



CONSEQUENCES FOR TEACHERS WHO ARE EXPOSED TO STUDENT-RELATED VIOLENCE

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This degree project is a systematic literature review. The aim of this study is to find out what the consequences can be for teachers who are being exposed to student-related violence in their workplace. This is because previous research has shown that there are knowledge gaps regarding this. Furthermore, the aim of this study is to find out whether the consequences for the teachers can vary depending on whether they are exposed to physical or psychological violence by students. The focus will be on teachers in the teaching grade between 1st grade in primary school and the last year of high school. In this systematic literature study, violence between students' parents and teachers have been excluded. Both qualitative and quantitative studies have been included as a basis. Result showed that consequences for the teachers, which can follow from student-related violence against teachers, include emotional impact, impact on job performance, teacher turnover and reduced confidence in school management. Result also showed that teachers experience similar consequences regardless of whether they are exposed to physical or psychological violence. Future research should focus on the health economic impact in society regarding different consequences experienced by teachers who are exposed to student-related violence, and on both physical and psychological violence when developing better preventive measures.

Keywords: Consequences, school, students, teacher, victimization, violence.

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TABLE OF CONTENTS

Introduction	3
<i>Aim</i>	3
<i>Definitions</i>	4
<i>Delimitations</i>	4
Background	4
<i>Previous research</i>	4
Method	6
<i>Systematic literature review</i>	6
<i>Databases</i>	7
<i>Keywords</i>	7
<i>Literature search</i>	8
<i>Inclusion –and exclusion criteria</i>	10
<i>Concluding database search</i>	11
<i>Analysis of data</i>	12
<i>Ethical considerations</i>	12
Result	13
<i>Emotional impact</i>	16
<i>Job performance and teacher turnover</i>	16
<i>Decreased confidence in management</i>	17
<i>Differences depending on the form of violence</i>	17
Discussion	18
<i>Discussion of the result</i>	18
<i>Discussion of the method</i>	19
Conclusion	20
References	21
Appendices	24
<i>Appendix 1.</i>	24
<i>Appendix 2.</i>	27

INTRODUCTION

Victimization in the workplace is a common issue and there is a particularly high risk in the service profession and in the human service sector (Piquero et al. 2013). School is one of the places where violence and crime occur, both against students but also against teachers (Gottfredson et al. 2005; Payne & Gottfredson 2019). Teachers have an important role in their professional practice, both in terms of planning and implementation of teaching, strive to student development, but also to contribute to a safe environment for students to be in (Curran et al. 2019; Moon et al. 2019). Research on school violence has largely focused of the causes that contribute to an increased risk of student victimization, frequency of different types of violence and the effects on the students (Gottfredson et al. 2005; Moon et al. 2019; Wilson et al. 2011). Some research has also been conducted regarding teacher victimization, but then mainly about the frequency and crime type (ibid.).

Research show that teachers is being exposed to both physical and psychological violence where psychological violence is more frequent (Gregory et al. 2012; Moon et al. 2015; Wilson et al. 2011). Common forms of psychological violence are for example, insults, obscene comments and gestures and threats of violence (Beckmann et al. 2019; Curran et al. 2019; Espelage et al. 2013; Gregory et al. 2012; Martinez et al. 2016; Moon et al. 2019; Moon et al. 2015; Payne & Gottfredson 2019; Wilson et al. 2011), and forms of physical violence are for example violence with a weapon or without, for example beating or pushing (ibid.).

However, research on teacher victimization in the workplace is limited and there are knowledge gaps regarding the consequence that can result from teachers being exposed to violence in their workplace (Gottfredson et al. 2005; Moon et al. 2019; Wilson et al. 2011).

By studying the consequences of victimization, a better understanding can be obtained regarding the health economic impact in society and increases the possibility of comparing the effect of different preventive measures on victimization (Shapland & Hall 2007). Also, by studying the consequences of victimization, the possibility of highlighting the degree and severity of the problem increases and thus to be able to contribute to knowledge so that effective preventive measures can be developed (Lawrence et al. 2010).

Aim

The aim with this study is to find out what the consequences can be for teachers, who are being exposed to physical and psychological violence in their workplace, at the individual level. The focus will be on student-related violence against teachers. Furthermore, the aim of this study is also to find out if there are any differences in the experienced consequences for teachers regarding physical and psychological violence.

Research questions

- Which are the consequences for teachers who are being exposed to physical and psychological student-related violence in their workplace?

- Are there differences in the perceived consequences depending on whether the teachers are exposed to physical or psychological violence?

Definitions

Physical violence

The definition of physical violence is when a person performs an act whose ultimate goal is to cause another individual pain and/or physical harm (Council of Europe: *Physical violence* n.d.). In other words, it can be seen as an act in which the perpetrator tries to limit another person's self-determination (ibid.). Various forms of physical violence include beating someone else, burning, kicking, punching, biting, maiming, or killing or using other objects and weapons (ibid.).

Psychological violence

This form of violence includes various threatening acts but where physical violence is not included (Council of Europe: *Psychological violence* n.d.). On the other hand, all different forms of violence can be said to have a certain degree of psychological elements, that is, the purpose of different forms of violence is to damage another individual's integrity and dignity (ibid.). Psychological violence can be, for example, when a person makes verbal statements that reflects previous incidents of violence, or where a person in a purposeful way shows ignorance and neglect regarding another individual (ibid.).

Delimitations

In this systematic literature review, consequences for teachers, at the individual level, which follow from student-related violence against teachers, will be studied. As a result, a delimitation will be made regarding consequences at the societal level.

Both physical and psychological violence will be included. However, only those forms of physical violence that do not lead to a fatal outcome will be included in this study. This is to be able to study the individual consequences that result from teachers being exposed to student-related violence in their workplace.

Further in this systematic literature study, due to time limit, the teaching grade between 1st grade in primary school and between the last year of high school will be included. Therefore, a delimitation will be made regarding preschool and higher school levels than upper secondary school.

Because the chosen research topic is already so limited in its research, no further delimitations will be made.

BACKGROUND

Here, I will present background and different risk factors linked to teacher victimization. I will also present some background regarding consequences of victimization in general. This is to be able to contribute to an in-depth discussion regarding the result of this study.

Previous research

As mentioned earlier, violence against teachers is a problem around the world (Beckmann et al. 2019; Curran et al. 2019; Espelage et al. 2013; Gregory et al.

2012; Martinez et al. 2016; Moon et al. 2019; Moon et al. 2015; Payne & Gottfredson 2019; Wilson et al. 2011). Different types of violence that can occur are, for example, physical violence and psychological violence such as insults, obscene comments and gestures and threats of violence, and these forms of violence against teachers can occur, both by, for example students but also by students' parents, where psychological violence can be seen as a more frequent type of violence (Beckmann et al. 2019; Curran et al. 2019; Espelage et al. 2013; Gregory et al. 2012; Martinez et al. 2016; Moon et al. 2019; Moon et al. 2015; Payne & Gottfredson 2019; Wilson et al. 2011).

Lawrence et al. (2010), discuss various risk factors that can result in teachers being exposed to violence in the workplace. An example is when teachers intervene between students who use violence between each other, there is a risk that the teacher himself or herself will be victimized (ibid.).

In a study, Gottfredson et al. (2005), discuss other factors such as the school climate, that is schools where the psychosocial climate was more positive, reduces the risk of teachers being exposed to violence in the workplace. Further in this study, the researchers discuss the connection between a better school climate and reduced teacher victimization. The researchers in this study discuss that this is since there are clear goals and that there is a sense of belonging and that there is clear administrative management, clear planning and clear measures that can be taken if problem occurs.

Martinez et al. (2016) also discusses administrative support, that is schools with higher levels of administrative support could be linked to lower levels of colleague –and student-generated violence against teachers.

Consequences of victimization

Research has previously been conducted regarding various consequences that victimization can result in (Shapland & Hall 2007). Shapland and Hall (2007) discusses various general consequences of victimization, in contrast to accidents and illness. Among other things, shock, and lack of confidence in society can be seen as common consequences (ibid.). Guilt is another consequence that the researchers discussed in this study, that is, the victim somehow consider himself or herself to have been able to prevent victimization in some way, even though this was probably not likely.

Other effects that Shapland and Hall (2007) discuss are the physical consequences that can result from a direct physical injury, but that these do not occur to the same extent. The researchers in this study also discuss the financial consequences that can arise in the event of a crime when, for example, the victim may have been robbed of property, loss of income when the victim may need to be away from work to deal with the situation, for example if the victim needs to go to court, or time –and travel costs for this.

Shapland and Hall (2007), also discuss various psychological consequences that can arise of victimization, such as fear, anger, and depression. Other effects can also be social, which can be both long-term and short-term, that is change in a person's lifestyle, to, among other things, avoid being victimized again, which can also affect an individual's future income (ibid.). The researchers in this study

discuss that emotional impact is one of the most common consequences when it comes to exposure to violence.

These consequences can vary to a degree depending on, for example, how many people are affected by the criminal act or how much influence the consequences have for different individuals (Shapland & Hall 2007).

METHOD

The approach for this study is a systematic literature review, which means a qualitative approach will be used and this also means that the research process in the study will be accurately described and that the search of the data material will be systematically made (Denney & Tewksbury 2012; Siddaway et al. 2019).

Systematic literature review

The approach to this study will be a systematic literature review. With a systematic literature study, the researcher intends to answer a certain question with research data that has been systematically produced from, for example, various databases (Denney & Tewksbury 2012; Siddaway et al. 2019). In other words, this method contributes to that the study can be implemented again and therefore controlled (ibid.). Depending on which subject is to be studied for the current research question, it is important that certain delimitations have been made, so that the current question can be clear, but also so that the researcher can find manageable data material for the research (Siddaway et al. 2019).

When performing the search process, it is important that the research question is well defined, which contributes to an easier choice of picking the right databases and keywords (Denney & Tewksbury 2012; Siddaway et al. 2019). To be able to do as good literature search as possible, the researcher should at least search from two different databases (Siddaway et al. 2019). Should the different searches, result in too large numbers of results, the researcher can combine different keywords with the help of Boolean operators, “AND”, “OR”, or “NOT”, or change the combination for the keywords (ibid.). It is also possible to limit the publication date and limit the searches to different languages (ibid.).

When the searches are carried out in the different databases, it is important that criteria have been made and described, regarding the studies that the researcher will include as a basis (Siddaway et al. 2019). It must be clear which databases the material is obtained from, which keywords that have been used and how many results each literature search resulted in (ibid.).

It must also be clearly stated how many numbers of titles and summaries that have been studied, how many studies that have been examined more thorough and which studies that have been selected as a basis for the systematic literature study (Siddaway et al. 2019). It is also important to state how many articles that have been excluded based on title and abstract (ibid.). It is also important to describe how many articles that have been excluded after a more thorough review and why these studies were excluded (ibid.). The literature search process can, for example, be presented based on a flow diagram, for example a PRISMA flow diagram (ibid.).

The studies that have been selected as a basis must be carefully read and described in the study, and information regarding, for example, the authors, year of publication, and the different parts that the study contains can, for example, be presented in a result table and more detailed in a longer conclusion (Siddaway et al. 2019).

In the analysis phase, it is important that the researcher carefully studies the research result and the various parts of the results, to see if there are new important topics to identify and to discuss further (Denney & Tewksbury 2012; Siddaway et al. 2019). This is to be able to further identify new potential elements to discuss that are relevant to the research area (ibid.).

When research is to be carried out, it is also important that the researcher looks at the reliability and the validity of the study (Rose & Johnson 2020). In qualitative research, the reliability refers to how the study have been conducted and described regarding the various processes and thus, to which degree it enables one to conduct the study again (ibid.). The validity in qualitative research is divided into internal and external validity (ibid.). The internal validity refers to the credibility of a study, that is whether the conclusions that have been drawn, are credible or not (ibid.). External validity refers to the extent to which the research result can be generalized to a larger population (ibid.).

Databases

In this systematic literature study, three databases have been used to obtain relevant material for the studied subject, *Criminology Collection*, *Sociology Collection*, and *APA PsycInfo*.

Criminology Collection contains scientific articles that shed light on various parts of criminology such as the causes and the consequences of crime, law enforcement, but also security service (ProQuest: *Criminology Collection* n.d.). This database includes two different databases, Criminal Justice Database and National Criminal Justice Reference Service (NCJRS) Abstracts Database (ibid.). Furthermore, this database includes publications that shed light on law enforcement, reports, blogs, and other relevant material (ibid.).

Sociology Collection shed light on topics in sociology and social services (ProQuest: *Sociology Collection* n.d.). The database includes Applied Social Sciences Index & Abstracts (ASSIA), Sociological Abstracts and Sociology Database (ibid.).

APA PsycInfo contains various topics in psychology and related areas (ProQuest: *APA PsycInfo* n.d.). Furthermore, this database includes research in psychiatry, teaching, economics, medicine, pharmacology, language, linguistics, and social work (ibid.).

Keywords

In this systematic literature study, the searches in the different databases will be performed in different search blocks. The different concepts have been developed based on the aim of the study. A limit has been set for how many studies I will go through after each combination of keywords in the literature search. Should the search include more than 250 articles, this search will be narrowed down by adding a search word. As the searches instead result in a number of articles within

the selected limit, the searches will not be narrowed further. The searches and search combinations will be carried out systematically in all the selected databases.

Search block 1

This search block includes terms of various names of teacher. Hence, the terms teacher and educator will be used in this search block.

Search block 2

This search block includes terms of various names for violence or victimization. The terms that will be used are violence, assault, and victimization. This to not miss relevant material for my study, as exposure to violence can be described in different ways.

Search block 3

If the different search combinations in the different databases need to be further delimited, a third search block will be included where the term consequence will be used.

Literature search

When searching for literature in the various databases, I will choose to search for the selected keywords, everywhere in the document except in full text. This is to get as relevant studies for my research question as possible. In the search process, all titles will be read after each literature search. The different keywords are combined with each other in different combinations and with the Boolean operator “AND”. I will exclude duplicates in each separate database search, which may lead to that fewer titles are reviewed in some searches compared to how many the database contains.

The titles, on the basis on my inclusion –and exclusion criteria, that will go for the next step by examining its abstracts, will be manually written down by title and name in each search. The next titles from every search, that will go on for the next step by examining its abstracts, will be compared with the previous examined abstracts in order to not write down the same study’s’ title and name twice or more. This to not re-examine the same abstract again and thus exclude duplicates among the examined abstracts between the different databases. Abstract that does not meet the requirements based on my inclusion –and exclusion criteria will be excluded.

The searches were conducted for 6 days, 13th of April, 14th of April, 15th of April, 16th of April, 19th of April and 20th of April, in year 2021.

Criminology Collection

The first search, the 13th of April was performed in the database Criminology Collection (see appendix 1.). I started the search by searching broadly for the keyword in search block 1, teacher, which resulted in 4085 results. I also searched extensively for the keyword violence, in search block 2, which resulted in 29 049 results. Since the two keywords resulted in too many results, I combined the two keywords in the two search blocks, teacher AND violence, which resulted in 448 results. As this was still too many results, I included the third search block by adding the word consequence, teacher AND violence AND consequence, which resulted in 36 results. Of these 36 articles, all titles were reviewed, 16 of these

abstracts were reviewed and six articles went on for a more thorough review. Of these six articles, three were chosen as a basis for my study. This is based on my different inclusion –and exclusion criteria.

Another search was conducted on the 13th of April in the database Criminology Collection, but with the keywords teacher and victimization. I here also started by searching broadly in the two search blocks for the two keywords separately (see appendix 1.). By combining the two keywords from the two search blocks, teacher AND victimization, this resulted in 228 results. Of these, 226 titles were reviewed. Of these 226 articles, 42 abstracts were examined, and 13 articles went on for a more thorough examination. Two of these studies were chosen as a basis for my systematic literature study, based on my various inclusion –and exclusion criteria.

Another four searches were performed with the different combinations from my selected search blocks (see appendix 1.). The same search process was carried out as mentioned above. However, none of these studies were selected as a basis for my study. This due to that many duplicates arose, the studies did not highlight any consequences of student-related violence against teachers, the studies did not follow a guide for a scientific study, the wrong or no teaching grade was defined, or the studies were about violence between students.

Sociology Collection

The search on the 15th of April was conducted in the database Sociology Collection, with the keywords teacher, violence, and consequence. The same search process was used as in previous database searches (see appendix 1.). By combining the three keywords from the three search blocks, teacher AND violence AND consequence, this resulted in 124 articles. Of these, 90 titles were reviewed, 16 abstracts were read. Six of these articles were selected for a more thorough examination, and one of these was selected as a basis for my study. This is based on my chosen inclusion –and exclusion criteria.

Five more searches were performed in this database with the various combination from my selected search blocks (see appendix 1.). The same search process was performed as mentioned above. None of these studies were chosen as a basis for my systematic literature study. This because many duplicates arose, the studies did not highlight any consequences of student-related violence against teachers, the studies did not follow a guide for a scientific study, the wrong or no teaching grade was defined, or the studies were about violence between students.

APA PsycInfo

The last database that I searched in for this systematic literature review was APA PsycInfo. The first search in this database was performed on the 19th of April. I first searched broadly, separately in the two search blocks, teacher, and violence, and I also combined the two keywords (see appendix 1.). By adding a third search block, teacher AND violence AND consequence, this resulted in 111 articles of which 110 titles were reviewed. Of these, 14 abstracts were examined, six studies were selected for a more thorough examination and two articles were selected as a basis for my literature study. This based on my chosen inclusion –and exclusion criteria.

Another search was also performed on the 19th of April in this database with the search words teacher and assault (see appendix 1.). By combining the keywords from the two search blocks, teacher AND assault, this resulted in 139 articles. Of these, all titles were reviewed, 18 abstracts were read through and four studies were selected for a more thorough review. Of these four, one study was chosen as basis for my systematic literature study. This is based on my chosen inclusion – and exclusion criteria.

Four more searches were performed in this database from my selected search blocks (see appendix 1.). The same search process was conducted as mentioned above. None of these studies were chosen as a basis for my systematic literature study. This mainly because many duplicates arose, the studies did not highlight any consequences of student-related violence against teachers, the studies did not follow a guide for a scientific study, the wrong or no teaching grade was defined, or the studies were about violence between students.

Inclusion –and exclusion criteria

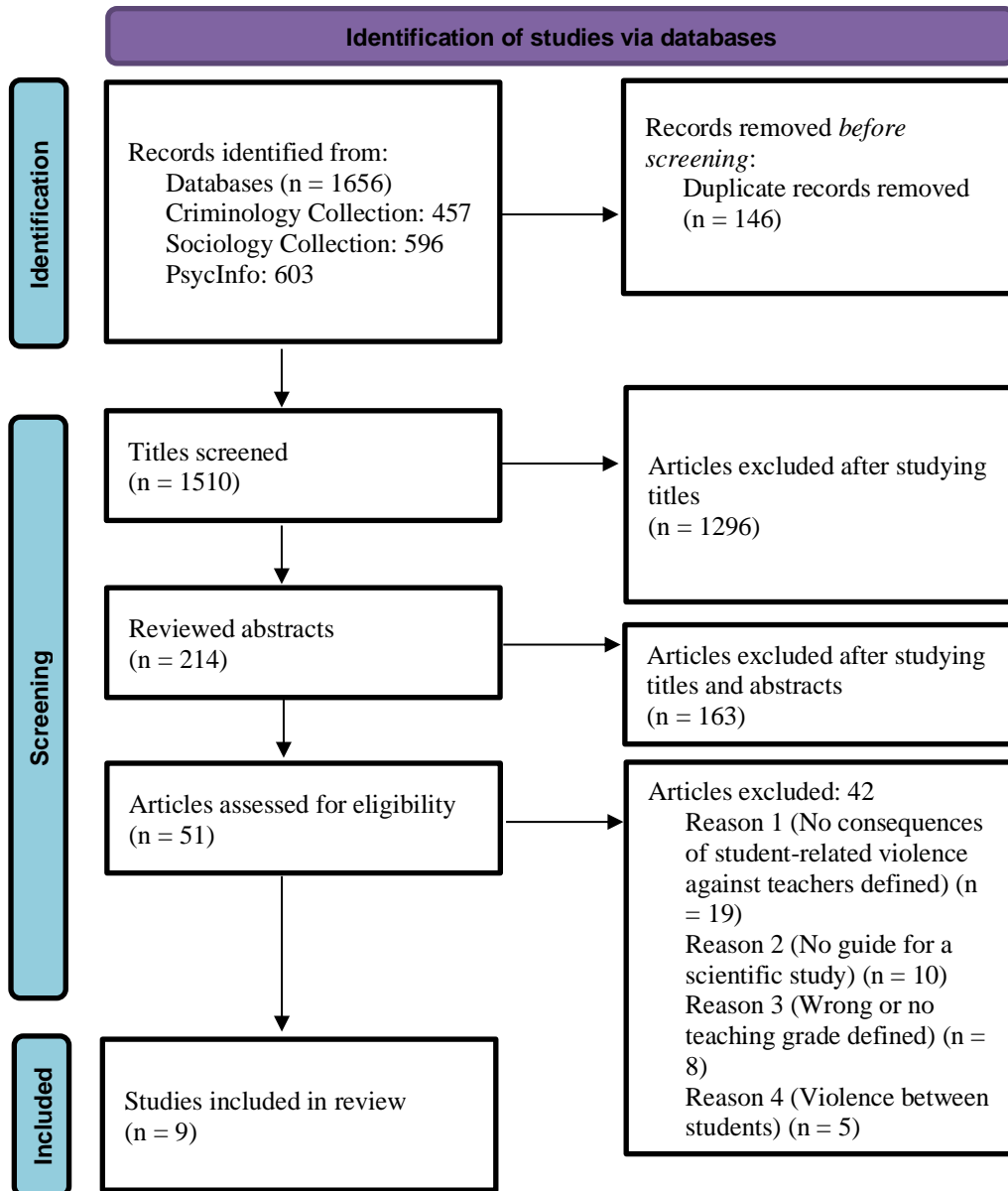
- The first criterion in the database searches is that the studies must be relevant to the research question. Therefore, studies that shed light in violence against teachers will be selected.
- When studying titles, studies will be included that includes additional terms than the selected keywords. Concepts that also will be included are *abuse, aggression, classroom climate, exposure, school, school climate, school crime, school security, threat, violent, working environment and workplace.*
- Since previous research has shown a connection between teacher intervention regarding student fights and teachers being exposed to violence (Lawrence et al. 2010), I will also include titles that refers to teacher intervention in student fights.
- After studying various abstracts, there will be additional criteria that the selected studies for this review need to have, to proceed to a more thorough review. The studies need to shed light in student-related violence against teachers.
- A requirement for articles to be selected as a basis for this systematic literature study, is that these needs to point out various consequences that student-related violence against teachers can result in for the teacher.
- Another criterion is that the selected studies must be published in English.
- The selected studies must also be peer-reviewed, which means that experts in the subject, have carefully investigated the studies before they have been published. I will select the option Scholarly Journals in the databases Criminology Collection, Sociology Collection and APA PsycInfo.
- Studies that focus on violence between students' parents and teachers will be excluded.
- Studies that do not follow a guide for a scientific study, that is where studies do not have a background, aim, method, result and discussion, will be excluded. I only want to use primary data in this systematic literature study and both qualitative and quantitative studies will be included. Qualitative studies provide a more in-depth understanding of a particular subject, while quantitative studies often consist of a larger selection that increases the possibility of being able to generalize different results (Rose & Johnson 2020). By including the different approaches, this can contribute to an increased understanding of the chosen subject.

Concluding database search

A total of 61 different database searches were performed in the various databases, 1510 titles was reviewed, 214 abstracts were read, and 51 articles went on for a more thorough review. Nine articles were then selected as a basis for this systematic literature study.

In table 1, the literature search process will be presented according to PRISMA¹ (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). I have made some changes and adapted the table to my study.

Table 1. Literature search



¹ (PRISMA Flow Diagram: *PRISMA 2020 flow diagram for new systematic reviews which included searches of databases and registers only 2020*).

Analysis of data

In this systematic literature study, an analysis and an overview will be made of my selected studies according to what Siddaway et al. (2019) mentions. I have selected my studies according to clearly criteria and when analyzing the material for the first research question, the studies are read separately to shed light on each individual result (ibid.). Then I will try to find different categories in the articles that show common denominators and then the different result from the studies will be categorized within the different categories, to be able to get a summarized picture regarding the results for the studied question (ibid.). This result will be presented in the different categories. The second research question, regarding differences in perceived consequences depending on the form of violence, will be answered by combining all the results from those articles which clarifies whether teachers are exposed to physical or psychological violence (ibid.). This to get a summarized picture regarding differences in consequences depending on the form of violence (ibid.). This will also be presented in the result as a separate category.

Then the study's result will be discussed in relation to the aim of my study and to the presented background.

Ethical considerations

There are four main ethical requirements in research that the researcher should keep in mind, the information requirement, the voluntary requirement, the use requirement, and the confidentiality requirement (Malmö University 2021). The requirement that could be applicable in this study is the confidentiality requirement, that is that information about people in the study must be anonymous and unauthorized (ibid.). Since I am writing a systematic literature study, I will use already published data, and the researcher in the respective study should already have complied with all these requirements (ibid.). But if for some reason someone's name regarding different individuals or groups were to be mentioned in a study, I will not state this in my study.

Results that emerge in this study should be presented regardless of whether these supports my possible different assumptions or not, so that I hold an objective position.

RESULT

In table 2, a description of the nine studies will be made, that is a shorter version regarding the studies aim, method, and result.

Table 2. Description of the studies

Authors, year of publication, title & country	Aim	Method	Results
Galand et al. 2007 <i>School violence and teacher professional disengagement.</i> Belgium	The aim was to study the relationship between the teacher's perceived support from school management, exposure to school violence, subjective well-being, and professional disengagement.	<u>Quantitative method:</u> Sample: 487 high school teachers in 24 different schools in Belgium, in 7 th to 12 th grade. The teachers were randomly selected. Questionnaire was answered regarding school leadership, students' behavior, experienced school violence, depression, somatization, anxiety, and commitment to the teaching profession.	Result shows a connection between exposure to psychological student-related violence and increased disengagement, anxiety, depression, and somatic symptoms within the teachers. This result was statistically significant.
Moreno-Abril et al. 2007 <i>Factors associated with psychiatric morbidity in Spanish schoolteachers.</i> Spain	The aim was to find out the existing link between psychiatric morbidity and sociodemographic and personality-related variables in teachers.	<u>Quantitative method:</u> The sample in this cross-sectional study consisted of 498 teachers, all in primary and secondary school. Two-step cluster selection was used. Psychiatric morbidity was measured with the help of a General Health Questionnaire.	Result showed a link between teachers who have been subjected to physical or psychological violence by students and a higher level of mental illness within the teachers. This was statistically significant.
Huang et al. 2020 <i>The Role of the Perceptions of School Climate and Teacher Victimization by Students.</i> USA	The aim was to study the prevailing connection between teachers' perception regarding the application of school rules and administrative support as well as teacher' perceptions of being exposed to violence by students.	<u>Quantitative method:</u> Sample: 24 070 teachers in primary and secondary school from 4610 different schools. Random cluster stratified data selection. Data was based on the School and Staffing Survey.	The researchers discussed that teachers who experiencing threats by students may be due to less experience within the profession, which can lead to greater risk for the teachers to be victimized and leave their job. These consequences were not shown as statistically significant.

<p>McMahon et al. 2020a</p> <p><i>Student Verbal Aggression Toward Teachers: How Do Behavioral Patterns Unfold?</i></p> <p>USA</p>	<p>The aim was to study the events that led to student verbal aggression toward teachers and which consequences that followed.</p>	<p><u>Qualitative method:</u> Sample: 98 teachers in primary and secondary school.</p> <p>The current study is a part of a larger national study conducted by The American Psychological Association (APA) Classroom Violence Directed Against Teachers Task Force, that consisted in 2431 participants. The 98 selected teachers have reported qualitative descriptions of incidents regarding student-related violence against teachers and consequences of these incidents.</p>	<p>Student-related violence against teachers resulted in disappointment and reduced respect for school administrators within the teachers.</p> <p>The researchers discussed that teachers who are being exposed to threats by students, can lead to increased concern for the teachers regarding personal security.</p>
<p>McMahon et al. 2020b</p> <p><i>Physical aggression toward teachers: Antecedents, behaviors, and consequences.</i></p> <p>USA</p>	<p>The aim was to find out the circumstances surrounding how teachers are exposed to violence in the workplace.</p>	<p><u>Qualitative method:</u> Sample: 193 teachers in primary and secondary school.</p> <p>An online survey was answered were the teachers described the circumstances surrounding the violent incidents.</p>	<p>Result show that teachers that are being exposed to physical violence, could lead to teachers feeling disappointed about shortcomings in administrative measures. The researchers discussed that this may further lead to that the victimized teacher can feel blamed, insecure, or disempowered.</p>
<p>Moon & McCluskey 2020</p> <p><i>An Exploratory Study of Violence and Aggression Against Teachers in Middle and High Schools: Prevalence, Predictors, and Negative Consequences.</i></p> <p>USA</p>	<p>The aim was to find out which consequences that follow from teachers being exposed to violence in the workplace. Five different types of violence were studied.</p>	<p><u>Quantitative method:</u> Sample: 1628 middle and high school teachers.</p> <p>Data were used from ongoing longitudinal research project. The researchers used a stratified multistage cluster design. The teachers answered a web-based-self-report survey.</p>	<p>The researchers discussed that consequences that can arise as a result of student-related violence against teachers are negative consequences on teacher's job performance, concerns about safety within teachers and teacher turnover. This was not discussed regarding statistical significance.</p>

<p>Moon et al. 2020</p> <p><i>Teacher Victimization and Turnover: Focusing on Different Types and Multiple Victimization.</i></p> <p>USA</p>	<p>The aim was to find out which factors are more contributing to teacher turnover. Furthermore, the purpose of this study was to find out whether the experience regarding victimization and the school management's response to the incident, where decisive factors in teachers terminating their employment.</p>	<p><u>Quantitative method:</u> Longitudinal data was used from approximately 1300 teachers, working in middle and high school.</p> <p>The teachers answered a web-based survey. A cumulative measure of seven different types of victimization was constructed.</p>	<p>Teachers who were exposed to physical and psychological violence by students, was related to teachers leaving the teaching profession. This was not seen as statistically significant. The researchers discussed that teachers who are being exposed to theft or vandalism and where the teachers do not feel that the offending students receives consequences for their actions, can result in teachers having reduced confidence in students in general and also towards school management, which can also influence the teacher's decision to leave their employment.</p>
<p>Olivier et al. 2021</p> <p><i>Chronic and Temporary Exposure to Student Violence Predicts Emotional Exhaustion in High School Teachers.</i></p> <p>Canada</p>	<p>The aim was to examine the prevailing relationship between teacher victimization of student-related violence, linked to emotional exhaustion, feeling of belonging to the school and perceived security in the school within teachers, as mediators.</p>	<p><u>Quantitative method:</u> Longitudinal data. Random stratified sample, consisting of 2072 high school teachers from 77 different schools, from grades 7-11, who answered an online survey. Three items were combined into a global measurement of victimization by student, insults, threats, and physical assault.</p>	<p>Teachers who were exposed to student-related violence at the trait level, was linked to an increased risk of emotional exhaustion within teachers, indirect through a reduced sense of belonging and a reduced sense of security in school, which were not discussed as statistically significant.</p>
<p>Varela et al. 2021</p> <p><i>Community and school violence as significant risk factors for school climate and bonding of teachers in Chile: A national hierarchical multilevel analysis.</i></p> <p>Chile</p>	<p>The aim was to find out how teachers' affiliation with the school, changes due to societal violence, school violence and the school climate. In this study, school violence means that teachers are being exposed to student-related violence.</p>	<p><u>Quantitative method:</u> Cross-sectional research design. Data from the fourth Chilean national survey on violence in school environment were used. Stratified sample, consisting of 5733 teachers from 510 different schools in 68 different communities in Chile, based on school, region, and teaching grade, between 7-12 grade.</p>	<p>Student-related violence against teachers could lead to lower levels of connectedness to the school within the teachers, which was statistically significant. Other consequences that were discussed were dissatisfaction with the work and teachers considering leaving their job, which can affect the attitude to work, which can further affect the climate in school and students' learning ability.</p>

In this part, the result will be presented based on different categories.

Emotional impact

Several studies have been able to demonstrate connections between student-related violence against teachers and consequences for the teachers such as emotional suffering. In Galand et al. (2007), a connection could be seen between teachers being exposed to psychological violence by students and increased anxiety, depression, and somatic symptoms within the teachers. In Moreno-Abril et al. (2007), a connection could be seen between physical and psychological student-related violence against teachers and an increased level of mental illness within the teachers. In McMahan et al. (2020a) it was found that the teachers in high school reported a higher level of threats, compared to teachers in lower school levels. The researchers in this study discussed further that threats could lead to increased concerns for the teachers regarding personal security.

This may be related to what McMahan et al. (2020b) discussed regarding that teachers who are exposed to physical violence and where there are shortcomings in administrative measures, can further lead to victimized teachers feeling blamed, but also insecure and disempowered. Also, in Olivier et al. (2021), where the researchers studied the effect on teachers, exposed to student-related violence, results showed a link between teacher victimization and increased risk of emotional exhaustion, decreased sense of belonging and security at school within the teachers.

Job performance and teacher turnover

Affected job performance and teacher turnover as a result of student-related violence against teachers was also an emerging result in this systematic literature study. In Huang et al. (2020), result showed that teachers in upper secondary school were more likely to report been threatened, compared with teachers who taught at lower teaching grades. The researchers in this study discussed that victimization may be due to teachers' level of experience, that less experience may result in reduced ability to handle different behaviors from students that further can lead to teacher victimization and teacher turnover. Moon and McCluskey (2020), studied the exposure to violence for middle and high school teachers. Result in this study showed that teachers in middle school had a higher risk of being exposed to both physical and to psychological violence, compared to teachers in high school. In the same study, a connection could be seen regarding teachers who show a more insecure behavior towards students and an increased risk of being victimized by students. The researchers in this study, discuss that teacher victimization can affect the job performance of the teachers and that concerns may arise regarding safety and that the teachers may leave their job. Similar consequences of student-related violence against teachers can be seen in Varela et al. (2021), where teachers who were exposed to student-related violence, felt a reduced connectedness to school, reduced job satisfaction and thoughts about ending their employment. The researchers in this study discussed that this can further affect the attitude to work, which in turn can affect the school climate which can further affect students' learning ability. In Moon et al. (2020) a connection was also shown between physical and psychological student-related aggression against teachers and teacher turnover.

Decreased confidence in management

Another result that was a clear consequence of student-related violence against teachers was reduced confidence in school management within teachers. In McMahon et al. (2020a), results showed that teachers had reduced respect for school management due to shortcomings in the handling of violent students. In McMahon et al. (2020b), results showed that teachers, who were exposed to violence by students when they intervened in student's fights, during disciplinary measures or when teachers gave students different directives, felt disappointed at the lack of administrative measures in dealing with these situations. In Moon et al. (2020) result showed that teachers who were exposed to violence by students and where shortcomings existed in handling these situations, were related to why the teachers left their job. The researchers in this study discussed that when students do not receive consequences for their actions, it can lead to teachers having reduced confidence to school management, which can result in teacher turnover.

Result in this systematic literature review, regarding consequences for teachers that may arise as a result of student-related violence against teachers, are also presented in appendix 2, that is how many of the studies, that have been selected as a basis for this systematic literature study, which shed light on each individual consequence.

Differences depending on the form of violence

In this systematic literature study, the aim was also to find out if there were differences in experienced consequences within teachers depending on whether teachers were exposed to physical or psychological violence by students. In Galand et al. (2007), a connection could be seen between teachers being exposed to psychological violence by students and increased levels of disengagement, anxiety, depression, and somatic symptoms within teachers. In Moreno-Abril et al. (2007), result showed that teachers who were exposed to both physical and psychological violence by students could be associated with a higher level of mental illness within teachers. In Huang et al. (2020), the researchers discussed that teachers who are being exposed to threats by students, could be related to teacher turnover. In McMahon et al. (2020a) result showed that teachers who reported threats by students resulted in reduced respect and disappointment for the school administrators within teachers. In the same study, the researchers discussed that threats could lead to increased concerns regarding personal safety within teachers. In McMahon et al. (2020b) result showed that teachers who are exposed to physical violence by students could lead to disappointment on the part of teachers towards school management. The researchers in this study discussed that this could further lead to that the teachers can blame themselves, feeling insecure or disempowered. In Moon and McCluskey (2020), the researchers discussed that consequences for the teachers that may result from physical and psychological student-related violence against teachers are reduced job performance and concerns about security and teacher turnover. In Moon et al. (2020) result showed that teachers who were exposed to physical and to psychological violence by students were more likely to leave their job.

In summary, the results from the different studies, did not show any major differences in the perceived consequences of whether the teachers were subjected to physical or psychological violence. Consequences for the teachers, in connection to student-related violence, which was shown in connection with both physical and psychological violence were for example, mental illness, a feeling of

insecurity, reduced job performance, teacher turnover and disappointment toward school management.

DISCUSSION

In this part, a discussion will be made regarding the study's result and the method of the study.

Discussion of the result

In this study, several factors have emerged as consequences of teachers being exposed to student-related violence. In several studies, (Galand et al. 2007; McMahan et al. 2020a; McMahan et al. 2020b; Moreno-Abril et al. 2007; Olivier et al. 2021), all have been able to demonstrate a connection between teacher victimization by students and individual consequences for the teachers regarding emotional impact, such as anxiety, depression and somatic symptoms, mental illness, increased concerns regarding safety, but also that the teachers are feeling blamed and powerless and that the teachers gets a reduced sense of belonging to the school. This can be seen to be related to what Shapland and Hall (2007) discussed that exposure to violence can lead to various psychological consequences such as fear and depression (ibid.). While other consequences of victimization can lead to a sense of guilt (ibid.), which can be related to what was discussed in McMahan et al. (2020b), regarding that the teachers, who are being victimized by students, can feel blamed.

Other consequences that emerged in this systematic literature review was affected job performance, teacher turnover or potential such. This was seen and discussed in (Huang et al. 2020; Moon & McCluskey 2020; Moon et al. 2020; Varela et al. 2021). Teachers with less experience may have more difficulty dealing with different behaviors in students, which may result in teacher victimization and teacher turnover (Huang et al. 2020). But also, that teacher victimization can affect teachers' job performance, which can lead to uncertainty within teachers and teacher turnover (Moon & McCluskey 2020).

Connections between victimization and changes in lifestyle, is something that is discussed in Shapland and Hall (2007), which may be partly due to the victimized person trying to avoid being exposed to violence again (ibid.).

Furthermore, result showed that teachers could leave their jobs due to violent students and where there were shortcomings in existing administrative measures (Moon et al. 2020). Student-related violence against teachers could also result in disappointment and reduced respect for school management due to shortcomings in handling the situations (McMahan et al. 2020a; McMahan et al. 2020b).

Also, even though two of the studies have been conducted in a qualitative approach (McMahan et al. 2020a; McMahan et al. 2020b), and the other one in a quantitative approach (Moon et al. 2020), all three studies were able to show that student-related violence against teachers could be linked to teachers showing reduced confidence toward school management. That two different approaches have been able to show similar results in the studies, can be seen as an advantage in my study, which is that the opportunity to generalize the result may increase (Rose & Johnson 2020).

School management is also something that is discussed in (Gottfredson et al. 2005; Martinez et al. 2016). That is, schools, where the school climate is better, contribute to increased opportunities for clear goals, and a clear management, and higher level of administrative support, which could be linked to lower levels of teacher victimization (Gottfredson et al. 2005; Martinez et al. 2016).

Regardless of whether teachers were exposed to physical or psychological violence, the results in my study did not show any major differences in the perceived consequences for teachers. This can be seen to be related to what Shapland and Hall (2007) discussed, regarding the fact that emotional consequences can be seen as more common when exposed to violence in general.

At the same time, only three of the quantitative studies in my systematic literature review could show statistically significant correlations (Galand et al. 2007; Moreno-Abril et al. 2007; Varela et al. 2021), which may indicate that the reliability of my study may decrease (Rose & Johnson 2020).

The majority of my chosen studies were conducted in the United States (Huang et al. 2020; McMahan et al. 2020a; McMahan et al. 2020b; Moon & McCluskey 2020; Moon et al. 2020). This can be seen as a disadvantage in my study as it can reduce the possibility of generalizing the result to a larger population (Rose & Johnson 2020).

The result of this systematic literature study is based on the results from the nine studies that emerged after the literature search. Even though relatively few limitations were made, this since previous research showed knowledge gaps regarding my chosen subject (Gottfredson et al. 2005; Moon et al. 2019; Wilson et al. 2011), the literature search resulted in only these few numbers of studies. This can be seen as a consensus regarding what previous research showed (ibid.), that the research question is relatively limited, unexplored and that knowledge gaps exists regarding the consequences for teachers who are exposed to violence in their workplace.

Discussion of the method

When a systematic literature study is to be conducted, the research process is described accurately and systematically (Siddaway et al. 2019). In my study, I have presented the search process, both in a flow diagram, and in a search schedule for each database, which thus facilitate that the study can be replicated, and therefore increases the reliability of my study (Rose & Johnson 2020).

Furthermore, synonyms have been used for different keywords, to not miss relevant information for the study. However, a shortcoming in my study may be that there can be additional relevant keywords that have not been used, and which could thus result in relevant material being excluded. However, I have chosen to include several other words in the titles that I have studied, in order to get additional relevant material for my systematic literature review, which can contribute to strengthening the credibility of my study (Rose & Johnson 2020).

Since I have conducted a qualitative study, where a fewer number of units are analyzed, but more in-depth, this may increase the credibility of my study, but there may be difficulties in being able to generalize the result of my study to a larger population (Rose & Johnson 2020).

Furthermore, I have also used different inclusion –and exclusion criteria to get as relevant data material as possible. This can also be seen as a shortcoming as I, for example, did chose to only focus on student-related violence against teachers and in the grades between 1st year of primary school and the last year of upper secondary school. If I had included, for example, additional types of violence against teachers, for example violence between teachers or between students' parents and teachers, and additional school levels, I might have been able to get additional relevant data regarding the consequences of violence against teachers and have greater opportunities to generalize my study's result to a larger population (Rose & Johnson 2020). However, I chose not to have any limitations regarding the publication date. This is to get as much material as possible regarding student-related violence against teachers, linked to the selected teaching levels.

Another weakness with my systematic literature study may be that I conducted the study alone, and thus no one else has been able to interpret the result that emerged in the study, which can reduce the credibility of my study (Rose & Johnson 2020).

One other strength of my study, however, could be my knowledge regarding the studied subject. My knowledge regarding the research area was limited and may therefore contribute to an increased opportunity to be objective during the research process of the study.

CONCLUSION

This study has contributed knowledge regarding consequences for teachers that may arise because of teachers being exposed to student-related violence in the workplace.

Emotional impact could manifest itself through anxiety, depression, and somatic symptoms, but also mental illness, a feeling of insecurity and increased feeling of guilt within teachers. Furthermore, this can lead to reduced job performance within teachers and teacher turnover, which can have negative effect on the school climate. When it comes to teachers who quit their job due to student-related violence, it is also about what support the teachers receives from the management. Reduced support from school management, in connection with violent students, could lead to teachers feeling disappointed at the lack of administrative measures and can contribute to teachers leaving the profession. Future research should focus on the health economic impact in society in terms of different consequences for teachers resulting from student-related violence, to gain a better understanding regarding the degree of seriousness of the problem. Another result that emerged in this systematic literature study was that there did not seem to be any major differences in perceived consequences for the teachers, depending on whether teachers were exposed to physical or psychological violence. This emphasizes the importance for future research, when focusing on the development of preventive measures of student-related violence against teachers, to focusing on both physical and psychological violence, since both of these forms of violence could result in the same consequences for the teachers.

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APPENDICES

Appendix 1. Schedule of the searches from the different databases

Search	Date	Database	Keywords	Peer-reviewed	Results	Reviewed	Selected
#1	2021-04-13	Criminology Collection	Teacher	X	4085		
#2	2021-04-13	Criminology Collection	Violence	X	29 049		
#3	2021-04-13	Criminology Collection	Teacher AND violence	X	448		
#4	2021-04-13	Criminology Collection	Teacher AND violence AND consequence	X	36	36	3
#1	2021-04-13	Criminology Collection	Teacher	X	4085		
#2	2021-04-13	Criminology Collection	Assault	X	5314		
#3	2021-04-13	Criminology Collection	Teacher AND assault	X	51	51	0
#1	2021-04-13	Criminology Collection	Teacher	X	4085		
#2	2021-04-13	Criminology Collection	Victimization	X	6768		
#3	2021-04-13	Criminology Collection	Teacher AND victimization	X	228	226	2
#1	2021-04-14	Criminology Collection	Educator	X	1583		
#2	2021-04-14	Criminology Collection	Violence	X	29 051		
#3	2021-04-14	Criminology Collection	Educator AND violence	X	97	96	0
#1	2021-04-14	Criminology Collection	Educator	X	1583		
#2	2021-04-14	Criminology Collection	Assault	X	5314		
#3	2021-04-14	Criminology Collection	Educator AND assault	X	19	19	0
#1	2021-04-14	Criminology Collection	Educator	X	1583		
#2	2021-04-14	Criminology Collection	Victimization	X	6771		
#3	2021-04-14	Criminology Collection	Educator AND victimization	X	26	26	0
#1	2021-04-15	Sociology Collection	Teacher	X	58 885		
#2	2021-04-15	Sociology Collection	Violence	X	101 385		
#3	2021-04-15	Sociology Collection	Teacher AND violence	X	1754		

#4	2021-04-15	Sociology Collection	Teacher AND violence AND consequence	X	124	90	1
#1	2021-04-15	Sociology Collection	Teacher	X	58 885		
#2	2021-04-15	Sociology Collection	Assault	X	14 162		
#3	2021-04-15	Sociology Collection	Teacher AND assault	X	191	154	0
#1	2021-04-15	Sociology Collection	Teacher	X	58 885		
#2	2021-04-15	Sociology Collection	Victimization	X	19 124		
#3	2021-04-15	Sociology Collection	Teacher AND victimization	X	763		
#4	2021-04-15	Sociology Collection	Teacher AND victimization AND consequence	X	64	50	0
#1	2021-04-16	Sociology Collection	Educator	X	23 462		
#2	2021-04-16	Sociology Collection	Violence	X	101 397		
#3	2021-04-16	Sociology Collection	Educator AND violence	X	539		
#4	2021-04-16	Sociology Collection	Educator AND violence AND consequence	X	26	22	0
#1	2021-04-16	Sociology Collection	Educator	X	23 462		
#2	2021-04-16	Sociology Collection	Assault	X	14 164		
#3	2021-04-16	Sociology Collection	Educator AND assault	X	87	66	0
#1	2021-04-16	Sociology Collection	Educator	X	23 462		
#2	2021-04-16	Sociology Collection	Victimization	X	19 124		
#3	2021-04-16	Sociology Collection	Educator AND victimization	X	104	75	0
#1	2021-04-19	APA PsycInfo	Teacher	X	127 848		
#2	2021-04-19	APA PsycInfo	Violence	X	68 385		
#3	2021-04-19	APA PsycInfo	Teacher AND violence	X	1747		
#4	2021-04-19	APA PsycInfo	Teacher AND violence AND consequence	X	111	110	2

#1	2021-04-19	APA PsycInfo	Teacher	X	127 848		
#2	2021-04-19	APA PsycInfo	Assault	X	10 317		
#3	2021-04-19	APA PsycInfo	Teacher AND assault	X	139	139	1
#1	2021-04-19	APA PsycInfo	Teacher	X	127 848		
#2	2021-04-19	APA PsycInfo	Victimization	X	22 528		
#3	2021-04-19	APA PsycInfo	Teacher AND victimization	X	1189		
#4	2021-04-19	APA PsycInfo	Teacher AND victimization AND consequence	X	86	86	0
#1	2021-04-20	APA PsycInfo	Educator	X	30 614		
#2	2021-04-20	APA PsycInfo	Violence	X	68 424		
#3	2021-04-20	APA PsycInfo	Educator AND violence	X	521		
#4	2021-04-20	APA PsycInfo	Educator AND violence AND consequence	X	24	24	0
#1	2021-04-20	APA PsycInfo	Educator	X	30 614		
#2	2021-04-20	APA PsycInfo	Assault	X	10 324		
#3	2021-04-20	APA PsycInfo	Educator AND assault	X	83	82	0
#1	2021-04-20	APA PsycInfo	Educator	X	30 614		
#2	2021-04-20	APA PsycInfo	Victimization	X	22 548		
#3	2021-04-20	APA PsycInfo	Educator AND victimization	X	160	158	0

Appendix 2. Table of the result

Consequences of student-related violence against teachers	
Consequences	Number of studies
Emotional impact	6
Teacher turnover	4
Decreased confidence in school management	3
Impact on job performance	2