Teacher Safety and Authoritative School Climate in High Schools

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Most research on school climate focuses on student well-being, with less attention on the safety of school faculty. The current study examined the relationship between an authoritative school climate (characterized by high levels of student support and disciplinary structure) and both teacher reports of victimization and school records of threats against staff. Regression analyses in a statewide sample of 280 high schools showed that structure (as measured by student- and teacher-reported clarity of school rules) and support (as measured by teacher-reported help seeking) were associated with less teacher victimization, after controlling for school and neighborhood demographics. Support, but not structure, was a consistent predictor of school records of threats against faculty. These findings offer implications for improving the workplace for teachers and staff.