purpose of the singular protocol scenario was to "get at the core of the respondent's processes of thinking, assessing, valuing, and judging" (Marshall & Rossman, 2006, p. 128). Following the feedback of the singular protocol scenarios, each participant was interviewed.

The primary source of data collection for this study was one-on-one open-ended prompts of 12 faculty members from the 2009 fall semester. The open-ended prompt format was chosen because prompts obtained opinions from the participants (Creswell, 2007; 2003). Siedman (2006) warned researchers to avoid setting an open-ended time frame for conducting interviews and suggested that researchers decide on a length of time before conducting interviews. Even though Siedman suggested setting a 90-minute time frame to allow the participants to feel they were taken seriously, a 60-90 minute time frame was established for participants to respond to the prompts. The investigator decided that these prompts were developed to explore the experiences and perceptions of the participants relative to antisocial behavior. These prompts, provided in Appendix A, included:

1. How comfortable are you in your workplace?
2. How would you finish this sentence? The workplace is....?

3. What type of behaviors from your colleagues have you experienced in the workplace? Are there some examples you want to share?
4. How do you believe that females and males perceive antisocial behavior differently? What behaviors do they perceive as antisocial?
5. What impact do you think different races, ethnicities, or cultures have on how people perceive antisocial behavior in the workplace?
6. How do you know when you have experienced or exhibited antisocial behavior in your workplace?
7. What do you think of people who exhibit antisocial behavior?
8. What are two major influences of antisocial behavior in your workplace?
9. What are at least two major results of antisocial behavior in your workplace? If you have more, please feel free to share them, as well.
10. How prevalent do you believe antisocial behavior is in your workplace? How great do you believe is its impact?
11. Is there anything else you would like to add about your workplace and antisocial behavior?

Hatch (2002) found that open-ended questions allowed the participants to talk informally about their experiences without fear of providing right or wrong answers. The importance of this process was to recognize the views of the participants rather than completion of the questions (Bogdan & Biklen, 1992).

The study was conducted in a setting comfortable for the participants. Inquiry protocol included the participant's permission to tape record the prompt responses. Prior to

the open-ended prompts, each participant was informed of an assigned alias to be used throughout the study. Following the open-ended prompts, tape recorded prompts was sent to the transcriptionist. The transcriptionist had one week to return the completed transcripts. Once the process was completed, the participants were informed about reviewing the final transcript. Each participant was given an opportunity to make changes to their respective transcript to reduce researcher bias. Each participant had 72 hours to make revisions to his or her transcript. The researcher updated any corrections made by the participants to their transcripts. This practice supported the preparation for coding and the data analysis process, which was presented in Section 4. This review by participants emphasized the commitment of the researcher to protect participants from unethical treatment. Subsequently, she communicated with each participant after the prompt responses to give them a chance to reflect and add more insights to the prompt responses and singular protocol scenarios.

Along with the open-ended prompts and singular protocol scenarios, each participant was contacted to allow him or her to reflect on responses to the prompts and the protocol scenarios. The benefits of rechecking with participants included immediate follow-up to clarify responses, facilitate validity checks and triangulation, and clarify misinterpretation of data by the researcher (Marshall & Rossman, 2006). The participants had 48 hours to review and send their corrections or responses to the researcher. This procedure led to the next step of data analysis.

Data Analysis

Analysis developed in many stages from the open-ended prompts, participant reflections and the singular protocol scenarios. First, the prompts were transcribed by

examining the themes, concepts, and meanings that emerge from the participants' responses. Second, concepts or themes were clarified and the information was synthesized to create a narrative. Third, concepts or themes were labeled to structure the purpose of the study (Creswell, 2009). Data were sorted to look for similarities using a qualitative analysis software program called NVivo. Fourth, data were synthesized by combining the concepts or themes to propose how the culture operates (Rubin & Rubin, 2005). The interpretation phase suggested new questions that emerged during the study. Seidman (2006) suggested that if new questions were raised from the analysis, further interviews should be conducted.

The analysis used to interpret the lived experiences of the participants in this study was interpretive analysis. The purpose of interpretive analysis was to give meaning to the information, developing insight, creating meaning, and making inferences (Hatch, 2002). Hatch discovered that interpretation positioned the researcher as an active player in interpreting the experiences of the participants. Hatch outlined eight steps in the interpretative analysis process to transform raw data into meaning. All eight steps were incorporated in the data analysis process. Because this was a qualitative study that depended upon an emergent nature, the interpretive analysis method complimented the process.

The interpretative analysis method augmented the emergence process by allowing the modification of the meanings of themes and observations from the data collection process. A software program called NVivo aided in the analysis of the data. NVivo was a theory building software that had the capability to store, retrieve, organize, analyze and code data (Bazeley, 2007; Creswell, 2007; and Welsh, 2002). From the coded data, it was possible to write memos about a particular feature and link relevant pieces of wording from different

transcripts. The program allowed for quick and exact terminology searches and added validity to the results (Bazeley, 2007 and Welsh, 2002). From this information, the analysis was completed by illuminating patterns, themes, and meanings (Creswell, 2007 and Patton, 2002).

Data analysis for the present study was designed to be conducted simultaneously as the interpretive story development takes place (Creswell, 1994; 2007). The first step of data analysis began with a description of the experience of the phenomenon. Following this, the second step included professional transcriptionists transcribing the 11 prompt responses from the participants. The researcher selected data from the transcripts to code or create themes (Mills, 2007). This coding of data was referred to by Miles and Huberman (1994) as data reduction. Seidman (2006) suggested that the investigator should check with the participants to make sure that what was judged as important is truly important to the participants. This checking with the participants was called member checking (Seidman). Member checking involved sending copy of the transcripts to the participants so they could make revisions (Jackson, Drummond, & Camara, 2007). The third step in the data analysis process involved the evolution of the emergent themes of the study. Using the NVivo computer program and data analysis, the emerging themes of the study began to unfold (Bazeley, 2007; Patton, 2002). The coding was conducted through the qualitative software, NVivo.

Based on the emergent nature of the study and the qualitative format, the researcher incorporated the three-step process of coding. The three steps included: (a) open coding- involves the process of forming initial categories of information regarding the phenomenon, (b) axial coding- involves identifying the central phenomenon, and (c) selective coding-

entails the formation of a story line and presenting the conditional propositions (Creswell, 2007;1998). This step is referred to as interpretation of the data. The protocol for interpreting the meaning of the data includes establishing the validity of the formal study of analyzed data (Creswell, 1994).

Internal Validity

Creswell (2009; 2007; 1998; and1994); Denzin and Lincoln (2000); Miles and Huberman (1994); Onwuegbuzie and Leech, (2007); and Seidman (2006) discussed the importance of addressing internal validity in the research study. Creswell (2009;1998) discovered several methods of ensuring internal validity and recommended that qualitative researchers employ at least two techniques in a study. Two methods discussed by Creswell (2007; 2009) included member checking and triangulation. Member checking included sharing data and its interpretation with the participants so that they critiqued the truthfulness of the descriptions. Triangulation employed the use of numerous and diverse sources to expose a theme or point of view (Creswell, 2003; Golafshani, 2003; and Onwuegbuzie & Leech, 2007). In this study, the procedures of clarifying researcher bias, triangulation, member checks, and rich, thick description to verify the quality of the data was employed (Creswell). The triangulation of these data sources led to the external validity process.

External Validity

Creswell (2007; 1994) explained that external validity provided the richness and thickness of data that allows transferability of the study from one setting to another setting. Onwuegbuzie and Leech (2007) pointed out that the researcher could provide external validity through rich, thick descriptions of the data through analysis. Rich, thick descriptions

provided credibility to the data and enlighten the reader that the information can transferred to other settings because of its collective characteristics. The data analysis led to a discussion of the findings.

Summary

The purpose of this qualitative, phenomenological study was to examine elementary faculty members' perceptions of how adult antisocial behavior affects collegial relationships in the school workplace. Through the phenomenological tradition, the researcher studied the experiences of 12 elementary faculty participants to find the hidden meanings and themes behind their insight and reflections emerged from the data. The researcher operated as the primary data collector in the study and collected the data using open-ended prompts, singular protocol scenarios, and participants' reflections during the 2009 fall semester.

Section 4 provides a comprehensive explanation of how the data were collected, organized, analyzed, and interpreted to discover the emergent themes of the study. Section 5 includes an interpretation of the findings, implications for social change, recommendations for action, and a reflection on the researcher's experience with the research process.

SECTION 4:

RESULTS

Section 4 offers a comprehensive explanation of how the data were generated, gathered, analyzed, and interpreted to discover the emergent themes of this study. The purpose of this phenomenological study was to examine how the perception of adult antisocial behavior influences faculty collegial relationships in the public elementary school setting. In section 1, the researcher identified the problem that few studies addressed the issue of antisocial behavior among elementary faculty members and that it was important to address this lack of scholarly literature. Section 2 was devoted to giving the reader a detailed description about the existing scholarly literature that discussed the phenomenon of antisocial behavior in the workplace. Section 3 presented the methodology of the study. The phenomenological methodology utilized in this research study allowed for participants' detailed descriptions, the emergence of themes and meanings, and interpretation of themes and meanings (Creswell, 2009; Hatch, 2002; Rubin & Rubin, 2005). Interpretive analysis was employed to interpret the lived experiences of participants. Hatch (2002) found that interpretive analysis allowed the researcher to transform raw data into meaning through insight and inferences. Data were gathered and analyzed through a singular protocol scenario, open-ended interviews, and participants' reflections on their responses from the singular protocol scenario and the open-ended interviews. The research questions identified in section 1 and the methodology presented in section 3 are presented in section 4, along with the data analyses.

During the collection of data and prior to data analysis, a research journal was kept to explore insights with respect to the phenomenon and identify possible biases that may interfere with analysis of data. In addition to the research journal, the researcher found it important to incorporate member checking after the initial interviews to reduce biases. After the initial interviews, the transcripts of the interviews and the single protocol scenarios were sent to each participant to provide additional insight into their experience or to identify areas that they felt were contradictory with their memory of their interviews and scenarios. Any contradictory information was deleted or changed to prevent researcher bias.

Bracketing

Creswell (2007); Hatch (2002); and Moustakas (1994) described the first stage of data analysis as bracketing of the researcher's experience of the phenomenon. Moustakas (1994) described bracketing or epoche as "being inclined toward seeing things as they appear, in returning to things themselves, free of prejudgments and preconceptions" (p. 90). As the primary collector of data in a qualitative study, the researcher should recognize personal biases early to permit honesty and openness in the research (Creswell, 2003). To maintain the integrity of this study, the researcher included an epilogue to disclose her personal bias. In connection with the epilogue, reflexivity was used by the researcher to address the researcher's bias. Reflexivity was important in the data analysis process, as the researcher served as a cofacilitator with the interviewee in the interpretation of the data (Bloor and Wood, 2006). In order to reduce bias, the practice of writing memos was utilized to clarify thoughts or feelings that many have an influenced

the research. Because of small sample size, researchers found that incorporating a random sampling of participants for a small sample size increased the chances of bias in data analysis (Miles & Huberman, 2004; Teddlie & Yu, 2007).

Population and Sampling Procedures

The school district used for this study serves 11 elementary schools. The total faculty population of the two elementary schools selected for this study was 122 teachers. Initially, the researcher planned to conduct the study with one school. However, the investigator was not able to obtain 12 participants at that one particular school location. Therefore, this study included participants from two elementary schools. According to Creswell (1998), the only criterion required for participation in a phenomenological study was to have experienced the phenomenon being investigated. The researcher used purposive sampling to choose 12 faculty members to participate in the study based on the following criteria: participants were knowledgeable about the phenomenon and the participants were teachers. The researcher met with the potential participants and presented the information about the study in a group meeting at each school. Following the meeting, potential participants were contacted via email and phone to gauge interest. If the participant was interested in participating in the study, a packet was sent to the participants, which included a biography of the researcher, a letter describing the study and what to expect, and a consent form. All teachers enthusiastically consented to participate in the study. The participants included 11 female teachers and one male teacher. Demographic information about the participants is included in Table 1. The

participants' feedback and responses from the study comprised the data collection processes.

Data Collection Processes

Data were collected for this study through a singular protocol scenario, open-ended prompts, and participants' reflection on their responses from the singular protocol scenarios and the open-ended prompts. Each participant was given a pseudonym in place of their real names during the period of the study. The data collection required meeting with teachers to inform them about the research study, contacting them via email or telephone to confirm participation, signing the needed consent forms, sending the participants the singular protocol scenario to complete, scheduling to meet each participant to discuss the open-ended prompts and reminding participants of their upcoming meeting.

After receiving the consent forms, the researcher sent each participant a singular protocol scenario to answer. Following the return of the scenario, the researcher arranged to meet each participant to obtain their responses to the 11 open-ended prompts. Open-ended prompts were used in order to give each participant a chance to discuss their opinions freely with the researcher. The open-ended prompts were tape recorded and personal reflections were made at the end of the participants' responses. The tapes were only shared with the researcher and the transcriptionist. Approximately six hours and twelve minutes of recording was acquired from the participants' responses. This translated into 64 hours of transcription time and 98 pages of written data. Each tape was labeled with the participant's pseudonym and was stored in a secure location at the

researcher's home. Responses were transcribed exactly as reported by participants into a word document and burned on a memory stick. After seven years, the singular protocol scenario, open-ended prompts, and transcripts will be destroyed.

After the transcription, the transcripts were sent via email to each participant to make corrections or clarify any information that may have been misinterpreted. Seidman (2006) suggested that the researcher should check with the participants to make sure that what she judged as significant is truly of great consequence to the participant. Following the review, the transcripts and singular protocol scenarios were analyzed for themes and meanings using interpretive analysis.

Data Analysis

Moustakas (1994) and Creswell (2007) identified the phenomenological approach as the most useful methodology for gathering participants' perceptions and experiences. The first step of data analysis began with experiences of the phenomenon and identifying bias. The bias was addressed through an epilogue which included personal reflections about the phenomenon of antisocial behavior in the workplace. The exposure to antisocial behavior contributed to the lived experiences of the participants. Following the disclosure of biases, perceived notions were omitted in fully understanding the experiences of the participants. Epoche was the chosen method that was incorporated to listen to the participants' experiences with an unbiased ear (Moustakas, 1994). The process of reflective mediation which involved keeping a journal was the process utilized to incorporate epoche. A journal was maintained to process and release any emotions that were experienced about the phenomenon. During the study, the practice of reflective-

mediation was employed to consistently release any biases that may have emerged during the data analysis. The purpose of employing epoche was to maintain a bias-free and receptive state of mind. After processing reflection on the experiences, an analysis of the data were introduced this included interpretive analysis.

Hatch (2002) and Smith, Flowers, & Larkin (2009) found the purpose of interpretive analysis was to give meaning to the experiences gathered from the participants. In order to give meaning to these experiences, the researcher must interpret the significant themes from the participants' stories (Smith, Flowers, & Larkin, 2009). Interpretive analysis was used to analyze and interpret data as laid out by Hatch. The first step in interpretive analysis was to "read the data for a sense of the whole" (Hatch, 2002, 181). Smith, Flowers, & Larkin (2009) suggested that the elucidation of the data could be accomplished through the continual reading of the participants' transcripts so as to identify recurring words, phrases, or sentences. Hatch found that "reading through the data over and over is the only way to be immersed at the level required" (p. 181). Hatch cautioned the researcher not to jump in and begin recording impressions until the entire data have been read thoroughly. Part of interpretation of data included reviewing any recorded impressions as the research process develops. Hatch suggested that researchers keep a research journal to help develop interpretations through impressions gathered during the data collection phase. Important impressions were highlighted and memos were written about potential insights that may have emerged to create patterns or themes.

The second phase in the analysis included "review impressions previously recorded in research journals and/or bracketed in protocols and recorded in memos"

(Hatch, 2002, 181). The researcher kept a research journal to record impressions following interviews with each participant. From the impressions, memos about thoughts, insights, relationships, or correlations that may be important were written. Marshall and Rossman (2006) strongly encouraged researchers to write notes, memos, and thoughts to generate insight from the data. Following memo writing, Hatch instructed researchers in the third stage to “read the data, identify impressions, and record impressions in memos” (183). At this point, the research had to determine which impressions were supported by data and confidently grounded in the context of the data.

The fourth phase of analysis was accomplished by studying memos for “salient interpretations” (Hatch, 2002, 185). This stage was a data reduction process in which memos were “salient” or most important and which memos were combined with others. The purpose of this step was to prepare for coding of the data. Next, there was “reread data, coding places where interpretations were supported or challenged” (Hatch, 2002, 186). After interpretations were narrowed, the software program NVivo 8 was used to identify places in the data where interpretations were located. The transcripts were stored in NVivo and a node was made for each topic to be stored. The coding process began when free nodes were created for any relationship or connection believed important and then these relationships or connections were moved into tree nodes which organized the data into categories. The tree nodes were connected to the memos created earlier in the data analysis process.

From the tree nodes, the process began to “write a draft summary” that represented the interpretations supported by the data in the fifth stage of data analysis

(Hatch, 2002, 187). The purpose of writing a summary was to create a story that the reader would comprehend. The last phrase incorporated an analysis which was to “write a revised summary and identify excerpts that support interpretations” (Hatch, 2002, 189). The data were searched for quotes that would persuade the reader that the interpretations were well supported. In addition, statements in disparity to the general views of participants were included within the responses. The detailed results of the participants’ experiences developed the findings of this study.

Findings

Teacher Demographics

The participants in this study included individuals from two elementary schools in North Georgia. The twelve teachers who participated in the study included five teachers, Susan, Lesley, Deborah, Eve, and Richard, from the original school selected for the study and seven teachers from the secondary school site, Deborah, Candace, Olivia, Nancy, Jacqueline, Kate, and Michelle. Of the twelve participants, eleven individuals were females and one individual was male. Based on the researcher’s length of teaching exposure, she defined the parameters of a veteran and novice teacher. Nine of the participants were veteran teachers or teachers who had 10 or more years of experience, Susan, Lesley, Monica, Deborah, Eve, Candace, Olivia, Nancy, Jacqueline, and three of the participants were novice teachers or teachers with less than 10 years of experience—Kate—Richard—and—Michelle. The racial makeup of the group of participants included four African Americans: Eve, Nancy, Jacqueline, and Michelle; and eight Caucasian

individuals: Susan, Lesley, Monica, Deborah, Olivia, Kate, and Richard. Table 1 displayed the demographic of the participants included in the study.

Table 1

Demographic Participant Data

Name of Participant	School A-primary B-Secondary	Gender	Race	Novice or Veteran	Number of years teaching
Susan	A	Female	Caucasian	Veteran	15-20
Lesley	A	Female	Caucasian	Veteran	25-30
Monica	A	Female	Caucasian	Veteran	10-15
Deborah	B	Female	Caucasian	Veteran	15-20
Eve	A	Female	African American	Veteran	15-20
Candace	B	Female	Caucasian	Veteran	20-25
Olivia	B	Female	Caucasian	Veteran	30-35
Nancy	B	Female	African American	Veteran	20-25
Jacqueline	B	Female	African American	Veteran	5-10
Kate	B	Female	Caucasian	Novice	0-5
Richard	A	Male	Caucasian	Novice	0-5
Michelle	B	Female	African American	Novice	5-10

Note: The Primary Research School was the original school targeted for the study while the Secondary Research School was chosen as a backup in case the researcher was not able to secure 12 teachers to participate. Nine of the participants were veteran teachers or teachers who have 10 or more years of experience and three of the participants were novice teachers or teachers with less than 10 years of experience.

Interpretative Analysis

Hatch (2002) determined that interpretations emerged from the researcher's "paradigmatic assumptions" (235). This study utilized the central research question: How, if at all, do participants perceive antisocial behaviors as affecting their collegial

relationships as the basis for determining interpretation? The interpretation consisted of teachers' perceptions of workplace antisocial behavior and its impact on collegial relationships.

Participants' perceptions of antisocial behavior provided the categories: atmosphere of school; environmental issues; gender; antisocial behavior; race; relationships between original and new teachers; and victimization. The categories antisocial behavior, atmosphere of school, environmental issues, and victimization provided the answers to researcher sub-question one: 'How, if at all, do participants perceive they have been victims of antisocial behavior in the school setting?'

Responses to research sub-question one: How, if at all, do participants perceive they have been victims of antisocial behavior in the school setting?

Absenteeism and Attrition

The interview teachers felt that the atmosphere of stress produced from the academic standards, ongoing staff conflicts, and pressures from administration, students, parents, and staff increased absenteeism and attrition.

Jacqueline, a veteran teacher of 10 years who came from the business world, felt absenteeism was a direct result of antisocial behavior produced from stress. She spoke about the results of antisocial behavior and emphasized that staff members often missed work to avoid an unpleasant work environment.

If you don't want to be someplace then there are physical symptoms that will lend themselves to whether people are sick with high blood pressure or whatever or people just needing a mental health day to move away from the situation. Or just a high turnover rate, cause if you are not happy with your job then it is most likely that you will be moving away from the environment. No one wants to stay in a state of dissidence for too long and we need to find some equilibrium because life

is too stressful to come to work and we are spending most of our waking hours here at school. You know you get here at 7:00 and you leave at 4:30 and that is kind of like your whole life and you don't want to be in a negative situation...I don't want to be in a negative situation.

Although Jacqueline feared antisocial behaviors in transitioning from corporate America to elementary education, Nancy also a veteran teacher like Jacqueline, experienced health challenges through her experience with antisocial behaviors.

Another veteran teacher, Nancy, who has taught for 21 years, also expressed that absenteeism was a direct result of antisocial or negative behavior. As she began speaking, her countenance changed from relaxed to tense, and she shared these thoughts:

Another thing that is huge is that you feel so weighted down with health problems because of the stressors and so you are going to be getting the people staying home because they took sick days and the policy says that if you are not sick then you can't take a sick day and you have got to come to work. But people will take a sick day if they are stressed and you can't show that you are stressed so you take a sick day and stay home because you are stressed today. So you will see that and you will see other health concerns like high blood pressure, cancer, and all these other issues because the place isn't conducive, but it looks like such an awesome place. So you are held to doing things and not being able to expand and could do because you are stifled and that is like weight on you, like a physical weight.

Jacqueline and Nancy believed that when antisocial behaviors were allowed to exist in the workplace they correlated with increased absenteeism. Another participant, Lesley, intensified the discussion in her interview when she added that the negative culture of her school had influenced her decision to leave the school:

I will probably think about retiring and going to a private school or retiring and doing part-time because I am just tired and weary. I am very weary. It is really hard and I am hearing other teachers calling me saying, "What are you thinking?" "I know you can retire and are you going to do it?"

Eve included a story about a colleague who had been treated unfairly by another veteran teacher and how she left the field of education because of this treatment:

She left the school and she left teaching. Well, she is in another school, but she says that she will never be in another classroom again because of that woman!

Teachers felt that unfair treatment from colleagues influenced increased absenteeism and attrition from the school workplace. In the following discussions, faculty members described some of the influences for the existence of antisocial behavior in their workplace. One of these discussions included leadership in the school and how school leaders seemed unaware of the antisocial behaviors that existed in the school.

Leadership.

Many teachers felt that the leadership of the school influenced the behavior of teachers. Teachers at both schools felt that if administrators favored some staff members more than others it created the propensity for cliques, jealousy, and a negative tone within the school. Four of the twelve teachers interviewed felt that school leaders were often unconscious of this type of behavior and could improve the morale of the school if they were aware of it.

Monica, a veteran of 14 years, was very intense when she mentioned how much influence the administration had on faculty members:

I think that if the antisocial behavior continues people leave the workforce and choose someplace that is either a different environment totally, the school system totally, or a different school where they feel more accepted and fits their social norms. I know in the past where there have been friction with the principal or staff there is a flight or a large number leave because they just don't want to experience day to day friction in the workforce because of the parents and the children, that is a enough stress as it is day-to-day because we have to be aware of how we speak to the parents and children and then with other pressure. If we are not being supportive with each other it becomes a no win situation.

Like Monica, Lesley felt there was a lack of support by the former leadership at her school.

Lesley, one of the older teachers in the study, recounted a situation in which she experienced antisocial behavior from colleagues who were close to the administration. A party invitation for one of the administrators was sent to over two-thirds of the staff and she was one of the staff members who were not invited. In describing the situation, she shook her head and banged her coke can on the table:

So when you do something like that and you send an invitation around the school in which the majority of the school is invited, but you leave certain people off that is very antisocial. If you are going to do a party like that and you are going to invite the faculty, you don't ever leave people off because people were really, really hurt by it. There were people really hurt by that because a great majority of the people was invited... a big majority of the people were invited and there was like one from one grade level and two from another grade level.

Lesley expressed her concerns about the lack of support from leaderships regarding coworkers' feelings:

You just don't do things like that and I was shocked. There is even a rule here that if the kids send out an invitation that they must give out one to every child in the class. So the administrators go and send out an invitation and they don't give it to everyone? And everyone was teasing me and saying, "Well, I see that you are one of the non-invitees?" And I said, "What are you talking about?" And they told me what it was and I said "Oh, oh well."

Like Lesley, another veteran teacher, Deborah, also expressed that school leaders often have a select group of faculty members who they tend to favor which leads to jealousy and animosity among colleagues.

After Deborah, a soft-spoken 17 year veteran who has taught in many schools, responded to the question, the researcher asked her for any additional comments that would benefit the study. She responded according:

Well, I think you should add that I think principals ignore it. I don't think it is addressed at the administrative level and I think that it could be. I think that our principals come across as having friends on staff. Take our principal...he or she is

friendly to everybody, but there seems to be this upper crust that is super friendly with him/her and the principal before him or her was this way...that leads to jealousy.

At the time each participant was interviewed, each participant expressed the impact of antisocial behavior on faculty members. When the researcher interviewed Candace, she expanded the audience of antisocial behavior to include students who may have been impacted by a negative school environment.

Candace, a 23 year veteran, described the impact on morale of the school if antisocial behavior is allowed to continue in the school workplace:

Well, it does hurt morale especially with people you work closely with on your team. It definitely affects morale and that carries on to the whole building if left unchecked. I would say that an antisocial person is basically not a happy person in the workplace environment and that would possibly carry over to your classroom and your students which would affect productivity and learning.

The former discussions on the influence of leadership on antisocial behavior have been from the perspective of veteran teachers. One novice teacher, Richard, also concurred that antisocial behaviors were impacted by the attitude of the administration. Richard who has been teaching for three years felt that the administration of the school unknowingly encouraged antisocial behavior in the workplace. Richard reported to the researcher "I think that it comes down from the top. The administration encourages that collaboration and support that is there, but if they encourage cattiness or telling on each other or stuff like then that that will happen too."

Some colleagues who encountered challenges with leadership attributed this to situations involving cliques.

Cliques

Many of the teachers interviewed for this study repeatedly mentioned how important relationships were for elementary teachers. Because elementary school teachers were divided into teams and work closely together there existed the possibility that forming close knit groups created avoidance situations. Both groups of teachers at each school equally felt that cliques were prevalent at their schools. Monica described how she felt cliques were formed: “You are not comfortable with that person so you leave them out or it forms cliques. So there is division in the workplace.” Monica continued her explanation of why she felt cliques were formed in the workplace and who made up the majority of the cliques: “Women normally hold on to the grudge longer and will form little cliques. Men just go about doing whatever they have to do and just shrug their shoulders...”

Like Monica, Deborah noticed that cliques existed in her workplace. She explained how she first noticed that there were cliques in her workplace:

Right off the bat I noticed that the teachers were very cliquish and not very friendly open...well they were very friendly and I didn't feel unwelcome, but I didn't feel like they were going out of their way to make me as a newcomer feel welcome...It makes me a little bit insecure knowing that I am not in the “in group” type thing.

Unlike Monica and Deborah, Kate felt that cliques were not evident in her workplace. In her interview, Kate, a new teacher of three years, was a little distracted during the interview as her thoughts were with one of her new students. The student had gotten lost trying to get home. As a new teacher, Kate felt that it was important that she was friendly to all her colleagues, but she did indicate that she had a group she belonged

to who made her feel comfortable. She did not indicate that there were cliques in her workplace: “There are some people who stick with certain people and for the most part, I do have a group I am close to...”

Similar to Kate, Lesley also reiterated that she had certain people that she was friendly with in the workplace. She has been at her school since it opened and described how new staff has changed the camaraderie between teachers:

I love the people I work with on my grade level and there are people spotted throughout the building that I am very friendly with. When I came to this school, I was very comfortable because it was a tight group of people that started here when the building opened; however, most of those people have now left and there is a whole new entire group of people who have come to this building and now they are very tight, the new people who have come in...so therefore, it is almost like two groups of people.

Being one of the older faculty members at her school, Lesley felt that the new group of teachers at her school did not have the same respect for her views and they often conspired against her when she tried to express her opinion at meetings. She described clusters of newer staff members who gather at certain tables and or meet together and exclude her viewpoint:

I am a very outspoken person and I speak up for what I believe in and I have been put down for that a lot, but I don't care because I will tell you what I think and if you don't like it that is the way it is going to be and you don't have to listen to me. If you don't like what I have to say that is fine and you don't have to befriend me, that's okay. A lot of them will say it in a group...you see big groups of them clustering and you know that is them. You know that is them because they will meet and have big groups type things...

Analogous to Lesley, Olivia, another veteran teacher of 34 years, always felt that her team was like a family and enjoyed working with them. She had never experienced cliques in her school until last year and described her experiences with a team member

separating from the group and how her team was affected:

Two years ago her door was open and everybody would come down the hall and go in there and laugh, relax, and have a good old time. Last year, her door was always closed with her friends in there. So, it was just a big warning to everyone else: DON'T COME IN! That hurt more than just about anything because I was like, "Why did that start?" It bothered others about the lunch thing because they were all eating together and now the door is closed.

Susan and her team had two new teachers to join their group from another grade level. She indicated that there was a lack of trust and isolation between the two groups:

We have had some changes this year and any time you have a change you have stress and we are finding that we are not trusting yet. They are not trusting us and we are not trusting them for different reasons. I think that part of that is the newest of it and they both came from grade levels that did not work together very well...they are very wary of us and we have worked together.

The teachers in this section described cliques as creating a competitive environment where teams compete against one another or where groups of teachers struggle to prove themselves to the leadership of the school.

Competition

The teachers in this study brought up the topic of competition as a real problem for teams and for individuals teachers. Many teachers felt that the pressure from testing due to the standards and No Child Left Behind encouraged competition.

Michelle had been teaching for seven years and she recognized the problem of competition among teams in elementary school. Michelle taught in many different grades during her short career and felt that she knew why competition existed. She spoke passionately about competition among teachers in different grades and believed it caused a lack of compassion among staff members.

We do this and we do that better than this grade and that grade...competition type

deal and I don't know why that exists. Yes, I do know why that exists! When you haven't taught different grade levels you don't see what different grade levels are doing and you don't see the big picture. And, coming from another grade, I moved from that grade to this grade, I came hearing, "Those other teachers did A, B, C, and D." I was one of those other teachers and you weren't out there with me and the rest of us! So how do you know what happened because you didn't even visit!!

In contrast to Michelle, Susan has been teaching in her school since it opened in the district. She was a veteran teacher who has been teaching for 19 years and had always been happy in her school and on her team. Recently, Susan had seen a big change on her team since two new team members were moved from another team. Susan always felt that her team was above the competition, gossip, and negative behavior experienced by other teams in her school, but this year there has been a change from cooperation to competition:

But it is more like a competition with one person and the other person just doesn't want to put the effort in at all. That is what I am seeing thus far and I really hate that because I am surprised by that! I was not expecting that because I haven't taught at another level and I know that elementary school teachers on average are very hard workers from what I see and I am just not getting that! I think that lets everybody down and it is like your weakest link in your chain type thing.

Lesley continued the discussion on competition among teachers on her team. She had noticed that since No Child Left Behind has been put in place it created competition among teachers. Lesley explained how the quest for high test scores created a "competitive market" where parents vied for the teacher with the best test score:

So you have animosity over parent request because you have got parents wanting their child in a certain room and teachers get upset about that because they say, "There goes that high score!" I mean that is how they look at it..."Well, she has got all the high scores because she had all the requests!" Then you say, "Well, if you have all high kids then you look good!" So of course all the parents want that teacher because all her scores are really high and so that kind of things goes on.

Lesley went on to explain how this competition started at her school:

Those kinds of behaviors started and that would have never started if it hadn't been for the test scores. I truly, really think that has started because of the test scores. One test score can do that much damage and I think a child with one test score and to evaluate them that way is so totally...I mean they could have a bad day and you are qualifying their whole year in that one test score. Then you have other teachers who are...we have one here who is going to put you down in front of people to make herself look better.

Lesley spoke about how test scores created antisocial behavior among members of her team:

There are others who don't share and who want all the credit for themselves because there is a high emphasis on test scores which I totally disagree about and I always said once they get the test scores and start evaluating you with test scores that would create a terrible response and I have seen that happening...

Lesley felt strongly that the attitude of testing created a "me" generation of teachers and was responsible for antisocial behavior in the school workplace. Because teachers were competing against one another to stand out from among their colleagues, there was a tendency to make comparisons and judgments about faculty members. These comparisons and judgments often emerged in the form of gossip.

Gossip

Many teachers in the study discussed how they have been targets or witnesses to gossip in the workplace. The teachers felt that gossip had a great impact on collegiality and that once it began it was difficult to contain.

Richard was caught in a gossip spiral between members of his team and other staff members. He felt that it was very difficult to communicate with his team and felt isolated by them. In his retelling of that situation, he paused and looked intently at the researcher:

We had some issues with communication styles and it got to a point where people were not communicating with me and they were withholding professional information to the point where I couldn't do my job and I was under a lot of scrutiny and the thumb of the administration was down on me, but they were all listening to one side.

In addition to Richard, another novice teacher, Michelle, also felt that gossip destroyed collegiality among colleagues on teams. She also included how gossip impacted relationships between faculty members in different grades:

That was a big issue when I was in another grade. I would hear the team leader talk about it when I would go to meetings. I heard other teachers talk about how we would come into the building loud and leave dirt in the building and all kind of stuff. It was like a "them on them kind of issue", but they would never say anything directly to us.

Michelle continued expressing that she felt that gossip should be challenged by colleagues so that it does not continue to destroy relationships. She spoke very passionately about her disdain for gossip and shook her:

If you hear them talking about somebody they say negative stuff and sometimes it isn't truthful and they are giving things from their perspective or they might embellish something. And normally when I hear that I try to look at it from a different perspective, "Maybe they are blah, blah, blah." "You might not know the whole story."

Michelle and Eve both agreed that gossip should be stopped to maintain a good working environment. Eve was a 17 year veteran who enjoyed her job and loved teaching her children. Eve expressed that she loved her workplace and talked fondly of her students. There was a smile on her face and twinkle in her eye as she talked about her classroom, but then her smile left and the eyes narrowed as she began to talk about bad behavior on her team. Eve talked about her experience with gossip and how it influenced professional relationships:

I would say it is just gossip. Just carrying down...this is this person and this is what they did and this is how they are. It is kind of putting them down because of one thing they have done or because of how they have acted in one particular situation and this is how they are and we have to keep that ball rolling, "Okay, this is how they acted in 2006 and now it is 2009 so now we have to make sure you realize that people who came in 2008 or 2009 we have to make sure that you know what they did in 2006 or how they acted so you know how to approach them." I am like, "just leave them alone and let the person who is coming in make their own assumptions!"

Unlike Michelle and Eve who confronted gossip about other colleagues, Olivia actually became the target of gossip at her school. She agreed that aggressively dealing with hearsay had a positive impact on transforming her relationship with a teammate who was also involved in the gossip spiral. She believed that if she had not dealt with the gossip then her relationship with that particular team member may have been permanently damaged:

Last year there was a lot of gossip going on and she would come to me and say, "This is what I heard about me" and when I go to that person they would say, "That is not what I said at all!" The more open the communication, the better.

Another victim of gossip, Nancy spoke about her encounters with colleagues. Rather than confront the gossip like Olivia, she chose to avoid rumors. Nancy felt that if she avoided social situations with colleagues then she would be able to stay away from gossip. Looking down at the table, Nancy's brow furrowed as she expressed why she has withdrawn socially from colleagues:

Those situations a lot of times lead to a lot of gossiping and it doesn't lead to a lot of positive things going on. So personally, I don't go to a lot of social events and do the social things... that are just how I feel. I think you should go to work, do what you have to do, and then you socialize with your friends...but personally me, I don't go to social events.

While Richard, Michelle, Eve, Olivia, and Nancy felt that gossip was a major problem in their workplace, Deborah and Kate both expressed that gossip was not a significant problem to them. First Deborah said:

I see a lot of what I would call two-faced where they will say one thing and then you will hear something nasty on the other side. Maybe because I am a connections teacher I am kind of a fly on the wall sometimes and they don't notice I am around, but there seems to be a lot of, not a lot of, but backbiting stuff or stabbing...not nasty, but not nice.

Second, Kate mentioned in her conversation to the researcher: "Some people tend to talk about other people...certain people say certain things and not anything that I care to take part in." Participants described gossip as a behavior which led to distrust and avoidance among colleagues in their workplace. When this behavior was ignored by faculty members, it produced an environment where colleagues refused to communicate.

Lack of Communication

Communication was a recurring theme that emerged from participants' discussions. Many of the participants felt that communication was important in reducing antisocial behavior and to clear up misunderstandings that surfaced from gossip, competition, and cliques. When communication was lacking, many participants expressed that they witnessed antisocial behavior from their colleagues.

Candace worked with teachers on how to improve instruction. She said that she loved her job and the children, but found it difficult to work with adults as they often could not take constructive criticism. Candace found that communication was quite difficult with some of her colleagues and they became defensive. She recounted a scenario in involving antisocial behavior with a colleague. Candace became pensive and

serious as she retold her story:

I can be professional all day every day, but there is a limit when you have or you are rude speaking to me. I will be honest, the other day there was a teacher who came to me and she told me that she thought that I was treating her like a student. I asked the teachers to give this test and please put it in my box. The teachers had them in my box, but she did not have them in my box. I went three times and checked and then I went to ask her and she said they were in my box, but they weren't. So after the fourth time, I went to her and said, "You know that it is funny that everyone else's are in my box and yours are not." And finally the fifth time, they were in my box at the end of the day.

Candace was not the only person who observed a lack of communication with colleagues. Nancy also recounted a situation where a colleague refused to talk to her about the way she spoke to kids in the hall, but went directly to an administrator to complain. As she spoke, Nancy chuckled and said that it had an impact on their relationship:

Well, one of my coworkers that I work with went to the front office. Another teacher told me that she was going up there to complain about the way I spoke to the kids in the hallway. So, I went up there and I talked to the principal and she was saying, "Well, one did come to complain that your voice was...well, they didn't like the way you spoke to the kids."

Nancy felt the lack of communication she experienced with her colleague influenced how Nancy interacted with her on a daily basis. As well, Richard described how a lack of communication was the source of numerous problems on his team: "Why hasn't anybody come talk to me? Instead of telling that person they tell everyone else or they are venting sometimes in a way that is unproductive."

The lack of communication on teams that Richard described parallels that of Michelle who expressed a lack communication existed among grade levels thus preventing teachers from working with each other. This perpetuated blame among faculty

members when students were not able to perform certain standards. Michelle's body language shifted when she spoke from no movement to crossed arms and leaning toward the researcher:

There is not a lot of communication between teachers or what they call vertical teaming. Well, the 6th grade teachers don't talk to the 5th grade teachers, the 5th grade teachers don't talk to the 4th grade teachers, and whatever we get we deal with it and then we talk about it negatively.

As Richard and Michelle spoke about the lack of communication between team members and between teachers in different grades, Jacqueline said that communication was lacking in education on a daily basis. She believed that when teachers failed to communicate with each other that it produced isolation and a lack of interaction which gave an opportunity to negative behaviors:

I think in education we are isolated from each other and we have communication pretty much only when we have to, like staff meetings or situations where you are being pulled for a conference or things like that or it's your planning time. But I think that most of the time you are isolated...you come in and you go to your class, that is what you do. There is no time for you to interact with your colleagues and when those opportunities arise you can view those negative behaviors. I came from a business background and you are always interacting with people on a daily basis; although children are people too, but your interactions were more adult oriented. You took that professional protocol daily and moment by moment, but with us teachers, we don't interact moment by moment.

As Jacqueline articulated, she believed that educators seldom communicate with each other and this failure to communicate has led to isolation and a lack of interaction between colleagues. With no time for interaction, she felt that it created opportunities for inappropriate behavior among faculty members.

Shunning

Many of the participants in this study experienced shunning behavior by a colleague or group of colleagues. Teams that had once been close and worked well together became polarized and disjointed. Two team members expressed how they felt ostracized by their new team members.

Susan explained that her team had been close in the past, but since two members had joined their team the closeness and ability to work together had quickly disappeared. Susan and some of her team members did not understand the cause of the separation, but wanted to bring their team back together. As Susan spoke, her voice grew quieter and serious:

Well, I think that they have withdrawn from us and our group is very social. When we have breaks we end up in someone's room and before it didn't matter whose room, but we have always been together and we've tried that and they don't seem to want to come in or they leave. We are not sure if that is part of it or not, but they stay away...they are not eating with us at lunch; well at least one of them is not eating with us at lunch. In the morning it is brand new, part of it is, and we have decided we are going to keep trying and we don't know if it is something going on personally or something we have done, but we are keep leaving the door or at least keep the door open.

Susan was disappointed that she was experiencing shunning behavior on her team.

Lesley, in her interview, continued to expound on the eroding relationship with a colleague on her team:

I can see she is always talking to this other new one and I can see that her and I...she just shuns a little bit and that is okay, but she is going to other people to ask about my plans. We each do one subject in our plans to help each other out, that is how we help each other, but she is going to other people to ask about my plans instead of coming to me. That is silly! If you have a question, come to me, but she won't come to me.

Although Susan and Lesley experienced shunning behaviors, they gave no reference to its

impact on their self esteem. Nancy expressed in her singular protocol scenario that she was often shunned by colleagues and has chosen withdrawal behavior in her workplace interaction:

Believe it or not, this is a common occurrence with me and my fellow coworkers. We often go to workshops with one another and during lunch time, the group usually will go off on their own and I will be left. How does this make me feel? Well, I feel left out. There have been times when the group has included me, and during the entire lunch I am uncomfortable and so is everyone else at the table. It would be best just not to go. I have tried to mesh with this group of people...It is just not working. It is best for me to go to work and go home. Ultimately, this will challenge an average person's self-esteem and make their work day challenging.

When teachers experienced rejection from their colleagues, they began to experience many negative emotions that produced stress. Stress was a major contributor to an atmosphere that perpetuated antisocial behaviors among colleagues.

Feelings of Stress

Teachers expressed that stress had a great impact on creating antisocial behavior among colleagues in the elementary school workplace. Participants expressed that stress emerged from many different areas: time limitations; pressure from students, administrators, and parents; pressure from testing; and increased workloads.

Kate articulated that stress emerged from the way colleagues treat each other. In the past, she felt that antisocial behavior had been present among colleagues in her workplace: "Like I said when people exhibit those things it doesn't make you feel good it causes stress on you, causes your job to be more difficult...That is how it has been this year."

Along with Kate, Candace verbalized her thoughts about stress and its effect on colleagues in the workplace. Candace believed that stress created a hostile environment

which perpetuated antisocial behavior between colleagues:

I do think that teachers have an unbelievable workload and I believe that stress coming down from administration, parents, even the coworkers make for a very hostile environment and sometimes it is more than you can handle. And sometimes when you look at all the things you are expected to do it is an undoable task. You wonder how any of us does anything like that...so I would say stress is the number one thing.

Along with the hostile work environment described by Candace, Lesley believed that stress caused blame among colleagues which lead to inappropriate behavior:

So I think with the stress they have a tendency to look for somebody to blame for that and so I think there is an undercurrent of blame as people have a tendency to do that. Looking for somebody to say, "You are the reason this is happening" and that kind of thing.

As stress has increased for educators in the workplace, communication has decreased, frustration has increased, and time has become limited. The participants discussed how time limitations had become an issue in the workplace.

Time Limitations

Time was a big factor in education. According to several of the educators in this study they felt the lack of time caused a lack of communication between colleagues and time to share ideas. In fact, scheduling participant interviews was a tremendous task as many educators explained to the researcher that they did not have a lot of time to spend in their interview because of the all work they had to complete. A lack of time was frustrating to many teachers and this frustration is expressed in this section.

Eve felt that a contributor to antisocial behavior in the workplace is a lack of time to complete tasks:

I would say it's the schedule or the lack of time to work in our rooms and it's the whole schedule and abundance of work outside of teaching...time, not giving us

enough time to work in our rooms or time for us to teach.

Eve identified a lack of time as a source of antisocial behavior for teachers. Monica also felt that time was a major factor in collegial relationships. Monica expressed in her singular protocol scenario that time had an impact on collegial relationships. She responded to a scenario in which a colleague asked her to cover his or her hall duty, but then said he or she did not have enough time to fulfill the commitment:

I would probably say ok to that remark but also add that since I was also scrunched for time that I would appreciate his or her help in covering my duty the next day. If they declined with another excuse or reason, then I would let it drop feeling that this person is not going to do my duty after all. My professional relationship would be different as I would feel that my time to that person is not as important as his or her time. I would refrain from doing any more “favors” for that individual.

While Monica discussed time limitations as having an impact on fulfilling obligations among colleagues, Lesley described time limitations from a different perspective. She felt that times have changed in education and that teachers lack the time to plan and share ideas:

At the beginning to the middle of my teaching we had more time to throw ideas back and forth...I don't even have time to even hardly think let alone have time to go ask, “What do I do with this?” I don't have time to do that anymore. I really don't have time to come up with ideas and talk to somebody.

While Lesley believed that time limitations affected the ability of teachers to share and plan, Olivia added that teachers were always in a rush and getting them to a meeting to discuss ideas or to plan was a struggle. Olivia saw that a lack of cooperation among faculty members was a direct result of time limitations:

That speaks volumes to me because there is so much we could do together that we are still not quite there. We are still not there because even with grade level meetings we bring to the table and its like, “Hurry, hurry, hurry. I have things I

have got to do!” And the last email I got about tomorrow’s grade level meeting is let’s keep this short, let’s go over this, and I wrote back that we are not having one; we are meeting in the conference room. The person wrote back, “Drats!” Lord forbid if we met another day, twice in the same week. It’s been asked for a person to do this committee and a person to be on this committee and its like “I am too busy.” So, it’s like, “Come on guys!” If we all do our part we only have to meet once every six weeks. “Well, I am too busy!” Some won’t even entertain, but that I think it is the mindset of not working together. I don’t know how that will ever be solved.

These examples of a lack of cooperation among faculty members may be directly associated with the issue of antisocial behavior. Hence, in this same context, it was important to identify whether or not there was a correlation between the lack of cooperation and the impact of antisocial behaviors in the working environment. Each participant was asked how comfortable he or she was in their workplace. Ten of the participants responded that they felt comfortable in the workplace; however, two teachers responded that they were not comfortable in the workplace. Susan felt extremely comfortable in her place of work; Candace, Olivia, Jacqueline, Kate, and Michelle felt very comfortable in the workplace; Deborah felt very comfortable, but said she had not always felt that way in the past; Eve felt mostly comfortable in the workplace; Richard said that he was currently comfortable, but did not feel that way last year; Lesley expressed that she felt fairly comfortable, but that she felt connected to the new staff members. Monica and Nancy were the only two participants who indicated that they felt uncomfortable in their workplace. Monica said that she felt comfortable sometimes, but her level of comfort was decreasing because “Most of the time she felt comfortable depending on the day of the week and the topic of meetings we have afterschool.”

Nancy, on the other hand, expressed that she was not comfortable at all in her

place of work and conveyed this in her interview:

On a scale from 1-10 on comfortably, I would say an eight. I would say an eight and the reason I would say an eight because we are told one thing and they are not always communicated exactly how the administration means it...So, therefore, I say an eight. Part because of the administration, the coworkers, and then on myself with the way I communicate when I talk to people and I have to learn more diplomacy.

The following table summarized the level of comfort in their school workplace:

Table 2

Participants' Level of Comfort in the Elementary School Workplace

Susan	Extremely comfortable
Lesley	Fairly comfortable
Monica	Feels uncomfortable in faculty meetings
Deborah	Very comfortable in the workplace this year, but didn't feel that way in the past.
Eve	Pretty comfortable
Candace	Very comfortable
Olivia	Very comfortable
Nancy	On a scale from 1-10 on comfortably, the participant felt he/she was at an 8 or extremely uncomfortable.
Jacqueline	Very comfortable
Kate	Very comfortable
Richard	Currently comfortable, but didn't feel that way last year.
Michelle	Very comfortable

When asked if antisocial behavior would cause any of them to want to leave the workplace, three participants indicated that they were thinking about leaving the workplace: Lesley, Monica, and Nancy. The accompanying figure reiterated the summary of experience encountered by the participants.

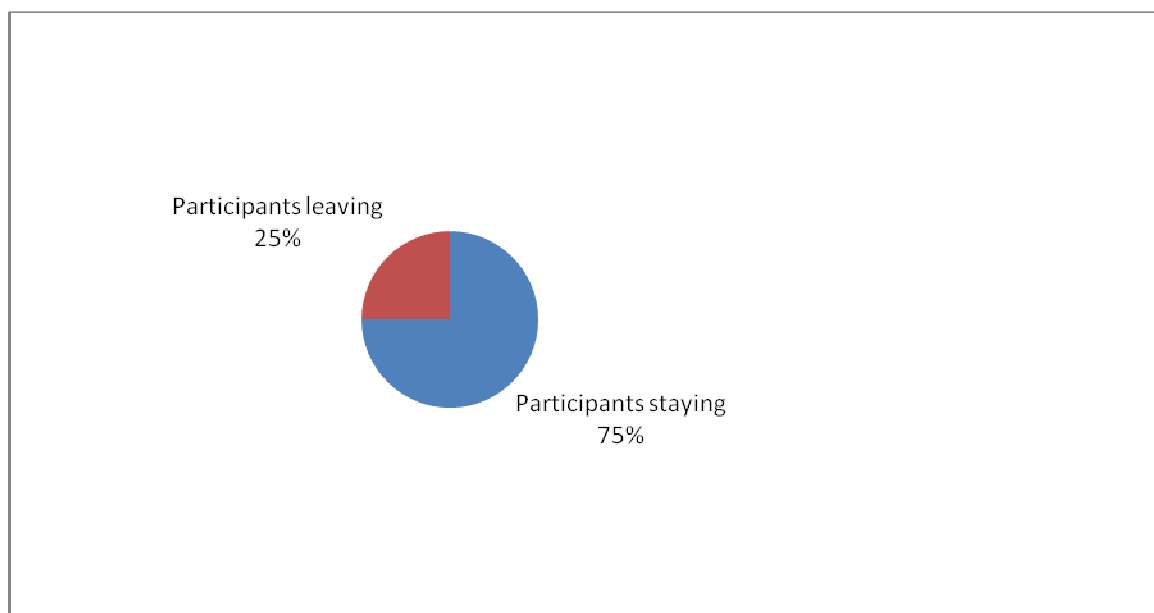


Figure 6. Participants' Responses on Staying or Leaving the Workplace

The concluding identifications all referred to how these participants felt about being victims of antisocial behavior. The second sub-question focused on how the participants experienced or exhibited antisocial behavior in the workplace. There were three categories that provided the answers to sub-question two: (1) antisocial behavior; (2) experiencing antisocial behavior; and (3) exhibiting antisocial behavior.

Responses to research sub-question two: How, if at all, do participants perceive they have experienced or exhibited antisocial behavior in the school setting?

Experiencing Antisocial Behavior

Each participant in the study gave their reactions to how they have experienced antisocial behavior in the workplace. Some participants quickly responded to the question posed by the researcher while others had to give the question some thought.

Susan spoke about her encounters with her new team members and how she perceived a lack of sharing and cooperation. She perceived there was a lack of understanding from the new team members on what needed to be accomplished to make the team run smoothly. Also, she felt that the new team members were avoiding the old team members and this was evident during lunch when they discussed their plans:

Well, I think that they have withdrawn from us and our group is very social. When we have breaks we end up in someone's room and before it didn't matter whose room, but we have always been together and we've tried that and they don't seem to want to come in or they leave. We are not sure if that is part of it or not, but they stay away...they are not eating with us at lunch, well at least one of them is not eating with us at lunch...we have decided we are going to keep trying and we don't know if it is something going on personally or something we have done, but we are keep leaving the door or at least keep the door open.

While Susan spoke about experiences with only her team members, Lesley spoke about the occurrence of antisocial behavior between her and some of the other teachers during a faculty meeting. While in the faculty meeting, she tried to express her opinion and felt rejected. Her conversation also included feelings of rejection by the new team members that joined her team this past year. Even though Lesley said she did not care that they were exhibiting those behaviors, she seemed very frustrated by their behavior and the stress it has put on her:

One day I stood up at a faculty meeting to say something and I don't know if this is antisocial, but I guess it would be, and I said something and I looked over and two or three of the teachers were making faces at each other. Therefore, I can see

what their reaction was to me, not that I care, but I could tell they were not happy with what I had to say. This year we have had two new teachers added to our grade level and one of them and I don't get along very well because I don't deal with people very well who try to tell me what to do when I have taught 30 years...I just don't do very well with that!

Although Lesley experienced negative body language, Monica said that she had experienced sarcastic comments and isolation from colleagues. She expressed that behavior has made her feel paranoid and closed off from her colleagues:

Comments that are short and abrupt seems curt to me, a kind of sarcasm. I feel this behavior from one person. Ignoring is another antisocial behavior. Sometimes I would feel like that a person is not polite enough in order to include all of the people standing around in a conversation. The behavior is usually just whispering or that type of behavior and you feel like "why are they whispering in front of someone else when we are all adults?" It just doesn't make anyone feel comfortable and yes, I am uncomfortable with that and question in my mind "are they talking about me?" That is probably a paranoid feeling even though it may include you at all, but they are whispering and because they are not including you into that situation you feel excluded.

Like Monica, Eve described her experiences with coworkers when they spoke negatively to her. She felt that negative language had an impact on her responses to colleagues, but also added there may be a reason for their inappropriate behavior:

I guess that people give me short or terse answers and curt answers. You try to talk to them and it is just like...you are just like cutoff or they don't look at you in the face or they just walk away or it is just like a feeling... it is like it is not really defined and you can tell that they really just want to get out of there.

It might be that they are busy or I don't know, but that is me. I find that people are real short and blunt and don't look at you in the face... If someone does that to me then I just avoid them.

Unlike Eve who avoided colleagues when they treated her badly, Candace said she had to interact with teachers and there was no avoiding contact with them in the workplace. She often felt that teachers were offended when she gave them feedback. In

this process, some of her goals were to maintain her integrity as colleague; however, she experienced negative behavior on a regular basis. She indicated that she would like to go back to working with students full time instead of only working with teachers:

They don't make eye contact, sometimes they don't even speak, no pleasantries in the hall, and that kind of thing. Sometimes I have made people speak to me...you know, "good morning!" I made a big deal of it just so that they would do it, kind of thing. And I just feel like over time if they feel like they have been wrong then over time they will see that I am not there to go in and to do anything to them personally, but I am just there to help. So, I have felt when I walked up to a table and people quit talking and that kind of stuff and like that.

On the one hand, Candace consistently encountered unpleasant interactions from her colleagues and wanted to limit her regular contact with teachers; however, Olivia felt that relationships with colleagues were very important to her and made her job enjoyable. However, Candace felt that she had experienced avoidant from colleagues that have caused her to have hurt feelings:

Probably my feelings...my personal feelings that someone is shunning me and it could be that we are all getting together and I don't get the word and everyone around me goes somewhere and I don't go. We are going out to lunch during preplanning or we are going out to lunch and I am not invited.

Although Olivia was impacted by antisocial behavior occasionally, Nancy had a different perspective. She felt that she was dishonored by her colleagues on regular basis. Even though Nancy felt she was treated differently than most of her colleagues, she had a difficult time thinking of a specific situation where she was treated with disrespect. At first she hesitated, but then her eyes opened wide and she began to expound on her experiences as an African American female and feeling that she is treated differently from other colleagues:

How do I know when I have experienced antisocial behavior? Wow, okay! One of the things if I look at it I see it is a situation I clearly know the reaction or the feedback is only because of my race or only because it is a racial situation and I perceive it that way then I know it is antisocial. If I know that I am being excluded from something because of my race or being included in something just because of my race then I know it may possibly be antisocial behavior. That is a really a good question because sometimes it may be you may perceive that ...wow...that is really good. You know, it is all based on perception though. Basically it is all based on perception...

Although Nancy felt race was a factor in the negative treatment by other colleagues, Richard communicated that his behavior may be an explanation for the disapproving attitude from his team members. Richard internalized inappropriate behavior from colleagues as behavior he contributed to create tension which he felt led to conversations that were not positive and gave the experience of him being insensitive or labeled as a troublemaker. He also shared that he faced avoidance from colleagues:

Well usually or first, I analyze myself. Usually, I am very analytical and my wife says, "Stop analyzing and get it done!" But I usually say, "Did I do something to upset that person?" That is always the first question for me. Is it something in what I said or is it the way it acted; was it my body language; did I do something? If not, I will try to go to that person individually and say "This is what is happening and is everything alright?" It all depends on the situation...if they are having a bad day and they are venting, that's fine. But it also depends on the person cause sometimes you can get sucked into conversations that are not the best to get sucked into. Um, usually, let's say it is someone I have never talked to before I will ask a female coworker that I have seen that's friendly with that other coworker and say "Is there anything going on because this happened in the hall."

Despite the fact that Richard gave a specific example of encountering antisocial behavior in the workplace, Jacqueline did not elaborate on a particular situation between herself and another colleague. However, she did explain how she felt physically when she experienced antisocial behavior: "My blood pressure is boiling and I feel very hot and annoyed!"

Unlike the other participants in this study who felt they had experienced antisocial behavior from other colleagues, there were three participants who were not sure if they were not sure if they had been influenced by antisocial behavior in the workplace. Deborah, Kate, and Michelle were the three participants who could not identify any experiences of antisocial behavior from their coworkers. Deborah said:

You know, I don't know when I know because I am pretty insensitive to things like that and maybe that is why I am drawing a blank. I can only assume that when I feel it and sometimes people might intentionally try to do something and if I don't notice it goes over my head. And like I said I have thick skin and I don't know if I would notice it. I don't think anyone would purposely want to do anything...I don't know if I would notice it one way or the other. I usually put down that they have other things on their mind, their stressed, they have to go do this or that and I usually don't take it that it is my or they are aiming it at me.

Kate also felt there were no forms of antisocial behavior exhibited by colleagues and was not aware of how she would identify it in the workplace. She shared that if she did witness it then it might be in the following behaviors: "I don't know I guess the cold shoulder and the rolling of the eyes."

Michelle was the other participant who felt that she did not experience antisocial behavior from colleagues, but she had observed it between other people in other social situations:

I see them a lot, but I don't experience them. Like the other day, I walked into a conference with my coworker and she was in a conference...so, you see people and their disposition is kind of different sometimes when they are feeling put off or uncomfortable. So, I kind of watch that a lot.

Following their experiences of antisocial behavior by colleagues, the participants were then asked to describe their feelings about colleagues who exhibited antisocial behavior in the workplace. Although their answers varied, nine teachers viewed people

negatively who exhibited antisocial behavior. Phrases that described antisocial people included: puzzling, rude and inconsistent, not comfortable with themselves, irritating, have psychological issues, hard to work with, disrespectful, prejudice, sad, and should be written up. Three participants, Eve, Kate, and Richard, did not view antisocial colleagues as negative, but described them as: suffering from trauma which caused them to act that way, probably had a reason to act that way, and others may have contributed to their behavior. After describing their feelings about coworkers who exhibited antisocial behaviors, they were asked to give examples of how they have exhibited antisocial behaviors toward their coworkers in the school workplace.

Exhibiting Antisocial Behavior

The participants described how they knew when they had exhibited antisocial behaviors to other colleagues in their workplace. Most participants could quickly give examples of those types of behaviors; however, three participants had trouble giving examples. Some participants felt that they tried very hard not to be antisocial to other colleagues and would be mortified if they knew that other people felt they were exhibiting those types of actions.

Susan recounted the story of the time when a teacher felt that she was putting her down in front of other colleagues. Susan said that they had had a good relationship with her in the past, but she was shocked to discover that the teacher had been hurt by her response to a question she had asked by the assistant principal. Susan said all she could do was apologize and then move on:

From her reaction she acted so cynical that that is what it was when everyone at that table was like “Yea, he just asked why you were here.” I don’t know if she

believed me or not. You know, the way I look at it is you do what you can to make sure that you apologize if you have hurt feelings and explain the best you can and it is up to them...it's on them at that point on.

Like Susan, who believed it was important to apologize for hurtful comments, Monica responded that she may have made some comments that were offensive to colleagues and she was sure to apologize:

Well, I am trying to think of an instance. Probably, if I have made a comment that was maybe offensive to someone and they say "Whoa where did that come from?" I think about it and usually in that case I apologize for doing that because I didn't mean to....that is how I go about that.

Similar to Susan and Monica, Jacqueline said she always apologized to her colleagues if she caught herself being negative. She felt that she may have acted or said something negative to people because she was usually in a hurry to get somewhere. Jacqueline said that she would never intentionally hurt someone, but she was always in a hurry and has her mind focused on her tasks:

I think you get a knot within your own self and I think you reflect that "Maybe I shouldn't have said that or maybe I shouldn't have acted that way." There are times because of time restraints that you are in a hurry and you are not always as courteous to people as you should be. Well have I done that on a few occasions? Yes. Have I apologized? Yes. I have had a colleague tell me, "Oh you interrupted me?" I really didn't mean to, but my mind was focused on something else and I am glad she said something to let me know that it was offensive to her because I was able to deal with it and we moved on from there.

Comparable to Jacqueline, Eve described her antisocial behaviors toward colleagues as a result of always being in a hurry. She described her voice as gruff and unfriendly:

I guess sometimes when I say something and they get quiet because sometimes I might say something and it comes out the wrong way like my voice might come out angry and I don't mean it and that happens a lot when I answer the phone because I pick up the phone and people will always say, "are you busy?" and I guess I am not really a phone person. I pick it up and I say, "H-E-L-L-O!", but I don't mean to sound like that and it is like, "Oh my gosh, are you busy?" Or if

people are having a conversation then they might turn so that they are only eyeballing the people, certain other people look at you and it is back and forth between this person and that person and they never make eye contact with you. Usually there is a silence too and if I feel that I will say something like, “Oh man, if that came off like that I am sorry!” I just don’t like to go home with stuff swimming around in my brain. If I feel like I have been short or blunt with someone, I will say, “I am trying not to be that way; it is just that I have to go do this!” or “I had a really bad day!” I try not to be that way.

Dissimilar to the other female participants’ responses regarding their reasons for exhibiting antisocial behavior toward colleagues, Richard had a different explanation for his actions. Richard felt that his inclination to withdraw from colleagues, his inability to communicate appropriately with female coworkers, and focus on ethical issues likely made him appear as exhibiting antisocial behavior:

So, I don’t know if they felt very uncomfortable with me because of my gender, maybe they felt that I was out of place, but I have the same problem being from a business background and going through sexual harassment training. The language I use versus the language my coworkers use is very different and it was an uphill struggle for me to learn the vocabulary of the education workplace. I remember my first year teaching one of the women on my grade level, and I taught at a different school, said, “Is it cute?” And as soon as she said cute, sexual harassment rang off in my head and I am not supposed to say anything about cute and it took me some to realize what cute was and this is cute and this is not cute and it seems like everyone’s definition is just understood and it’s not talked about and it’s like I said it’s frustrating because there are so many things that are just understood... So, that has been an uphill struggle for me.

While the previous participants’ responses indicated they were unintentional in exhibiting antisocial behavior toward coworkers, there were four participants: Michelle, Deborah, Olivia and Candace, who made it clear that their behavior toward colleagues was deliberate. Michelle communicated that she exhibited antisocial behavior toward some of her colleagues during the election because she took comments personal from colleagues:

Probably at some point...I probably did during the election time...a little coldness when I would hear some things. You know you see people in a different light and I felt that I saw some people in a different light and that kind of thing.

Deborah was very frank in her comments on exhibiting antisocial behavior to other colleagues:

Yes, sometimes I think I get passive aggressive. I'll say something or roll my eyes when they are late and say, "Oh, they are late again!" If they are late, I'll run to the bathroom on purpose to kind of punish them for being late or something!" thing cause I am kind of by the clock and I want them here by this time and gone by this time and that is the way it is.

Olivia explained her awareness of antisocial behavior toward a colleague that she had a disagreement with earlier in the day:

I felt myself getting louder and louder and I didn't want that to go and I should have said, 'I see what you are saying.' And I should have let it go because I wasn't going to change her mind and she wasn't going to change my mind. So I felt like I was pushing her away.

Since Candace worked with closely with teachers and got a lot of rude behavior from colleagues, she expressed that she can only take so much before she responds back:

Well, this is another reason I cannot become an administrator because there is a limit I have...I can be professional all day every day, but there is a limit when you have or you are rude speaking to me and telling me... I wasn't doing it to demean the teacher and what I did say, "You know maybe you perceive me treating you like a child and I am sorry." But I also gave her a couple of instances where she had talked rudely to me and I told her that we are only human and we only take it so long before naturally or defensively we do something.

Unlike the responses above, there were three participants: Lesley, Nancy and Kate, who felt they had not exhibited antisocial behaviors toward coworkers. Lesley felt that she did not exhibit antisocial behavior toward her colleagues and that she was a fairly positive person:

Well, I really don't...people may disagree with me, but I really try not to. No matter what the others are doing, I always try to smile. I have had people say that to me, "How do you do it?" I have one little boy this year that tears up my room, through things, and he is actually on his way out to self contained, and people were saying, "How do you keep smiling?" I really do have that philosophy that no matter what happens, I will keep smiling. I say hello to people and I really do try.

Similar to Lesley, Nancy had trouble of thinking of an instance where she had exhibited antisocial behavior to other colleagues. Earlier in her responses to the researcher she mentioned that she was not very social and that may have an impact on how others see her in the workplace:

I don't think it is because I don't socialize...maybe I am not looking at it right. I don't think it is because I don't socialize, but I do think the way that I am perceived is in direct relationship to the way I interact or don't interact so, definitely, it definitely comes back to that. So, I don't think or feel that if I go to these events that it will make things better. Maybe it would...maybe I need, I need to think about that. Maybe it could? I don't know since I don't go...maybe it might? But I feel if I go, who do I talk to? If you don't talk to them around here and you go there they are not going to talk to you around there.

Being a new teacher, Kate felt that she has not exhibited antisocial behavior to other teachers. She said that she tried to be friendly to everyone:

I don't think I have...I am a pretty social person and I tend to mix and mingle with pretty much everyone at the school. If I have, it is not anything I have intentionally done to anyone.

Overall, nine teachers could identify circumstances in their workplace where they had experienced and/or exhibited antisocial behavior and three participants could not identify any instances of experiencing or exhibiting antisocial behavior. When asked how prevalent antisocial behavior was in the workplace and how great its impact was on the workplace, each participant gave their own perspective on its impact. There was one

teacher, Eve, who felt that antisocial behavior in their workplace was small and teacher behavior was improving: “There is a small amount, but it has gotten better.”

There were three teachers, Michelle, Kate, and Jacqueline who felt that antisocial behavior occurred and had a great impact, but was not a major issue because teachers infrequently communicate or interact on a daily basis:

Antisocial behavior is small in this workplace and when it happens it happens rarely. That may be due to the fact that you have to be involved with the faculty to know that is going on and some faculty members are detached from the social group. It makes it easy to be antisocial if you do not know people. There is not a lot of communication that occurs among grade levels which causes antisocial behavior in the workplace. New teachers are talked about a lot because people do not get to know them.

Kate and Jacqueline mentioned the impact of antisocial behavior in the workplace: “Antisocial behavior happens, but it is infrequent. When it occurred, it had a great impact in the workplace because colleagues work so closely with each other.” “Antisocial behavior is prevalent, but due to the fact that teachers are isolated you don’t observe it often.”

Two teachers, Richard and Olivia, felt that antisocial behavior had improved in their workplace, but had been significant the year before. Richard sighted: “Antisocial behavior is currently small in the workplace this year, but last year it was great and was tolerated by the staff and leadership of the school.” And Olivia stated: “This year antisocial behavior is a low medium, but last year it was a high medium. When people do not communicate it opens the door to negative perceptions.”

Three teachers felt there was a medium amount of antisocial behavior in the workplace. Susan, Lesley, and Candace felt that antisocial was not insignificant and had a

significant impact on relationships in their workplace. First Susan shared: “There is a medium amount of antisocial behavior in this workplace because there are trust issues among colleagues.” Second Lesley informed the researcher that “There is a medium amount of antisocial behavior in the workplace and it is increasing due to a lack of communication.” Third and final, Candace said “Antisocial behavior is medium to great which was better than last year.”

Three teachers felt that antisocial behavior was great in the workplace and had a tremendous impact on relationships. Monica and Nancy felt that antisocial behavior was tremendous. Monica stated that “Antisocial behavior is very prevalent in the workplace.” Nancy pointed out that “On a scale from 1-10, the workplace is at a 7 which means there is a huge amount of antisocial behavior in this workplace. This workplace paints the portrait that there is little antisocial behavior, but there is little justice for staff and students.”

Although Deborah felt she did not experience antisocial behavior and she could not identify it in the workplace, she believed that antisocial is real: “Antisocial behavior has a great impact on the workplace. It is often ignored by the leadership.”

Table 3 summarized the participants’ responses to the quantity of antisocial behavior in their workplace. After describing their experiences, their own behaviors, and frequency of antisocial behavior in the workplace, the participants gave further details on the factors which influenced antisocial behavior in the workplace. There were some common themes that emerged as a cause for antisocial behavior in the school workplace. These themes included: negative culture, number of years teaching, stress and isolation.

The researcher categorized the participants' themed conversations based on themes that emerged through the open-ended prompts.

Table 3

Level of Antisocial Behavior in the Elementary School Workplace

Susan	“There is a medium amount of antisocial behavior in this workplace because there are trust issues among colleagues.”
Lesley	“There is a medium amount of antisocial behavior in the workplace and it is increasing due to a lack of communication.”
Monica	“Antisocial behavior is very prevalent in the workplace.”
Deborah	“Antisocial behavior has a great impact on the workplace. It is often ignored by the leadership.”
Eve	“There is a small amount, but it has gotten better.”
Candace	“Antisocial behavior is medium to great which was better than last year.”
Olivia	“This year antisocial behavior is a low medium, but last year it was a high medium. When people do not communicate it opens the door to negative perceptions.”
Nancy	“On a scale from 1-10, the workplace is at a 7 which means there is a huge amount of antisocial behavior in this workplace.”
Jacqueline	“Antisocial behavior is prevalent, but due to the fact that teachers are isolated you don't observe it often.”
Kate	“Antisocial behavior happens, but it is infrequent. When it occurs, it has a great impact in the workplace because colleagues work so closely with each other.”
Richard	“Antisocial behavior is currently small in the workplace this year, but last year it was great and was tolerated by the staff and leadership of the school.”
Michelle	“Antisocial behavior is small in this workplace and when it happens it happens rarely. That may be due to the fact that you have to be involved with the faculty to know that is going on and some faculty members are detached from the social group. It makes it easy to be antisocial if you do not know people. There is not a lot of communication that occurs among grade levels which causes antisocial behavior in the workplace.”

Negative Culture

Susan felt that antisocial behavior emerged from personal issues and the belief system of the aggressor.

Lesley expressed that she believed antisocial behavior was prevalent because of the policies of testing under No Child Left Behind and cliques.

Eve sensed that time limitations and gossip created antisocial behavior in the workplace.

Olivia felt that a negative culture and miscommunication were behind antisocial behavior in schools.

Nancy suspected that a negative culture and leadership created antisocial behavior.

Richard found that miscommunication and inability to process emotions influenced bad behavior.

Number of Years Teaching

Kate believed that someone who has taught for many years in a racist culture within the school environment was more likely to experience antisocial behavior.

Michelle expressed that competition between grade level teachers to be recognized as the best by the administration encouraged non-collegial behavior in the workplace.

Stress and Isolation

Monica found that antisocial behavior existed because of isolation and division imposed by the organization of the school.

Deborah felt that antisocial behavior developed because of staff jealousy and stress.

Candace believed that stress and boredom influenced the deliberate engagement of antisocial behavior among colleagues.

Jacqueline expressed that stress and isolation were the reasons behind negative behavior among elementary school teachers.

There were threads of similarities in the conversations from the participants. As the parallel themes emerged through the concurrence of several conversations, the researcher placed these exchanges in themed categories. Although the theme of miscommunication was not enumerated as a separate heading, its voice was expressed in some of the participants' multiple themed conversations. The themes and threads of similarities in the voices among these participants surrounding antisocial behavior were emphasized through a visual aid that outlined the similarities of the major influences of antisocial behavior identified by participants at both schools.

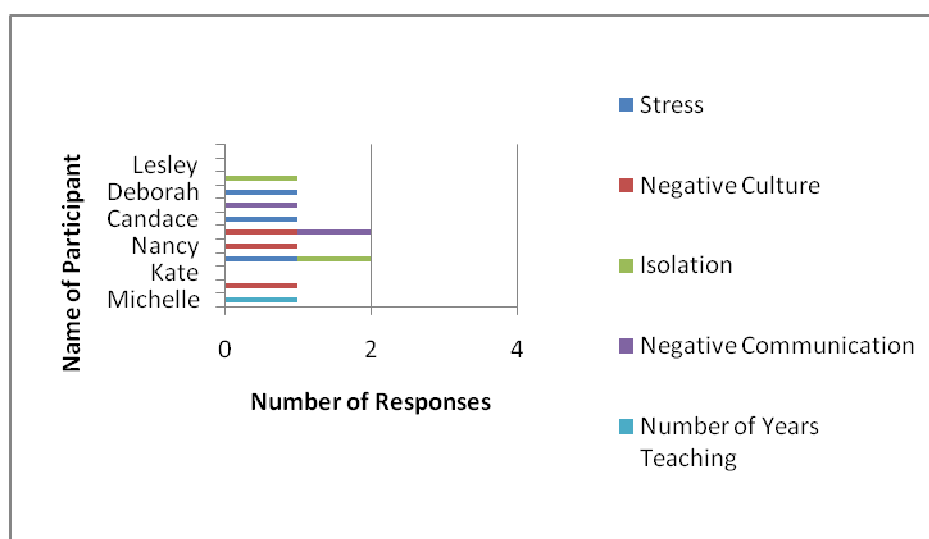


Figure 7. Major Influences of Antisocial Behavior in the Elementary School Workplace

In addition to describing the influences of antisocial behavior, the participants described several common results of antisocial behavior in the school workplace. These common themes included: attrition, absenteeism, lack of productivity or job motivation, isolation, low morale, and a negative work culture.

Susan identified two causes of antisocial behavior as attrition and isolation.

Lesley felt that absenteeism and lack of productivity were results of antisocial behavior.

Monica described the results of antisocial behavior as attrition and leaving the workplace.

Deborah found that low morale and lack of job motivation would emerge from antisocial behavior.

Eve described the results of antisocial behavior as lack of job motivation and isolation.

Candace expressed that the results of antisocial behavior include low morale and negative school climate.

Olivia specified the results of poor behavior as lack of cooperation among colleagues and negative culture.

Nancy found that antisocial behavior's results include a lack of creativity and absenteeism.

Jacqueline expressed that antisocial behavior was responsible for isolation and attrition.

Kate described the results as attrition and isolation.

Richard felt that gossip and the inability to trust were the results of antisocial behavior.

Michelle specified that antisocial behavior caused attrition and lack of productivity.

The subsequent chart (figure 8) summarized the participants' reactions to the common results of antisocial behavior in the workplace. The responses provided in sub question two regarding experiences and the exhibits of antisocial behavior included a discussion of gender, race, ethnicity, and culture. This leads to the third sub question that focuses on how the participants' perceived these issues among other coworkers.

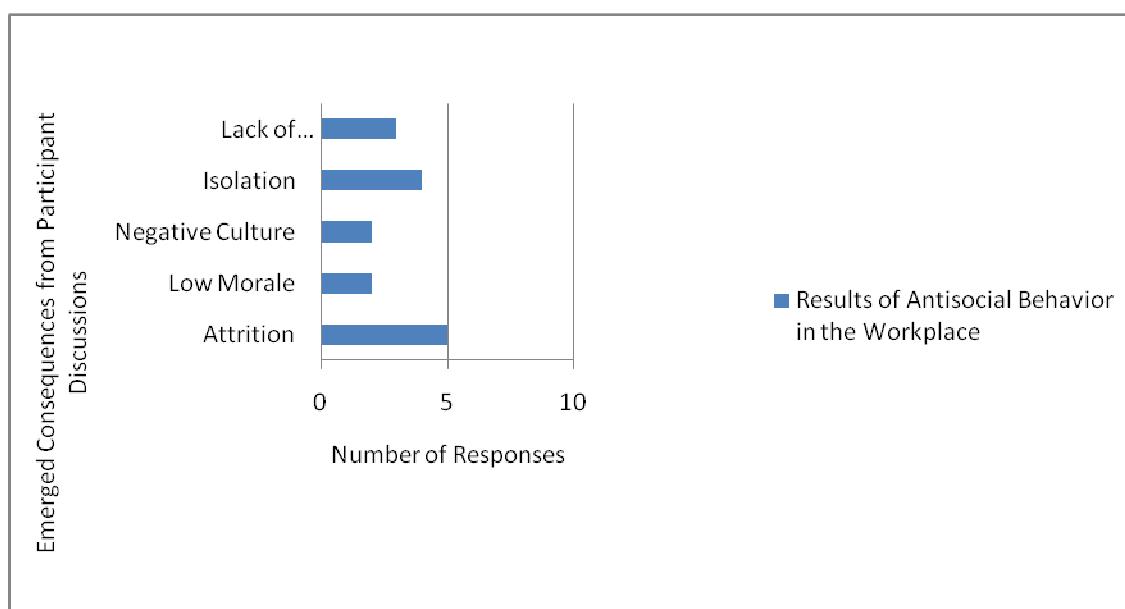


Figure 8. Results of Antisocial Behavior in the School Workplace

Responses to sub-question three: How, if at all, do participants perceive gender, race, ethnicity or culture has a role in antisocial behavior in the school?

Education is a Field of Women

Gender was established as a major influence on antisocial behavior in the workplace. Several participants believed that the saturation of women in the field of education may have a direct impact on the perceived level of antisocial behavior in the elementary school workplace. In the two schools that were included in the study, both schools had less than five male teachers on the faculty. With a high number of female teachers in the workplace, participants felt that women internalized inappropriate behavior more than their male coworkers and often communicated through their emotions.

Candace explained that women were the source of most incidents of antisocial

behavior in her school workplace:

I haven't thought about that, but it seems to me that women are more vicious maybe because more than 90% of the teachers in the building are women; that is why. I can't think of an incident that I have dealt with any type of antisocial behavior in men. Like not changing classes on time and maybe jumping in front of someone in the salad bar line to get a salad, that is women most of the time.

Along with Candace, Kate concurred that a workplace of females has an impact on the culture of the workplace:

I have experienced a lot of behaviors. I think that tends to happen when you work with a lot of women as there are only a few men who work here one male teacher and one male IT person. ...some people's personalities mix and some people don't and some people tend to talk about other people and some people keep to themselves. I have experienced it all!

Dissimilar to Candace and Kate, Lesley included her in response the reason why she believed women displayed antisocial behavior in the workplace. She felt the reason for antisocial behavior in the workplace was due to the fact that women do not feel empowered.

We are traditionally a field of women who have this as a second job so it wasn't necessarily income that you had to have, but I don't know for you but for me it is the only one. So, that is not so true anymore and therefore our pay was reduced and it is not always considered the most important income. I think that is the traditional view of education and part of it is that we do need to speak out and teachers need to help each other more instead of this isolation thing where you are over here and you are doing your own thing and I am seeing a lot of that and I don't know why.

Lesley's discussion focuses on why women sometimes felt powerless in the work environment. Because they had not resolved this issue there are barriers with working cooperatively as team members and communicating effectively, women have a distinct communication style that differs from their male counterparts. Women had a distinct communication style that differed from that of their male counterparts. This dichotomous

style of communication was discussed by participants:

Dichotomous Communication Styles between Females and Males

Jacqueline described how women often communicated through their emotions and men approach communication differently.

Yeah, in elementary we have two, if we are lucky...I think a lot of the behavior and you hear it is that women scream and holler when we have strong feelings about something. You know our tone goes up and there is this whole body language thing so I do hear a lot of screaming and there is some...well, raised voices as opposed to stating what it is. I think men in generally tend to be more matter of fact moving on, but I think we are just made differently.

Richard agreed with Jacqueline that women and men communicated differently and the difference in communication causes the perception of antisocial behavior.

Women are more, in terms of communicating, communicate through their emotions. And a lot of the speech and the communication is about emotion and about emotional things; whereas, if it is two men communicating they speak a lot more in terms of task...finishing tasks. It has been challenge for me to use feeling words..."I feel this about this." It is almost like there is a language of task and there is a language of caring and learning the lingo and vocabulary has been an uphill challenge for me...

Although Michelle had the same opinion as Jacqueline and Richard, she provided depth to her response by describing a situation in which she felt victimized by the communication style of another coworker. She explained that she often internalized bad behavior, but since she knew the personality and communication style of the colleague she felt that she acted more like her male counterparts:

A male would have probably laughed about it and kept moving. He probably would have done the same thing I did. I would have probably done something if I hadn't worked around her and known how she was and coming here I knew how she was and you just hear about certain people so you just kind of avoid them and stay away from them especially if you don't have to interact with them. Our school is so large that we really don't have to interact with people unless we really want to and I have positive members on my team and I have heard that I am

very positive from my team members. If they are having a problem, I try to do something positive to help them and not feel so stressed about stuff.

Just like Michelle, Nancy spoke about how women tend to internalize antisocial behavior and stop communicating with coworkers while men continued to communicate and problem solve.

We become emotional over it and that kind of thing and we may go into our shells, but a man would try to come up with solutions and probably be more out there...probably more proactive. I don't know if the man would go talk to the people, but I don't perceive that a man would and I think they would ignore most of it holistically and I think that they can go to the administrators and have a meeting or something with the administrators. I think they would be more proactive on a certain level to figure how they would solve it; whereas, we tend to pull into our selves, go gossip about it to friends, or we would get emotional and take it home to our families. Men would probably put everyone together and talk with them. It might even be perceived differently if he would do that because we look at men as being problem solvers and men take that role full on as being problem solvers. So, I think is one thing they would and handle it a little differently.

Adding to Nancy's discussion on the differences between female and male communication, Jacqueline suspected that women and men thought about antisocial behavior differently and women internalize those behaviors:

Women, I think, we internalize things and we think about things and we are up until 4:00 o'clock in the morning thinking, "Why, why, why!" We have that emotional connection to things and men generally don't address things in an emotional matter even though we are logical thinkers, I am not saying we are not. I think in general we have our emotions which are a part of who we are and it affects our decision making. Yeah, they do view things differently than we do and respond to things differently than we do. I think that is a realistic setting whether bad or good, but I think that is the way it is.

From the conversations about internalization of antisocial behavior experienced by females as discussed by Michelle, Nancy, and Jacqueline, Monica enhanced the discussion by including how she observed the differences between how females and

males reacted to antisocial behavior:

Women normally hold on to the grudge longer and will form little cliques. Men just go about doing whatever they have to do and just shrug their shoulders and will probably, that I have seen, just say “don’t do this” or just voice their opinion; there is no hedging which we normally do- we hedge or just let it stew. I think that is the biggest different between the two...

Concluding the discussion of internalizing antisocial behavior through the lack of communication, Olivia felt that women spend a lot of time thinking about how coworkers treated them when they failed to communicate with each other unlike their male coworkers. Speaking in a low voice she explained:

I don’t really think men, if somebody didn’t speak to them, would internalize that at all... Women take it and personalize it and think about it, “Why didn’t she talk to me!” You know it could be that they are just not a morning person and that was part of the things in the mornings and I would say, “Good morning!” and she would say, “good morning.” But she is not a morning person and you know when she said that she was not a morning person and I thought that I took it personal and she just didn’t want to say hey. So, you know, its communication...it’s all about communication.

In addition to the differences between females and males in the workplace, race is another influence on antisocial behavior between colleagues.

How Race Impacts Responses to Antisocial Behavior

Deborah described how African American and Caucasian coworkers responded differently to antisocial behaviors from others:

I think I would be able to answer how they could handle it, but I...I think African Americans would be more aggressive and assertive in handling it and I think that white people or Caucasian people are more likely to let it simmer and brush it off, but be mad inside. I think an African American would approach it more head on, maybe not at the moment it happens, but later on. But me, I don’t take things by the horns and I’ll let it simmer and talk about it later if I want to otherwise, I will just forget about it. I went to the principal and spoke to him about a concern and it bothered me to go and talk to him straight up, but I felt like it was important.

Departing from Deborah's explanation of how races respond to antisocial behavior, Lesley described how each race in the workplace had different perceptions of what constituted antisocial behavior:

I think sometimes the different races will take that and take a behavior as a racial behavior. Like they will say, "That is what we do." I have heard that before from different races and some of the people around here will speak that way. They will say, "That is what Black people do" and they will say that to me and explain it to me; whereas, others will not take the time to explain, but some of the Black people don't like some of the things the antisocial people do either and they will express that.

Unlike Deborah and Lesley, Monica's discussion included her experience of how Caucasian faculty members are perceived by African American faculty members. Monica said that African American faculty members often perceived that Caucasian teachers were racist when they expressed displeasure to ideas or situations. She believed division existed in the workplace among both races because of this perception:

That takes a little bit of a change...I think sometimes we are, as the white faculty members, sometimes are hesitant to say anything because we are perceived by some people as being racist if we comment about "I don't think that is right". So I think there is a silent division and there is not that honesty between one race to another sometimes of the conflict that might arise.

Like Monica, Susan also experienced a situation on her team where the new members perceived there was a racist attitude from the original members of the team. Susan said the perception of racism may be linked to different styles of communication:

Someone is new and they come into a situation and they are of a different race then that is the first thing the new person thinks and we sit there trying to figure out if we said something, done something...

Though race had an impact on antisocial behavior, another influence identified by participants on collegial relationships included the relationship between veteran and

novice teachers.

Perceptions of Antisocial Behavior by Novice and Veteran Faculty Members

As a newer faculty member, Kate observed many veteran staff members at her school exhibiting negative behaviors toward other faculty members. Kate chose to avoid those faculty members when those behaviors occurred:

I don't know if this is a good word, but definitely some snottiness maybe. Some people who have worked here for a long time and know other people, and you know things like that certain situations happen at school and I notice that certain people say certain things and not anything that I care to take part in and I tend to stick to myself when this takes place.

Michelle, another novice teacher, agreed with Kate that novice teachers were often ignored by veteran teachers and the topic of negative conversations. As she spoke, her voice raised in volume and she said "If you are a new teacher they are not lining at the door to help you...And then they were going to talk about her because of the product that was put out...that is antisocial behavior at its worst!"

According to Michelle, teaching longevity influenced an increase in negative influence and power based on her comment: "If you have been here a long time, you feel you can voice things the way you want to say it has more power than what someone else might say."

Like Kate and Michelle, Richard described his experiences with veteran teachers and how many were unwilling to try new approaches to learning. Richard said that he was often dismissed and excluded because he was a new teacher:

I think the veteran teachers because I think it is the way they were taught to approach education and the way they were taught to approach lesson planning. When lesson planning, you say, "let's look at the test first" and they say, "I have a file for this and I have a file for this." All of the sudden the focus is off of what

they should be learning and it's, "I have this so let's use it." As more of the newer recruits come in and stay past their five year, what everyone calls the critical period, that mentality will start to change with we have got to start here. We can start with the file and the folders, but you still need to keep the goal in sight...this is what the child should be able to do. You don't have to use everything in your folder to help that child reach his goal and then some. If a child needs enrichment, you can still pull from that folder, but keep that goal in sight of what that child needs to be doing and how exactly you will assess it.

Unlike Kate, Michelle, and Richard, Lesley, a 30 year veteran, expressed that she did not feel close to the newer faculty members which has created some difficulties in the way they work together as a team:

There are only a few that are left that were here originally. Plus, I am an older teacher and there is a younger group and sometimes I think the older versus the younger...although I pride myself on fitting in with the younger because I don't act my age people tell me... I pretty much fit in with every group in that respect, but there are some things in which I feel my age because I am traditional in a lot of my methods and I don't agree with a lot of the or some of the...well not a lot, but some of the new things that are happening. There are some things that I am very traditional in, um, but for the most part I get along pretty much with everyone, but I am not tight with them...I guess you would call it.

In continuing the discussion on the relationships between veteran and novice teachers, Olivia added another layer to the discussion. She noticed that there was a lack of camaraderie and the ability to share since new staff members had joined her team:

Personalities have changed, now members have moved in... A member is now in second grade and another member is in third grade. Last year, everyone, well it was just hard to bring us together. There was some friction between certain people and it was very hard for us grade level wise. The administration would sit in on our grade level meetings so it wasn't like sharing information like you know, "I've done this before, this is great and this is what we are going to do." That type of thing and our strengths are so much on our grade level that if we combine strengths we could do unit planning and we could do so much more than what we are doing. In fact today, one of the members of our family or team knew how to or had done a little worksheet or check off sheet for the progress report and I said, "I wished you had shared that." and she said, "I just did it today." So, you know, if we had shared ideas then I just feel that people are left out and

others...it would just benefit everybody, you know! So, it is a strange combination.

Olivia felt that as an older teacher she was often excluded by younger faculty members and left out of their social interactions. She informed the researcher "The majority are younger and they don't want me...I don't think we are in the same phase of life."

Dissimilar to the opinion of Lesley and Olivia, Candace, another veteran teacher, conveyed that she enjoyed working with novice teachers rather than veteran teachers. Candace felt that novice teachers were open to new ideas and dialoguing about those ideas more so than veteran teachers. Candace spoke of her experience with a new teacher and how she felt that he had not received support from his colleagues which led to his attrition from the workplace:

I would say that because the young people that haven't been long removed from college and student teaching know that they don't know everything. So, they are more open to doing things different. I had a sad incident last year of a brand new teacher who came out of college and he was in a trailer which was bad and he had a very difficult class. He was open to change and help, but when it came down to having to be firm, keep the rules every day, and be consistent, he couldn't follow through with that and so he was not renewed. I felt guilty about that because he was a brand new kid and our school is not an easy population, but I thought since he had student taught in another town and that was a similar population and he could handle it. He was open to it and he would try things, but he would not follow through. But other new people, they are my favorite ones to work with because they are more moldable per say...they are very open to help because they know they are in deep and they will try anything.

Candace expressed that veteran teachers were resistant to change and that led to unhappy workers who exhibited antisocial behavior toward colleagues:

I think that change is very difficult. People for whatever reason get stuck in their little way of doing things and you know how it is when anything new rolls out it is just a big disaster and people don't like change. Well, to me, if you don't like change then you can't handle this career because education is nothing but change. It's every day, every hour, and every minute. That is just the way it is, but a lot of

people and I have noticed the longer you are in education the more you become resistant to change.

In contrast to Lesley's experience, Eve, another veteran teacher, expressed her views about antisocial behavior from a former veteran teacher perspective. Eve explained that she did not need a mentor when she first joined the team, but the veteran teacher wanted her to follow in teaching methods. When Eve refused, the team was greatly impacted by the lack of collegiality:

She was just used to everyone lining up behind her and quaking like a duck. At that point, I had been teaching for 14 years and I didn't need a mentor like the first year teachers had and I think she was offended that I did not get behind her and do everything like she did and she was an awesome teacher and I looked up to her and I think that caused a lot of dissention and it was just a really ugly year and people would come up to me from other grade levels and say, "what is up with your team?"

In previous discussions by participants, gender, race, and the culture between novice and veteran teachers were identified as having a direct impact on relationships between colleagues. These factors, along with perceptions of victimization and experiences and the exhibits of antisocial behavior, were major influences in creating antisocial behavior among faculty members.

There were very interesting connections identified from the conversations in this data. From the participants' reflections on the differences and similarities through the experiences, encounters, insights, understandings, and exposure to the issue of antisocial behavior in the workplace, the researcher was able to discuss the elements that stand out from the data, powerful responses, and comments that stood out from participants.

Looking at the data from teacher demographics, the researcher found that the responses from participants from school *A* seemed to indicate there was a higher level of

antisocial behavior from colleagues than participants from school *B*. Veteran teachers responded that they had experienced more antisocial behavior from colleagues than novice teachers. The researcher found that the male participant and eight female participants experienced the most antisocial behavior from female colleagues. From the four African American participants in the study, only one participant, Nancy, said that she was unhappy in the workplace and wanted to leave. Out of the six veteran Caucasian teachers, two teachers, Lesley and Monica, wanted to leave the workplace. One veteran teacher, Candace, said that she did not want to leave the workplace, but wanted to change positions so that she would have less contact with teachers. The researcher continued to analyze the data from participants' responses of victimization.

From participants' responses of victimization, the researcher found that nine participants felt comfortable in their workplace and three participants felt uncomfortable. There were two veteran teachers, Susan and Olivia both from different schools, who articulated that relationships were very important to them. Together, they found antisocial behavior was a new phenomenon that they had never encountered in their workplace until recently. One teacher, Nancy, was passionate that she had been a victim of antisocial behavior and she was treated differently from her other colleagues. Out of all the participants, Nancy felt that she was targeted because of her race and her level of education. Another participant, Richard, felt that he had been a victim of antisocial behavior because he lacked the same style of communication as female colleagues. Another insight from the data included two participants, Lesley and Olivia, who found that test scores have helped to create a competitive atmosphere where teachers refused to

work together. Following the analysis of victimization, the researcher focused on the unique responses on participants' experiences and exhibitions of antisocial behavior. Out of the 12 participants, three participants, all from school *B*, said that they had not personally experienced antisocial behavior. These participants were: Deborah, Kate, and Michelle. Only one participant, Deborah, seemed to be an anomaly as she expressed that she did not believe that antisocial existed in her school workplace. There were nine participants who felt negatively about people who exhibited antisocial behavior; however, three participants, Richard, Eve, and Kate felt that teachers were not to blame for their behavior. Three participants: Nancy, Lesley, and Kate, were the only individuals who believed they had not exhibited antisocial behavior while the other nine teachers felt they were guilty of this type of behavior.

When asked to identify how prevalent antisocial behavior was in the workplace, only Eve said there was a small amount. Two teachers, Monica and Nancy felt that antisocial behavior had a great impact and an influence on their relationships in the workplace. When describing the influences of antisocial behavior in the workplace, the common themes expressed by participants included stress, negative school culture, isolation, miscommunication, and the number of years teaching. In addition to describing the causes of antisocial behavior, the participants identified the results of antisocial behavior in their workplace. Those frequently mentioned themes included: attrition, absenteeism, lack of productivity or job motivation, isolation, low morale, and a negative work culture. After analyzing the responses from the experiences of participants and the exhibition of antisocial behavior, the researcher examined the responses from participants

on gender, race, ethnicity, and culture.

Gender was identified as a major theme from the participants' responses. The individuals in the study recognized that the elementary school workplace was mostly made up of females who internalize inappropriate behavior more than their male counterparts. Another insight from participants included the dichotomous communication style between females and males. Three participants: Jacqueline, Nancy, and Richard, felt that women communicate through emotions while men tend to be more logical. Another theme identified by participants was race. Deborah found that African Americans were more assertive in handling antisocial behavior while Caucasians avoided dealing with antisocial behaviors. There were several participants—Lesley—Monica—Kate—and—Nancy, who felt that race, had an impact on antisocial behavior. A surprising theme that emerged from the data was the relationship between veteran and novice teachers. Two veteran teachers, Lesley and Olivia, felt they had experienced antisocial behavior from novice teachers; however, by contrast, Eve and Candace, two veteran teachers, felt that they had experienced antisocial behavior from other veteran teacher. The three novice teachers, Kate, Richard, and Michelle, all agreed that they had experienced antisocial behavior from veteran teachers. The results of the data analysis show that gender, race, and the cultural clashes between veteran and novice teachers have a direct impact on collegial relationships. Through the data collection and analysis processes, the researcher had the responsibility of engaging in procedures that ensured that the themes that emerged demonstrate quality.

Evidence of Quality

Creswell (1998) found eight verification procedures which assist the researcher in maintaining the quality of data. Although Creswell recommended researchers employ at least two of these techniques in their study, this study used four of these procedures: clarifying researcher bias, triangulation, member checks, and rich, thick description to verify the quality of the data for this study (Creswell).

During the data collection procedures, a journal was used to record feelings regarding the phenomenon of antisocial behavior. Writing about thoughts and feelings allowed the processing of emotions experienced and to uncover and release any biases that existed throughout this study (Hatch, 2002). From the journaling process, those aspects of the experiences were released during the data collection and analysis that were biased-based.

The method of triangulation or the use of numerous and diverse sources to expose a theme or point of view was incorporated (Creswell, 2003; Golafshani, 2003; and Onwuegbuzie & Leech, 2007). The procedure of triangulation was utilized to test the validity or the effectiveness of the different data collection sources. Triangulation occurred as the study included 12 faculty members from two elementary school sites in North Georgia. The different data sources for this study included the use of a singular protocol scenario, open-ended prompts and participant reflections.

Following the data collection process, member checks were provided by sending the participants' responses to the singular protocol scenarios and interviews to all the participants for their review. The participants were allowed to make changes or enhance

their responses. A follow up interview was planned if needed, but the participants' reactions indicated that they all agreed to the response provided during the data collection procedures.

From the data collected, rich, thick descriptions were provided from the interviews of the participants. Adding participants' comments provided depth to the study and afforded credibility to the data. Creswell (1998) found detailed descriptions enlightened the reader so that the information can transferred to other settings because of its collective characteristics. These four procedures throughout the data collection and data analysis phases illustrated evidence of quality.

Section 5 encompasses an interpretation of findings, implications for social change, recommendations for action, and reflection on the researcher's experience with the research process.

SECTION 5:

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This final section provided a description of the phenomenon followed by a general overview of the purpose, problem, research questions, and methodology of this study and then an interpretation of the findings. In addition, there was a discussion of the impact on positive social change, reflections for future studies, recommendations for actions, and further study. Section 5 also comprises a summary of the overall research process, which includes attention to identifying personal biases, preconceived ideas, and a paradigm shift based on the outcome of this study. The final portion presents conclusions about the study.

Overview of the Study

The problem addressed in this study is that there was scarcity of scholarly literature that concentrated on the issue of antisocial behavior among elementary faculty members; therefore, the purpose of this phenomenological study was to explore the perspectives of faculty members who have experienced antisocial behavior in the public elementary school setting. Although much research has been conducted on collegiality in the school workplace (Adam, 2004; Bruno, 2007; Ma & MacMillan, 1999; Marzano, 2003; Mayer, 2003; Phillips & Wagner, 2003; Pearson et al., 2005; Reynolds, Murril, & Whitt, 2006; Sinclair, Martin, & Croll, 2002; Waggoner, 2003), there was a noticeable lack of attention in the larger body of scholarly research regarding the impact of

antisocial behavior on collegial relationships in the elementary school workplace because antisocial behavior has not been recognized as a problem in the school workplace.

Although the issue of antisocial behavior was not examined in the elementary school setting, it was researched in other non-school related industries. Barden and Distrito (2002), Pearson, Andersson, & Wegner (2001), and Woefle (2007) found that antisocial behavior was evident among professionals in the medical field. Cortina, Magley, Williams, and Langhout (2001) discovered that federal court employees believed they had experienced antisocial behaviors in the workplace. Pearson & Porath (2005) interviewed executives from organizations in the United States and Canada and discovered that antisocial behavior caused job satisfaction to decline and reduced organizational loyalty. Ambrose, Huston, and Norman (2005) interviewed university faculty members regarding the reason why they left their jobs. A primary response for attrition was the lack of collegiality in the workplace. Although antisocial behavior existed in these industries, which have been thoroughly researched, the subject of antisocial behavior in the elementary workplace has not emerged. This research study was designed to open the door for greater discussion of resolving this problem.

The contribution made in the current study was generated by answering the following research question: How, if at all, do participants perceive antisocial behaviors as affecting their collegial relationships? The goal of the phenomenological approach was to explore the impact of antisocial behavior on collegial relationships from the perspective of those participants who experienced the phenomenon.

In exploring the perception of antisocial behavior on collegial relationships in the public elementary schools, a detailed phenomenological research approach was chosen because it captured the richness, depth, and breadth of the experiences of the participants (Hatch, 2002). This construction guided the collection of the data through three identified data collection methods. This approach was uniquely associated with the study's connection, which represented the foundation of the extensive data that emerged from this study. The three data collection methods were the descriptive experiences of each participant through tape recorded open-ended prompts, singular protocol scenarios, and participants' reflections from the open-ended prompts and singular protocol scenario. The data collection process formally began when the participants were selected from a list of teachers provided by the principals of two elementary schools. The participants included 122 teachers chosen using purposive sampling.

From the purposive sampling, the intended participants who responded to the volunteer request became the sample size pool. There were 12 participants chosen from the two school sites that became the formal sample size. The participants included five teachers from the primary school site and seven teachers from the secondary site. There was one teacher who volunteered to participate from the secondary elementary school site, if a participant decided to drop out of the study; however, no participants withdrew from the study. From the researcher's exploration of the impact of antisocial behavior among collegial relationships, data is collected, identified, and discussed in the summary of the findings.

Summary of Findings

Data were collected through open-ended prompts (interview questions), singular protocol scenarios, and participants' reflections of the open-ended prompts and singular protocol scenarios. The open-ended prompts included 11 questions (see Appendix E). These questions represent the formal interview questions. The singular protocol scenarios asked the participants to describe how they would react to a colleague's workplace behavior. And, the participants' reflections represented a review of the participants' transcripts, in which each participant made changes, if any, to the respective transcript (see Appendix D). These three data collection tools addressed the central research question: How, if at all, do participants perceive antisocial behaviors as affecting their collegial relationships? The following initial outcomes emerged from the teachers' responses to this central research question. This central research question emerged from the data.

Participants' responses to the open-ended prompts, singular protocol scenarios, and review of transcripts, provided the following categories for this study: atmosphere of school; environmental issues; gender; antisocial behavior; race; relationships between original and new teachers; and victimization. From these categories, the following themes surfaced as having a direct impact on teacher collegial relationships because they often produced antisocial behaviors among faculty members: absenteeism, leadership, cliques, competition, gossip, lack of communication, shunning, feelings of stress, and time limitations. These themes were identified by participants as having an impact on teacher's experiences of antisocial behavior in the workplace.

The study found that, although the majority of participants felt comfortable in the workplace, their responses indicated that they experienced antisocial behavior. One third of the participants interviewed indicated that they were considering leaving the workplace or changing jobs within the school workplace because of antisocial behavior. Teachers at school *A* indicated that they experienced more antisocial behavior than teachers at school *B*. Veteran teachers responded that they experienced more antisocial behavior from colleagues than novice teachers. Through the emergence process, this study revealed that the one male participant and eight female participants experienced antisocial behavior from female colleagues. One African American colleague wanted to leave the workplace, and two Caucasian colleagues wanted to leave the workplace. One Caucasian teacher did not want to leave the workplace but wanted to change positions. These participant responses represent the daily struggles with antisocial behavior in the elementary school workplace.

Three participants expressed that they had not experienced antisocial behavior, but observed other colleagues experiencing it in the workplace. Out of the 12 participants, three felt that they had not exhibited antisocial behavior in the workplace. When the participants were queried regarding the major influences of antisocial behavior in the workplace, the common themes of focus were: stress, negative school culture, isolation, miscommunication, and number of years teaching. In addition to describing the causes of antisocial behavior, the participants identified the results of antisocial behavior in their workplace. Those frequently mentioned themes included: attrition, absenteeism, lack of productivity or job motivation, isolation, low morale, and a negative work culture.

In addition to these themes, the research uncovered a common theme that existed among participants: gender.

In response to gender, the participants indicated that gender was a common theme that encouraged antisocial behavior. Participants believed that women made up the majority of workers in the elementary workplace and most of the antisocial behavior that emerged may be a result of their internalization (emotional ownership) of inappropriate behavior and lack of communication. Although one male teacher decided to participate in the study, he concurred that female teachers were the source of the majority of antisocial encounters among faculty because communication among male teachers in his school was limited based on his observation.

Another theme was race, which had an impact on how people addressed antisocial behavior. Both Caucasian and African American teachers interviewed by the researcher agreed that the races responded differently to antisocial behavior exhibited by their colleagues. Their perceptions of the antisocial behaviors from coworkers often caused racial division in the workplace among colleagues.

A surprising theme that emerged was the disparity between veteran and novice teachers. The responses from novice teachers included they had experienced antisocial behavior from veteran teachers, and veteran teachers expressed they had experienced antisocial behavior from both novice and other veteran teachers. The responses from novice and veteran teachers in this study, in addition to the themes of race and gender, represent some of the details that exist from the main research question as well as additional questions addressed in the interpretation of findings.

Interpretation of Findings

The main question that guided the research was: How, if at all, do participants perceive antisocial behaviors as affecting their collegial relationships? Subsequent questions sought to understand how antisocial behavior impacted collegial relationships in the elementary school workplace:

4. How, if at all, do participants perceive they have been victims of antisocial behavior in the school setting?
5. How, if at all, do participants perceive they have experienced or exhibited antisocial behavior in the school setting?
6. How, if at all, do participants perceive gender, race, ethnicity or culture has a role in antisocial behavior in the school?

Based on the results of the data collected, several conclusions were extracted from this study:

1. Antisocial behavior existed in the elementary school setting where in teachers perceived they were victims of this behavior by other colleagues. With regard to the antisocial behavior, there were two themes that emerged that had an impact on collegial relationships: the themes of leadership within the school and the formation of cliques. In addressing the leadership concerns, educators in both schools felt that favoritism exhibited by administrators toward certain teachers created cliques, jealousy, and a negative climate within their school. The favoritism exhibited by the school leadership impacted the behavior of teachers and their interpersonal relationships with other colleagues. The existence of favoritism seemingly segued the formation of cliques in the

school setting. Monica offered an insightful perspective about the formation of cliques and their impact: “You are not comfortable with the person so you leave them out or it forms cliques. So there is division in the workplace.” This division represents an example of antisocial behavior that emerged from teachers’ perceptions of ill-treatment that they experienced in the school workplace. This experience is further exemplified through the voices of other elementary school teachers who identified that they both experienced and exhibited antisocial behavior.

2. Elementary school teachers experienced and exhibited antisocial behavior.

Candace said she experienced negative behavior on a regular basis from her colleagues: “They don’t make eye contact, sometimes they don’t even speak, no pleasantries in the hall, and that kind of thing.” In exhibiting antisocial behavior to colleagues, Deborah was very frank in her comments on exhibiting antisocial behavior to other colleagues: “Yes, sometimes I think I get passive aggressive. I’ll say something or roll my eyes when they are late and say, ‘Oh, they are late again!’ If they are late...I’ll kind of punish them for being late or something!”

A common thread among colleagues who experienced antisocial behavior was the feeling of isolation and disapproval from colleagues. Colleagues who exhibited antisocial behavior wanted to punish their colleagues for their unpleasant behaviors. These results are summarized below:

- Four participants from school *A* experienced antisocial behavior;
- Five teachers in school *A* identified circumstances in their workplace where they had experienced antisocial behavior from colleagues;

- Four teachers in school *B* identified circumstance in their workplace where they had experienced antisocial behavior from colleagues;
- All teachers at school *A* reported they had experienced antisocial behavior in their workplace;
- Only three teachers reported a positive experience with coworkers at school *B*;
- Four teachers from school *A* informed the researchers that they had exhibited antisocial behaviors toward their colleagues;
- Five participants from school *B* told the researcher that they had exhibited antisocial behaviors toward coworkers;
- One participant from school *A* recounted that she could not identify any instances of exhibiting antisocial behavior toward colleagues;
- Two participants from school *B* informed the researcher that they could not identify any instances of exhibiting antisocial behavior toward colleagues;
- Out of the 12 participants, three participants (all from school *B*) said that they had not personally experienced antisocial behavior;
- There was one participant that the researcher identified as an anomaly: Deborah is this participant. She represents this anomaly because she expressed that she did not believe that antisocial existed in her school workplace;
- There were nine participants who felt negatively about people who

exhibited antisocial behavior; however, three participants felt that teachers were not to blame for their behavior.

Because of the unique findings relative to the dichotomy between participants who experienced and exhibited (or not) antisocial behavior, detailed charts (see Figures 9 and 10) are provided which explore these results.

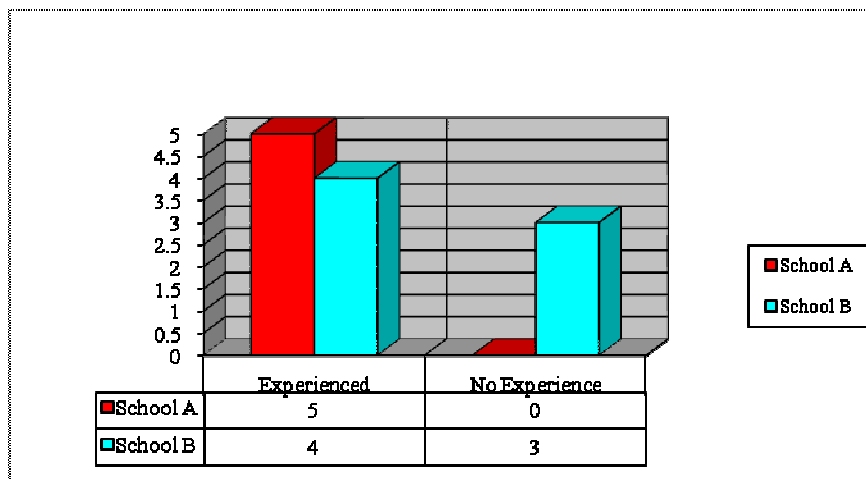


Figure 9. Participants Who Experienced Antisocial Behavior

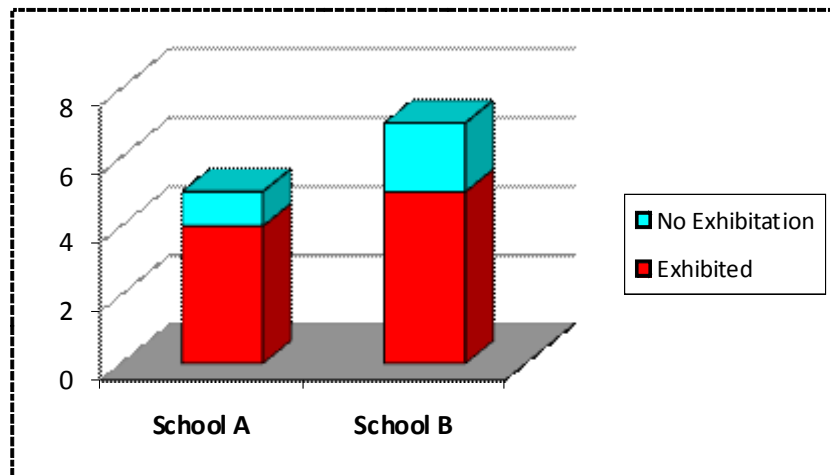


Figure 10. Exhibition of Antisocial Behavior

As figures 9 and 10 demonstrate, there were five participants from School *A* who experienced antisocial behavior; whereas, four participants in School *B* experienced antisocial behavior, and only three did not experience any antisocial behavior.

Accordingly, figure 10 addresses the outcome of participants who exhibited antisocial behavior. The findings are as follows: in terms of exhibited antisocial behavior, four participants in school A exhibited antisocial behavior with an increase of one (total of five) in school B. Only one participant did not exhibit antisocial behavior in school A, in addition to two who did not exhibit antisocial behavior in school B. The depth of these results as it relates to the experiences and exhibitions of antisocial behavior is equally important in the next theme regarding gender.

3. The results of the data revealed that the female participants expressed internalized negative workplace behavior from their female counterparts more so than from their male counterparts. Through the emerged data it was also revealed that the female participants expressed greater emotion in their style of communication. In addition to the demographics of gender influencing this study, race also emerged as an influential theme.

4. As this study evolved along the lines of demographics, the issue of race emerged as an influencing factor on how teachers reacted to antisocial behavior. The interviewees in this study disclosed how racial differences impacted teachers in both schools. This demographic revealed a difference in perspective among the two cultures of teachers. This demographic was also the final issue of this type addressed in this study. On a similar level were the influence of antisocial behavior on veteran teachers and the

importance of their role in this study.

5. Veteran teachers indicated they experienced more antisocial behavior from novice and other veteran teachers while novice teachers indicated they experienced antisocial behavior from veteran teachers. In examining the data from teacher demographics, this study identified the responses from participants of school *A* who seemed to indicate there was a higher level of antisocial behavior from colleagues than participants from school *B*. The expression of longevity was revealed through the veteran teachers who responded that they had experienced more antisocial behavior from colleagues than novice teachers. This concludes the discussion of the themes that emerged from this study. There were five themes that comprised the focus of this study.

The five emerged themes of this study that have impacted antisocial behavior provided both similarities and differences. The subsequent conclusions reiterate these similarities and differences and emphasize the relationships that exist in and among these themes. These emerged themes are examined and explored in the five individual discussions that have just been presented in this section of the study.

The first conclusion of this study was that participants indicated that they were directly impacted by antisocial behavior. The participants shared how the stress of the workplace from increased academic standards, conflict, and pressure from administration, staff, and students produced absenteeism and ultimately attrition from the school workplace. Even though these teachers were victims of antisocial behavior, nine teachers said that they were not going to leave the workplace. The data collected in this study did not indicate that antisocial behavior was a major determinant for colleagues' attrition.

In a review of the literature, Namie (2007) established that uncivil behavior produces loss of productivity, absenteeism, and worker turnover. Pagery (2006) found that the culture of the school had an impact on the attrition rates of teachers. Emerick, Hirsh, & Berry (2005) indicated that working in mutually respectful environments influenced teachers to stay in the workplace. Brill & McCartney (2008) determined that improving the school work environment improved attrition rates in schools. Also, Ambrose, Huston, & Norman (2005) discovered that the absence of collegiality influenced 99 out of 123 respondents in a study by researchers in a small private university thus the reason to leave their workplace. Pearson, Andersson, & Porath (2000) found in a study of K-12 teachers that 12% of the teachers decided to leave due to rudeness from other faculty members. The absence of collegiality, workplace absenteeism, and attrition are antisocial behaviors generated in elementary school settings that lack internal organizational balance. This may parallel the concept of systems theory.

The conceptual framework of systems theory described by Senge et al. (2000) and Senge, Scharmer, Jaworski, & Flowers (2004) compared the organization to that of the human body. The human body constantly replaces itself by creating internal organs and new skin on the extremities. The human body cannot operate without being continuously recreated each day. Like the human body, the school workplace must continue to mature, form relationships, and reconstruct itself to avoid the departure of its workers. Stress on faculty members produced by policies from the state standards, the district office, and testing requirements from No Child Left Behind, and school leadership created isolation,

conflict among coworkers, and a negative school culture. Senge (2006) found that the leadership of an organization impacted on relationships in an organization.

Participants communicated that the actions of leaders in the school influenced the inappropriate behavior of the teachers and produced a negative climate which fragmented teachers into groups or cliques. Researchers discovered in their research that the hierarchical structure of schools increased the probability of antisocial behavior among teachers. Pearson, Andersson, & Wegner (2001) found that hierarchical structures or organizations produced fragmented work environments. Fragmentation produced a negative culture in which rude and disrespectful behavior emerged because of unchecked antisocial behavior. The findings were related to the theoretical framework of systems theory (Senge, 2006). Systems theory operated on a premise that an organization was made up of relationships rather than fragmented parts like a machine. When individuals viewed an organization in parts, they failed to understand the connection between antisocial behavior and collegiality. To reduce antisocial behavior and encourage positive social behavior, school leadership applied systems thinking by encouraging team building to build trust, increase dialogue, and reduce hierarchical structures by increasing teacher decision making to build relationships and reduce cliques (Thornton, Shepperson, & Canavero, 2007).

Because teacher relationships were important in the elementary workplace, participants revealed that cliques often formed because teachers were divided into teams. Monica found in her school that, “you are not comfortable with that person so you leave

them out or it forms cliques. So there is division in the workplace.” Lesley discovered that her workplace had changed and included two separate groups of cliques:

When I came to this school, I was very comfortable because it was a tight group of people that started here when the building opened; however, most of those people have now left and there is a whole new group of people who have come to this building and now they are very tight, the new people have come in ...so therefore, it is almost like two groups of people.

Researchers have found that the way employees treat each other impacted their interactions with colleagues (Thau, Crossley, Bennett, & Sczesny, 2007; Pearson, Andersson, & Porath, 2000). Pomson (2005) established that teachers were reluctant to form close relationships and often isolated themselves from each other which created mistrust and isolation. With limited cliquish behavior among elementary teachers, Brunderman (2006) discovered teaching to be an isolated profession with limited communication.

Being on teams, elementary teachers indicated that they did not communicate or work closely with colleagues on other teams or grade levels which encouraged isolation and competition. According to Senge (2006), organizations forced workers to focus on their positions and not their ability to share responsibility for the results of the organization. Teachers became instruments to produce high test scores and a competition emerged that increases antisocial behavior. Lesley communicated that competition has emerged in schools because of the No Child Left Behind legislation of 2001. In a study by researchers at Harvard University, the researchers determined that No Child Left Behind reduced collaboration and time of commitment among faculty members. The enactment of the No Child Left Behind created social inequities which led to competition

among educators. Many teachers felt the pressures of No Child Left Behind and stated that standards have produced a competitive atmosphere where teachers want to stand out individually instead of working together as a team. Competitive environments often produced gossip where colleagues refused to speak to each other and went behind each others' back to express their feelings.

Gossip emerged as a concern for teachers in the elementary workplace. Richard, Michelle, and Nancy felt that gossip impacted collegial relationships and caused problems among team members; however, Kate believed gossip was not a major problem in the school workplace. Systems theorists such as Senge (2006), Lorenz (1979), and Wheatley (1994) found in their research that gossip has a far reaching affect on collegial relationships within an organization. Bruno (2007) discovered that gossip produced isolation and impacted collegial relationships negatively within the school workplace. When teachers began to isolate themselves from their colleagues because of gossip, there emerged a lack of communication or dialogue.

A lack of communication or dialogue was a reoccurring theme that participants believed emerged from gossip, competition, and cliques. As the lack of communication continued in the workplace, participants felt that they were being ostracized by colleagues on their team. Nancy expressed that she often experienced a lack of communication with her colleagues. Another participant, Richard, had the same experience from his teammates. On a wider scale, Michelle experienced a lack of communication between teachers of different grade levels. Cameron (2005) found that an organization without dialogue was unhealthy. In his research, Senge (2000) discovered

that communication or dialogue was an antidote for fragmentation and promoted healthy relationships. Reynolds, Murrill, & Whitt (2006) discussed the power that communication or dialogue had on creating systemic change on reducing antisocial behaviors in the school organization. The perception of teachers was that the lack of communication in the workplace produced shunning behavior.

Teachers expressed teams that once had been close experienced shunning behaviors from new team members. Lesley had been on a tight knit team for years, but since new team members were moved to her group she had been the victim of shunning. Reig, Paquette, & Chen (2007) found that a lack of communication existed among novice and veteran teachers which increased their isolation from one another. According to Fields (2008), shunning behaviors impacted collegial relationships among teachers. When antisocial behaviors go unchecked in the workplace, they often produced feelings of stress.

Cortina (2008) discovered that antisocial behaviors created stress among employees. Participants expressed that stress emerged from many different areas: time limitations; pressure from students, administrators, and parents; pressure from testing; and increased workloads enforced by No Child Left Behind and the 19th century industrialized model of school. Orfield, Sunderman, Tracey & Kim (2004) and Olsen & Sexton (2009) declared in their research that the No Child Left Behind Act has been associated with isolation, breakdown of collegial relationships, and the deterioration of workplace conditions. From a systems perspective, Senge (2006) found the 19th century industrial age structure of schools encouraged teachers to view coworkers as objects

rather than individuals which promoted blame among coworkers. Peterson (2002) discovered that workplaces in which blaming were common produced a toxic work environment. Rose (2007) believed looking at relationships from a systemic lens in the school workplace could replace the 19th century industrial age view of relationships. She supposed that the 19th century industrial age model was responsible for the standardization of schools which has produced stress which was amplified by time limitations.

Participants in this study found limited time for consultation was responsible for many of the antisocial behaviors they experienced in the school workplace. Eve repeated this belief in her interview when she stated that her hectic work schedule reduced the amount of time for teaching. Lesley expressed her disappointment in how her relationships with colleagues had been impacted by time limitations. Orfield, et al. (2004) conducted a research study among teachers in California and Virginia and the participants believed that No Child Left Behind limited the amount of time teachers spent cooperating with each other and created a negative work environment. Thornton, Shepperson, & Canavero (2007) suggested that viewing the school environment as an interconnected system of relationships could impact the infrastructure of team planning which improved collegiality among teachers. By promoting staff development, teachers were given more time to share ideas and the sharing of ideas allowed teachers to improve the culture of the school. Although there were some concerns with time restraints among teachers in the workplace this has not hindered some of the participants from matriculating in the classroom.

From their responses, 10 participants expressed that they felt comfortable in the workplace and did not indicate they would be leaving the workplace. There were two participants, Monica and Nancy, who felt uncomfortable in their workplace and expressed interest in leaving the workplace. Although Lesley felt comfortable in the workplace, she also expressed her intention of retiring or teaching in a private school. Researchers found that antisocial behavior produced a negative work climate which produced conditions that cause faculty members to leave the organization (Darling-Hammond & Berry, 2006; Emerick, Hersh, & Berry, 2005; Graziano, 2005; Gill, 2007; & Pagerery, 2006). Such transitions, however; did not seem to have influenced how antisocial behavior was experienced and exhibited in the school workplace.

The second conclusion of this research included experiences and exhibitions of antisocial behavior by participants in the elementary school workplace. Susan described experiencing shunning by new teachers on her team and how it has impacted their relationships. Another teacher, Lesley had the same experience with new teachers on her team. Richard, a novice teacher, experienced antisocial behavior from veteran colleagues on his team. He described the feelings he experienced from shunning by colleagues. Reig, Paquett, & Chen (2007) found a lack of communication often existed between novice and veteran teachers which created isolation between the two groups. Ahnorn (2008) and Kardos, Johnson, Peske, Kauffman, & Liu (2001) discovered in their research that a veteran culture of teachers lacked dialogue and formed their own groups. The novice teachers eventually began to dialogue and formed their own subculture which alienated the veteran teachers. In relation to the conceptual framework of systems theory, Senge

(Fullan, 2004; Senge, et al., 2000) discovered that the culture of a school was not static, but was always in the process of changing attitudes, beliefs, and values. To create a healthy environment, Senge introduced the leap of abstraction as a process where individuals must question how they arrived at the observable data before they act antisocially. Senge et al. (2000) found the more teachers believed someone did not like them the more they wanted to retaliate or exhibit antisocial behaviors to their colleagues.

From the data, nine participants responded negatively toward colleagues who exhibited antisocial behaviors. Only three participants, Richard, Eve, and Kate did not view colleagues negatively who exhibited antisocial behaviors, but felt there was a significant reason for their behavior in the workplace. When asked if participants exhibited antisocial behaviors in the workplace, nine participants gave examples of their inappropriate behavior. Two participants, Eve and Jacqueline, felt their antisocial behavior was from time limitations and always being in a hurry. Susan, Monica, Jacqueline, and Eve said that after they exhibited antisocial behavior, they were apologetic and felt sorry for their behavior.

Richard, the only male participant, believed his proclivity to withdraw from his teammates because he was uncomfortable which made him seem antisocial: Susan, Monica, Eve, Jacqueline, and Richard expressed that their antisocial behaviors were unintentional and were intended to hurt others; however, three participants, Candace, Michelle, and Deborah, stated that their behavior was intentional and were not intended to hurt others. Although these five participants exhibited unintentional antisocial

behavior, three participants did not.

There were three participants, Lesley, Kate, and Nancy, who felt they did not exhibit antisocial behaviors toward others. When asked how great antisocial behavior was in their workplace, eleven participants believed that antisocial behavior was prevalent in their workplace. Two participants, Monica and Nancy, felt there was considerable antisocial behavior in their workplace which had an impact on staff and students. One participant, Deborah, could not identify an example of antisocial behavior or its prevalence in her workplace, but felt that it was real. Pearson, Andersson, & Porath (2000) conducted a survey and discovered that 78% of American workers believed that antisocial behavior had increased in the last 10 years. Hoobler & Swanberg (2006) discovered in their research that 40% of organizations did not have policies to address antisocial behaviors in the workplace. In further research of the workplace, Woelfle (2007) found that there were few policies to protect workers from uncivil behavior, but reducing environmental factors that produced these behaviors was significant.

Following these descriptions of the prevalence of antisocial behavior in their workplace, the participants related environmental factors which influenced antisocial behavior. The common themes expressed by participants included stress, negative school culture, isolation, miscommunication, and the number of years teaching. Researchers found that antisocial behaviors had a rippling effect on relationships within an organization (Dion, 2006). When colleagues were constantly exposed to uncivil behaviors, they accepted that behavior as commonplace and a downward spiral occurred in the culture. This spiral included a reduction in productivity, poor working

relationships, and a negative culture (Bruno, 2007). Some of these themes were identified by participants in this study. They described several common results of antisocial behavior in the school workplace which included: attrition, absenteeism, lack of productivity or job motivation, low morale, and a negative work culture. When applying systems theory to an organization, Chance & Chance (2002) and Senge (2006) recognized that interrelations (stress, negative school culture, isolation, miscommunication, and the number of years teaching) between colleagues often caused changes (attrition, absenteeism, lack of productivity, low morale, and poor working environment). These changes directly impacted and influenced the organization as was revealed by Senge and Donaldson. Organizational impact often occurred through small changes that transpired within an organization such as email communication or colleague avoidance. These small changes had a direct or immediate impact on the organization such as the elementary school work environment. To this end, Senge (2006) and Donaldson (2001) posited that organizational impact involved four important components of influence:

- (1) Collegial relationships could be encouraged by adding staff development to promote dialogue and teach conflict resolution skills;
- (2) One might encourage team teaching to build trust and reduce antisocial behaviors;
- (3) One could create dialogue by holding team meetings among teachers;
- (4) It was important to reduce hierarchical structures by increasing teacher decision making.

The four components of influence within the third conclusion correlate with this study relative to gender.

The third conclusion of this study concerned gender. Because the elementary workplace consisted of a large population of women, participants believed gender had an impact on the amount of antisocial behavior in the school workplace. Both schools in this study had ten male colleagues and the participants believed that having high concentrations of female teachers was a formula for increased antisocial behavior in the elementary school workplace. Litwin & Hallstein (2007) found that female communication differed from the expected type of dialogue in the workplace. The researchers established that gender influenced how people perceived their coworkers' behavior in the workplace. Monica believed that women reacted differently to antisocial behavior than their male colleagues. She believed that men typically ignored antisocial behaviors from their coworkers while females allowed antisocial behavior to impact their relationships with coworkers. In systems theory, dialogue was distinguished as a solution for fragmentation and isolation among colleagues in the workplace (Senge, 2000; 2006). In this study, participants viewed the lack of dialogue and poor communication style among females as having an impact on antisocial behavior in the workplace. Reynolds, Murrill, & Whitt (2006) found that giving teachers an opportunity to dialogue produced a systemic change in the school environment which reduced antisocial behavior and isolation. When females were in the majority in the workplace, antisocial behavior took on a gender-specific nature. The positive dynamics associated with female communication can contribute to the remedy for resolving isolation. This third

demographic of gender and its correlation to communication as a tool for resolving isolation was similar to content to the fourth theme of race.

The fourth conclusion of this study focused on race and how teachers reacted to antisocial behavior in the elementary school environment. Deborah discussed how African American and Caucasian colleagues responded differently to antisocial behavior. Lesley added to the discussion on how people of different races viewed antisocial behavior in their own way. Susan believed the differences between races in viewing antisocial behavior was tied to the lack of communication. Researchers discovered that ethnicity and race had an impact on the perception of prejudice in the workplace (Operario & Fiske, 1999, as cited by Rudolph, 2005). These researchers also found that the more dissimilar race or ethnicity in the workplace, the greater the likelihood of coworkers becoming offended at their colleagues. Systems theory held the view that in order to understand the system, one must observe the way people act in the organization and treat each other. After observing these behaviors, systems theorists determined what the cause of the behavior was and took action to reduce antisocial behaviors through staff development, increasing dialogue, and teaching conflict resolution skills to faculty members.

The last conclusion incorporated the theme that veteran teachers experienced more antisocial behavior from both novice and other veteran teachers while novice teachers indicated they experienced antisocial behavior only from veteran teachers. Michelle, a novice teacher, found the longer teachers were in the workplace the more negative influence and power they wielded toward others. Kate, another novice teacher

concurred with Michelle's observation that veteran teachers seemed to be antisocial.

Although Candace was a veteran teacher, she felt that other veteran teachers acted more antisocially than novice teachers. Eve personally experienced antisocial behavior from another veteran teacher in her workplace. In contrast, there were two veteran teachers, Olivia and Lesley, who experienced antisocial behavior from new teachers on their team.

In a review of the research literature, a lack of dialogue was found to exist between veteran and novice teachers (Paquette & Chen, 2007). This lack of dialogue often encouraged teacher isolation and a division of the school culture. Anhorn (2008) and Kardos, Johnson, Peske, Kauffman, & Liu (2001) found experienced teachers formed collegial groups while beginning teachers formed their own subculture that alienated the veteran teachers. In this study, an interesting result that emerged was that experienced teachers faced isolation and lack of communication from other veteran teachers as described by Candace and Eve. Fluckiger, McGlamery, & Edick (2006) and Schlichte, Yssel, & Merbler (2005) revealed in their research that isolation was reduced when schools incorporated orientation, training and mentoring programs for beginning teachers. These researchers found that experienced teachers were open to collegial relationships and enthusiastic to support collegial relationships which reduced the isolation between veteran and novice teachers. In another study, isolation was reduced when teachers decided to take on leadership positions (Johnson & Donaldson, 2007). Jacobson (2007) found that veteran teachers who stayed in the field of teaching have reduced instances of isolation with their colleagues while Schlichte, Yssel, & Merbler

(2005) discovered that novice teachers who socialized and participated in activities with other teachers also have reduced instances of isolation with colleagues.

Collegial relationships within organizations may be revolutionized through the dialogue of the conceptual theory of systems thinking. Wheatley (1994) found in her research that in order for change to transpire among coworkers they must move from seeing themselves as separate to connected and from viewing their difficulties as caused by exterior influences to discovering how their own actions created setbacks in the organization. In systems thinking, antisocial behaviors such as the breakdown of dialogue or isolation create a culture of division in the workplace (Reynolds, Murrill, Whitt, 2006; Senge et al., 2000). While the necessity of seeking resolve to such antisocial behaviors led to some pragmatic tools that are addressed in this study, there was parallel necessity in identifying and discussing the implications for social change.

Implications for Social Change

The implications for social change were clearly established in the significance section of Section 1 and outcomes presented in Section 4. These implications were accordingly established through these applications: (a) establishing collegiality; (b) creating effective employee communication; and (c) fostering inclusionary school culture to reduce faculty attrition. The researcher expected that positive social change could be achieved in the elementary school workplace by exposing the problem of antisocial behavior among teachers. Although antisocial behavior has been studied extensively in the public and private sector, the author of this study discovered the lack of research on how antisocial behavior impacts relationships in the public school setting.

This study could assist practitioners in the field of education, school administrators, novice teachers, veteran teachers, community stakeholders, and future educators participating in teacher preparation programs to produce positive social change in schools by encouraging administrators and teachers to address antisocial behavior awareness through implementing conflict resolution training. This study was also helpful in addressing the lack of conflict resolution awareness in pre-service teacher training programs. Adding an effective conflict resolution component to pre-service teacher training allows student teachers to develop effective adult-to-adult communication skills, maintain collegial relationships, and increase awareness about the existence of antisocial behaviors in the school workplace among adult coworkers.

School administrators could be inspired by using this study as a rubric to gauge problems of antisocial behavior and its influence on teacher attrition and its financial impact on the school budget. In addition, college preparatory programs may look at incorporating conflict resolution training and communication skills into their curricula. In regard to veteran and novice teachers, this study could produce an awareness needed to reduce instances of antisocial behavior which perpetuate fragmentation among faculty members through the establishment of the learning organization. Systems theorist, Peter Senge, believed that creating a learning organization in schools reduced faculty fragmentation and encouraged the establishment of collegiality. Senge (1990) expressed the idea that a learning organization promoted the amalgamation of “thinking and acting in every individual”. In other words, when an individual was taught to think differently about the actions of his or her coworkers then he or she would begin to act differently

toward his or her colleagues. The awareness this study created for veteran and novice teachers who encountered antisocial behavior was further examined with additional insight relative to solutions in the discussion of research implications for practice.

Researcher Recommendations for Action

There were several practical recommendations for action related to the findings in this study. These recommendations encouraged school leaders to recognize that antisocial behavior was a real problem for schools which influenced fragmented relationships in the elementary workplace. To promote true change in schools, faculty members must identify that a lack of communication, attrition, gossip, cliques, competition, and shunning were symptoms of antisocial behaviors in the school workplace. In order to address these symptoms, schools must modify the infrastructure to produce collegiality and reduce antisocial behavior.

System theorists described changes to the infrastructure that could reduce antisocial behavior among teachers. One change suggested by this researcher included incorporating conflict resolution training among faculty members and pre-service teachers. Johnson & Indvik (2001) suggested that organizations should offer training on civil behavior and conflict management, create codes of conduct for employees, discuss appropriate workplace conduct at new teacher orientation, and establish zero tolerance for offensive behavior. Hoobler & Swanberg (2006) recognized that workplaces have been sluggish in creating policies or programs to prevent antisocial behaviors. Another method to reduce antisocial behaviors was identified by Minarik, Thornton, & Perreault (2003). The researchers found that when relationships were built between teachers they remained

in the profession. One such program that addresses conflict resolution skills among pre-service teachers was created by a group of professors at Temple University. The Conflict Resolution in Teacher Education project (CRETE) was designed to establish learning organizations in schools that increase teacher satisfaction and improve teacher retention (Jones, 2004b). The researcher believes that extending the CRETE program in Georgia may address the lack of conflict resolution training among pre-service teachers in the university system. In addition, the researcher has considered partnering with Temple professor, Trisha Jones, to encourage conflict coaching among faculty members to decrease antisocial behaviors and increase collegiality among faculty members (personal communication, 2010).

From a systems thinking perspective, teachers were given the authority to discuss complex issues and build relationships with colleagues who experienced antisocial behavior and create solutions for the organization. Researchers found a third method to decrease antisocial behavior in the school which included holding team meetings to increase dialogue among colleagues. Using dialogue to build collegial relationships created systemic change in an organization as teachers shared ideas of how to decrease antisocial behaviors in the workplace (Reynolds, Murrill, & Whitt, 2006). Viewing the organization systemically permitted teachers to become part of the solution for preventing antisocial behavior rather than waiting for some outside force to solve or prevent these behaviors.

Systems theorists concluded that reducing fragmented relationships promoted by the Newtonian Age Model of schools as improving dialogue, promoting collegiality,

creating staff development, and teaching conflict management skills. Systems theorist believed these recommendations serve a dual role: (1) they reduced antisocial behavior in the elementary school workplace; and (2) they were models or agents for incorporation in the broader work environment. To reduce antisocial behaviors in school, this study produced several recommendations based on systems theory for elementary school leaders and faculty members.

The problem of antisocial behavior and its impact on teacher collegiality was highlighted by the information and findings from this study. The first recommendation for action was that schools and teacher training programs needed to implement conflict resolution training and conflict coaching for faculty members and pre-service teachers. These trainings would be provided by trainers who partnered with CRETE and Temple University (personal communication, 2010). In addition, schools should offer follow up staff development training on civil behavior and conflict management, create codes of conduct for employees, discuss appropriate workplace conduct for new teacher orientation, and establish policies for offensive behavior.

The second recommendation for action was that school administrators should encourage learning organizations to increase collegiality, build a community of trust, and reduce antisocial behaviors. Increasing collegiality through establishing a learning organization granted the opportunity to formally practice values such as trust and model wholesome collegial relationships.

The third recommendation for action was that teachers commit to meet in teams to increase dialogue. In these team meetings, teachers shared their expertise and knowledge

to create change that reduced antisocial behaviors and increased collegiality. Through this knowledge sharing process, teachers actively engaged in listening and dialoguing their ideas to strength collegial relationships and reduce instances of antisocial behavior.

The fourth and final recommendation for action focused on minimizing the traditional Industrial Age hierarchical structure of school and replacing this model with inclusionary practices that promoted teachers becoming role models, mentors, and leaders within the elementary school setting. These inclusionary practices built trust, effective communication, and support among collegial in the elementary school setting. The four researcher recommendations provided for this study alter problems of antisocial behavior in the school workplace and could be strengthened by discussing recommendations for further research study. These recommendations are summarized in the following table.

Table 4

Researcher's Recommendations for Action

First recommendation	Implement conflict resolution training and conflict coaching to improve communication and conflict resolution skills among elementary school faculty members and future teachers.
Second Recommendation	Establish a learning organization in schools to increase collegiality, trust, and reduce antisocial behaviors among elementary school colleagues.
Third Recommendation	Elementary school teachers meet in team to improve dialogue.
Fourth Recommendation	Replace the traditional Industrial Age hierarchical structure of school by promoting teacher role models, mentors, and leaders.

Recommendations for Further Study

This qualitative phenomenological study was limited to one suburban school district in North Georgia. Further study on this topic of antisocial behavior and its impact on elementary teachers' collegial relationships should be conducted in middle and high school settings in the district, within the state of Georgia, and across other states using the 11 open-ended prompts and singular protocol scenarios to support the suppositions of this study.

Educational background, age, number of years in the workplace, demographics, degrees earned, subjects taught, and teacher education programs were not considered as a factor in this study. This study concentrated on teachers in the elementary school setting only. It may be valuable to consider other positions in the school setting and other grade levels to discover if antisocial behavior has an impact on collegial relationships on those positions. The study did not focus on the perceptions of antisocial behavior in the context of relationships with administrators, parents, or students by faculty members in the public elementary school. In addition it may be useful to research whether age combined with the number of years teaching makes a difference in how an educator perceives antisocial behavior's influence in the school workplace. Another fascinating future study may be to investigate the antisocial behavior of teachers who are preparing for a career in educational leadership to research if their behaviors were impacted by the relationship with their supervisors.

Though the data revealed that race and gender were influential factors on how teachers reacted to antisocial behaviors from colleagues, the researcher supposes that

educators may bring preconceived notions to their workplace that may impact their objectivity to form collegial relationships with their coworkers. This may be an interesting topic to explore in future studies. Expanding on the idea of preconceived notions, the investigator believes it would prove useful to examine veteran teachers who have suffered a prior traumatic event during their career. The study would focus on the influence of training and instructional programs on their perceptions of collegial relationships in the workplace. Another prospective study, which may evolve from this research, includes evaluating the effectiveness of professional development for teachers and administrators on managing conflict within a group setting. In contrast to examining the relationships of school employees, future studies may investigate the impact of antisocial behavior on the collegial relationships of school board members, a vital aspect of district success.

While the teachers in this study listed staff development training, team building, more time to meet as teams, and improved communication as four support programs to reduce antisocial behavior in the workplace, they did not give in-depth discussions about how these programs would improve collegial relationships. A more in-depth examination into the objective, substance, and framework of staff development training provided to teachers would provide more clarity about how teachers should respond to antisocial behavior in the workplace. Another fascinating topic to research is the impact of conflict resolution training and conflict coaching on antisocial behavior in the workplace and if it influences collegial relationships. The researcher believes a study on the impact of the

CRETE program on the perceptions of antisocial behaviors by pre-service teachers entering the education field would be an intriguing subject.

While antisocial behavior has not been recognized as an issue in the school workplace, its impact was a cause for concern in schools (Wagonner, 2003). Schools often dismissed antisocial behavior as trivial misconduct which produced a negative climate that created feelings of isolation, a lack of communication, gossip, shunning, and competition which caused teachers to leave the workplace (Darling-Hammond & Berry, 2005; Domagalski, 2006; Emerick, Hersh, & Berry, 2005; Gill, 2007; Graziano, 2005; Hall, 2005; Cortina, 2008; Lim, Cortina, & Magley, 2008; Pagerery, 2006; & Simmons, 2008). When educators left the workplace, students' academic achievement was impacted and schools were impacted financially (Cortina, Magley, Williams, & Langhout, 2001; Ingersoll, 2001). Based on research, the direct cost of teacher attrition equals \$11,000 per teacher which failed to include the costs of professional development, curriculum loss, and school specific knowledge, to replace one educator. At least 15% of K-12 teachers switched schools or left the profession which costs taxpayers \$5.8 billion annually (Graziano, 2005). Darling-Hammond and Berry (2006) estimated the cost of replacing a teacher who left the profession was between \$8,000 - \$48,000. Further study on this subject provided better understanding on how to help school districts to improve relationships while retaining their employees. This perspective of how this study can be used to strengthen employee relationships in the school work environment is further examined in the unique discussion of the researcher's reflections.

Researcher's Reflections

It is because of these varied encounters with antisocial behaviors that the perceptions from colleagues had an impact on the researcher's perceptions and relationships with them. In the past, the researcher found herself avoiding colleagues, refusing to communicate with them, gossiping about them, and giving them the cold shoulder. Her experiences in the past may have an impact on this study and discussing these biases created transparency (Creswell, 2007; Moustakas, 1994). In this personal reflection, it was important to disclose any researcher bias. In association with this epilogue, reflexivity was incorporated as a tool to address any biases of the researcher through compiling memos that clarified any feelings or thoughts that may have an influence on this research.

The researcher experienced several challenges throughout the research process, which included problems arranging the open-ended prompts and concerns with conducting the open-ended prompts. Although the researcher was enlightened during conversations with participants, a problem occurred in organizing the open-ended prompts with the participants. As it relates to conducting the open ended prompts, the researcher chose the phenomenological method because of its focus on examining the perceptions and experiences of the participants. The researcher wanted to utilize the experiences of the teachers as the rich emerging of the data which is most appropriately experienced through the phenomenological method. Although this is true, the researcher was startled by the difficulty in securing the open-ended prompts.

Before conducting the open-ended prompts, the researcher kept a journal of her experiences of antisocial behavior in the workplace so that she would not contaminate her study with her own biases. During the open-ended prompts, the researcher was careful to not include relationships with administrators, counselors, media specialists, school nurses, parents, or students in the responses. Also, confidentiality and ethical treatment of participants was a high priority of the researcher. The researcher also informed the participants that participation in the study was voluntary and they could withdraw from the study at any time. If they chose to withdraw, participants were assured that there would be no penalty or harmful treatment from the university or the school district.

The researcher did not supervise or directly work with any of the participants in the study. The researcher knew several of the participants from previous encounters with them in other work related settings. The researcher was aware that having a relationship with some of the participants may impact the study. There was a great possibility that the participants who volunteered for this study might be those who felt strongest about antisocial behavior in the workplace which may have an impact on this study. In addition, the culture and environments of the different schools within the district might have an impact on this study.

As a result of the study, the researcher changed her thinking on several points. First, the researcher realized that veteran teachers were more vocal in expressing their antisocial behavioral experiences with other colleagues than were novice teachers. Second, the researcher was a little surprised that some participants felt that they had not experienced antisocial behavior in their workplace. Third, it was also interesting to the

researcher that two participants had never experienced antisocial behaviors until the previous year. Even though the majority of the participants experienced antisocial behavior, they felt comfortable in the workplace and did not want to leave. These observations identified by the researcher coincide with some of the insights and themes discussed in this conclusion.

Conclusion

The insights and themes that emerged from this phenomenological study were self-described perceptions and interpretations provided by the participants in this study. The majority of the teachers in this study felt that antisocial behavior existed in the school workplace and impacted collegial relationships. In addition, teachers believed that staff development, team building, more time to meet as teams, and improved communication were support programs to reduce antisocial behavior in the workplace. The results of the data collection and analysis pointed to several reoccurring themes: antisocial behavior existed in the elementary school setting and teachers perceived they were victims of this behavior by other colleagues; antisocial behavior had an impact on collegial relationships; elementary school teachers experienced and exhibited antisocial behavior; gender had a significant impact on the amount of antisocial behavior in the school workplace because the elementary workplace consisted of a large population of women; race impacts how teachers react to antisocial behavior; veteran teachers indicated they experienced more antisocial behavior from novice and other veteran teachers while novice teachers indicated they experienced antisocial behavior from veteran teachers.

This study was designed to uncover and address unresolved issues of antisocial

behavior in the elementary public school. In doing so, through the emergent nature, these issues of antisocial behavior were identified and addressed. This process opened a venue for discussing strategic solutions to these issues and examining the need for future studies that will enhance the conclusion that emerged from this phenomenological research.

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APPENDIX A:

Participant letter of instructions for completing the study

Dear Elementary School Faculty Member:

I would like to express my gratitude to you for agreeing to participate in my study. This letter will provide all the instructions you will need in order to participate in the study.

1. Prior to participating in this study, you will receive a formal participation packet, which includes this letter, a consent form, a biography about me, and a self-addressed stamped envelope. Please read the consent form carefully and if you agree to participate, please sign and return the consent form to me in the provided self addressed stamped envelope within 48 hours. If you have any questions about this study, please feel free to contact me via phone or email. If I do not receive your consent form within one week, I will contact you with a follow up phone call or email.
2. After receiving your consent form, I will call or email you to set up a 60-90 minute interview in which you will answer 11 open-ended prompts. The location for this interview is your choice. Your interview will be tape-recorded and you will be assigned an alias to be used throughout the study.
3. Before our interview meeting, I will send you an email with instructions on how to open a password protected document, which contains a singular protocol scenario. Once you complete answering the singular protocol scenario, you will email it back to me within 72 hours.
4. Following the completion of your interview and singular protocol scenario, you will receive a completed transcript of your responses. Please review your responses on the transcript and make any necessary corrections. Please send the corrections, if any, to me within 48 hours.

Sincerely,

Cynthia Morton

APPENDIX B:

Cynthia Morton Biography

Cynthia Morton was a classroom teacher for nine years, a professional school counselor for nine years, a licensed mediator for five years, and a licensed professional counselor for four years. Currently, she works as the lead high school counselor at Salem High School with students in the 9th and 10th grade. Outside of her work in the classroom, she is the chair of the Association for Conflict Resolution Education Section where she is coordinating an international Youth Day initiative for student mediators in Atlanta. Cynthia is the mother of three children and a wife of 23 years who has worked and lived throughout the state of Georgia. Through the practicing of her faith, she believes in a strong family value system that connects with her work as an educator. As an educator, she subscribes to the constructivist educational philosophy which posits that people learn best through aligning past experiences with current information.

APPENDIX C:

Singular Protocol Scenario Instructions

Dear Elementary School Faculty Member:

First, I would like to express my appreciation to you for agreeing to participate in my doctoral study. The purpose of this letter is to instruct you on how to complete the singular protocol scenario for this study. The singular protocol scenario will be sent to you via email on a password-protected document. You will find the password at the bottom of this letter and you should type the password provided below to access the document.

Please complete this scenario question and return it to me by email within 72 hours. I have not heard back from you within 72 hours, I will contact you via email as a friendly reminder.

Directions:

Out of the three scenarios, please choose one scenario, and give an explanation of how you would respond to the person in the scenario. In addition, how would this impact your professional relationship with this person?

Password
Rockdale

If you have any questions, please feel free to contact me.

Cynthia Morton

APPENDIX D:

Singular Protocol Scenarios

Out of the three scenarios, please choose one scenario and give an explanation of how you would respond to the person in the scenario. In addition, how would this affect your professional relationship with this person?

1. You are standing in line at the faculty copy machine waiting behind a long line of people. When it becomes your turn to copy your information, the person ahead of you grabs his or her stuff and exits quickly. It becomes clear to you that that colleague left a paper jam in the copy machine for the next person in line to fix.
2. During a staff development training session, you are sitting between a group of colleagues who are making lunch plans. As they are discussing lunch plans, they ignore you and do not include you in their plans.
3. A colleague asks you to cover his or her hall duty so he or she can finish running some copies. You agree on the condition that he or she will return the favor and cover your hall duty station for you in the next week. When the time arrives, the colleague tells that you he or she would normally be glad to meet his or her obligation, but he or she is swamped with paperwork.

APPENDIX E:

Open-Ended Prompts

1. How comfortable are you in your workplace?
2. How would you finish this sentence? The workplace is....?
3. What type of behaviors from your colleagues have you experienced in the workplace? Are there some examples you want to share?
4. How do you believe that females and males perceive antisocial behavior differently? What behaviors do they perceive as antisocial?
5. What impact do you think different races, ethnicities, or cultures have on how people perceive antisocial behavior in the workplace?
6. How do you know when you have experienced or exhibited antisocial behavior in your workplace?
7. What do you think of people who exhibit antisocial behavior?
8. What are two major influences of antisocial behavior in your workplace?
9. What are at least two major results of antisocial behavior in your workplace? If you have more, please feel free to share them, as well.
10. How prevalent do you believe antisocial behavior is in your workplace? How great do you believe is its impact?
11. Is there anything else you would like to add about your workplace and antisocial behavior?

APPENDIX F:

Confidentiality Agreement

CONFIDENTIALITY AGREEMENT

Name of Signer:

During the course of my activity in transcribing data for this research: “Antisocial Behavior on Collegial Relationships: Perceptions of Elementary Faculty Members”, I will have access to information, which is confidential and should not be disclosed. I acknowledge that the information must remain confidential, and that improper disclosure of confidential information can be damaging to the participant.

By signing the Confidentiality Agreement I acknowledge and agree that:

1. I will not disclose or discuss any confidential information with others, including friends or family.
2. I will not in any way divulge copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.
3. I will not discuss confidential information where others can overhear the conversation. I understand that it is not, acceptable to discuss confidential information even if the participant’s name is not used.
4. I will not make any unauthorized transmissions, inquiries, modifications or purging of confidential information.
5. I agree that my obligations under this agreement will continue after termination of the job that I will perform.
6. I understand that violation of this agreement will have legal implications.
7. I will only access or use systems or devices I’m officially authorized to access and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

Signature:

Date:

CURRICULUM VITAE

Cynthia L. Morton

Cynthia.Morton@Waldenu.edu**EDUCATION**

Ed.D. Teacher Leadership, Walden University, 2010
Ed.S. School Counseling, Georgia Southern University, 1998
M.Ed Social Studies Education, Georgia Southern University, 1994
B.A. History, Georgia Southern University, 1989

CERTIFICATIONS AND LICENSURES*Teaching Certifications:*

PBT Behavioral Science (6-12)
PBT Economics (6-12)
PBT Geography (6-12)
PBT History (6-12)
PBT Political Science (6-12)
S School Counseling (P-12)
S Teacher Support Specialist

Certifications:

Licensure Professional Counselor (State of Georgia)
Mediator (Georgia)

PROFESSIONAL EXPERIENCE:**8/2006-Present: Lead Counselor****Responsibilities include:**

- Supervising counselors and career center coordinator
- Conducting individual and group counseling
- Leading classroom guidance activities
- Academic advisement counseling
- Interpreting those PSAT, PLAN, and EOCT test results with students and parents
- Staff and parental consultation
- Peer mediation coordinator

8/2004-6/2006: Counselor, Houston County Schools

8/2003-6/2004: Counselor, Bibb County Schools

7/2000-6/2003: Counselor, Barrow County Schools

8/1999-6/2000: Counselor, Greene County Schools

8/1989-6/1999: Teacher, Screven County Schools

ORGANIZATIONS:

Past Chair of Education Section, Association for Conflict Resolution, 2009-2010

Peer Helper Chairperson, Georgia School Counselors, 2006-07; 2007-08

Board Member, Kennesaw State University Center for Conflict Management, 2008-2010

Board Member, Georgia Association for Conflict Resolution, 2010