ODNOS DOŽIVLJENOG NASILJA NA RADNOM MJESTU I ZADOVOLJSTVA OSNOVNOŠKOLSKIH RAVNATELJA POSLOM I ŽIVOTOM

UNDERSTANDING THE EFFECTS OF VIOLENCE EXPERIENCED IN THE WORKPLACE ON WORK AND LIFE SATISFACTION AMONG PRIMARY SCHOOL PRINCIPALS

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Sažetak: Iako se u novije vrijeme govori o nasilju u školi, najmanje se zna o uzlaznom vertikalnom nasilju, odnosno nasilju učitelja i drugih djelatnika prema ravnatelju. Cilj je ovog istraživanja ispitati odnos između doživljenog nasilja na radnom mjestu i zadovoljstva poslom i životom među ravnateljima osnovnih škola Republike Hrvatske.

U istraživanju je sudjelovalo 483 (27,7% muških; 72,3% ženskih) ravnatelja iz svih regija RH. Za prikupljanje podataka uz Upitnik socio-demografskih karakteristika, korištene su Skala uznemiravanja na radnom mjestu, Skala zadovoljstva životom i Upitnik zadovoljstva poslom.

Rezultati pokazuju da je čak 55,5% ravnatelja često bilo izloženo barem jednom obliku nasilja na radnom mjestu, dok je njih 40,8% također doživjelo neki oblik nasilja, ali rijetko, a samo 3,7% ih nije iskusilo nijedan oblik nasilja. Rezultati korelacijske analize pokazuju da ravnatelji koji češće doživljavaju nasilje na radnom mjestu prijavljuju niže zadovoljstvo poslom i životom. Provedenom regresijskom analizom utvrđeno je da je doživljeno nasilje na radnom mjestu statistički značajan individualni prediktor zadovoljstva poslom. Ravnatelji koji su češće izloženi nasilju na radnom mjestu prijavljuju i generalno niže zadovoljstvo životom, a u tom je odnosu zadovoljstvo poslom značajan medijator.

Zaključno se upozorava na potrebu sprječavanja nasilja nad ravnateljima zbog štetnih posljedica na sve djelatnike

Abstract: Recently, the topic of violence in schools is being addressed more often as part of research studies. So far, very little is known about vertical violence that ascends from teachers and other staff towards the school principal. The aim of this study was to examine the association between experiencing violence in the workplace and satisfaction with work and life among primary school principals in the Republic of Croatia.

This study included a total of 483 principals (27.7% male and 72.3% female) from different regions across the Republic of Croatia. Relevant data were collected using the Socio-Demographic Characteristics Questionnaire, the Workplace Harassment Scale, the Life Satisfaction Scale, as well as the Job Satisfaction Survey.

Our results show that as many as 55.5% of the participants reported experiencing at least one form of violence in their workplace on a regular basis, while 40.8% reported experiencing some form of violence more rarely. Only 3.7% of the participants reported that they had not experienced any form of violence. Based on correlation analyses, we found that principals who were more likely to experience violence in the workplace reported lower work and life satisfaction. In addition, regression analyses showed that violence experienced in the workplace was a statistically significant individual predictor of job satisfaction. Principals who were more likely to be exposed to violence in the

u školi i njihove odnose, a to se reflektira i na učenike te renome škole.

Ključne riječi: *nasilje u školi, uzlazni vertikalni mobbing, ravnatelji, dobrobit, zaštita prava*

workplace also reported lower life satisfaction in general and job satisfaction was a significant mediator in this regard.

Our findings highlight the need to prevent incidents of school violence against principals since this could result in harmful consequences with respect to the school staff and their relationships, and subsequently reflect poorly on the students and reputation of the school.

Keywords: *school violence, upward vertical mobbing, school principal, welfare, protection of rights*

UVOD

Krajem 20. i početkom 21. stoljeća veliku pozornost istraživača privuklo je nasilje unutar profesionalnih zajednica, odnosno među zaposlenicima u različitim organizacijama i ustanovama. Usprkos velikom zanimanju, za ovaj fenomen još nema opće prihvaćene definicije, ali ni jedinstvenog naziva.

U literaturi se susreću termini mobbing, uznemiravanje, maltretiranje, zlostavljanje i sl., te sve češće nasilje na radnom mjestu koje ćemo i mi upotrebljavati u ovom radu. Nasilje na radnom mjestu može se odrediti kao zlonamjerno, nemilosrdno, nekorektno i neprofesionalno ponašanje koje se provodi opetovano, ciljano, zasniva se na razlici u moći, a žrtva se ne može sama obraniti (Bilić, 2016; Einarsen, Hoel, Zapf i Cooper, 2020; Laklija i Janković, 2010; Šaljić, 2013).

Kad se uzmu u obzir pozicije osoba koje su uključene u opisana ponašanja na radnom mjestu, kao dva temeljna oblika izdvajaju se horizontalno i vertikalno nasilje. Horizontalno nasilje odnosi se na ponašanje pojedinaca ili skupine zaposlenika prema svojim kolegama iste hijerarhijske razine, odnosno koji nisu ni nadređeni ni podređeni žrtvi (Gović Penić, Koić, Vasiljević i Vinković, 2018). Pod pojmom vertikalno nasilje obično se misli na situacije kad se nadređena osoba neprijateljski i nasilno ponaša prema podređenima ili niže rangiranim djelatnicima. Međutim, u takvim slučajevima riječ je o *vertikalnom silaznom nasilju.* Iako se rjeđe spominje i istražuje, u praksi se susreću i situacije kad se podređene osobe nasilno ponašaju prema nadređenima, pa se govori o *obrnutom vertikalnom ili uzlaznom vertikalnom nasilju* (Gović Penić i sur., 2018; Zapf, Escartin, Scheppa-Lahyani, Einarsen, Hoel i Vartia, 2020).

INTRODUCTION

Towards the end of the 20th century and the beginning of 21st century, researchers began examining violence within professional communities, i.e., among employees in various organisations and institutions. Workplace violence can be defined as malicious, ruthless, incorrect, and unprofessional behaviour that is based on an imbalance of power, that occurs repeatedly, often targets one particular individual, and leaves the victim in a position where he/she is unable to defend him/herself (Bilić, 2016; Einarsen, Hoel, Zapf and Cooper, 2020 Laklija and Janković, 2010; Šaljić, 2013). Despite significant interest in this subject, there is no universally accepted definition for this phenomenon, nor does it have a unique name. So far, literature on violence within professional communities have used the following terms: 'mobbing', 'harassment', 'abuse', and 'workplace violence'.

Taking into account the positions of individuals involved, workplace violence can be categorised into two basic forms: horizontal and vertical violence. Horizontal violence refers to the behaviour of individuals or groups of employees towards their colleagues at the same hierarchical level, i.e., those who are neither superior nor subordinate to the victim (Gović Penić, Koić, Vasiljević and Vinković, 2018). Vertical violence can be further categorised into two types: 1) *downward vertical violence,* where a superior is hostile and violent towards subordinates or lower-ranking employees, and 2) *reverse vertical or upward vertical violence*, where subordinates expose their superiors to violent behaviour. As far as we know, downward vertical violence has been discussed and studied more frequently than upward vertical violence (Gović Penić et al., 2018; Zapf, Escartin, Scheppa-Lahyani, Einarsen, Hoel and Vartia, 2020).

Prevalencijske studije pokazuju da su djelatnici na upravljačkim funkcijama često izloženi nasilju (Buonomo, Fiorilli, Romano i Benevene, 2020), a njih 10-20% doživi nasilje od onih koji su im podređeni (Branch, Ramsay, Shallcross, Hedges i Barker, 2021).

Zanimljivo je da se obrazovanje i zdravstvo izdvajaju kao visokorizične profesije u kojima dominiraju negativni odnosi i nasilje (Fahie i Devine, 2014; Maluckov, 2018; Zapf i sur., 2020). No kad se govori općenito o nasilju u odgojno-obrazovnim ustanovama, u prvom je planu vršnjačko nasilje, dok je nasilje nad učiteljima (učenika i njihovih roditelja) i među učiteljima minorizirano i slabo istraženo (Bilić, 2016). Od navedenih oblika najčešće se spominje nasilje ravnatelja prema učiteljima (Fahie i Devine, 2014; McMahon i sur., 2020; Russo, Milić, Knežević, Mulić i Mustajbegović, 2008), a malo se zna o nasilju učitelja i drugih djelatnika škole prema ravnatelju (Buonomo, 2020).

Stoga je svrha ovoga rada proširiti spoznaje o izloženosti ravnatelja osnovnih škola nasilju učitelja i drugih djelatnika te učincima takvog ponašanja na zadovoljstvo ravnatelja poslom i životom.

Mogući razlozi viktimizacije ravnatelja

Donedavna je bilo teško zamisliti da i ravnatelji mogu biti žrtve nasilju u školama kojima upravljaju. U jednom od rijetkih istraživanja (Buonomo i sur., 2020) u kojem su sudjelovali ravnatelji talijanskih škola (N = 1665), utvrđeno je da je 54,8% ravnateljica i 49% ravnatelja tijekom te školske godine doživjelo različite vrste nasilje, a najčešće zadirkivanje.

Kako bi bili uspješni i ostvarili zacrtane ciljeve, ravnatelji uvelike ovise o učiteljima, a s druge strane učitelji ovise o ravnatelju kad je riječ o resursima, napredovanju i sl. Problem se javlja kad jedna ili druga strana unutar ovog međuodnosa poriče ili ometa ciljeve drugoj (Branch, Ramsay i Barker, 2007), pa je to i jedan od mogućih razloga nezadovoljstva, a nerijetko i nasilja. Ravnatelji ponekad ne mogu odobriti neka traženja učitelja (nabavu opreme, slobodne dane i sl.) zbog toga

Prevalence studies have shown that employees in management positions are often exposed to violence (Buonomo, Fiorilli, Romano and Benevene, 2020) and 10-20% of them are subjected to violence from their subordinates (Branch, Ramsay, Shallcross, Hedges and Barker, 2021).

Interestingly, professions in the fields of education and health stand out as high-risk with respect to negative attitudes and violence (Fahie and Devine, 2014; Maluckov, 2018; Zapf et al., 2020). However, when it comes to studying violence in general, peer violence in educational settings takes the foreground, while violence against teachers (by students and their parents) and among teachers continues to be poorly researched (Bilić, 2016). Among these types of violence, several studies have mentioned downward violence exhibited by school principals towards teachers (Fahie and Devine, 2014; McMahon et al., 2020; Russo, Milić, Knežević, Mulić and Mustajbegović, 2008), but little is known about the violent behaviour of teachers and other school staff towards principals (Buonomo, 2020).

Therefore, the purpose of this paper was to expand our knowledge about the upward vertical violence experienced by primary school principals from teachers and other employees, as well as to understand the effects of such violent behaviour on work and life satisfaction among principals.

Possible reasons for victimisation of principals

Until recently, it was hard to imagine that principals could also be victims of school violence. Based on data collected from principals of Italian schools (n = 1665), Buonomo et al. (2020) found that 54.8% of female principals and 49% of male principals experienced various types of violence during the school year: teasing was reported most frequently.

In order to be successful and achieve the set goals for the school, principals depend heavily on teachers, while teachers in turn depend on the principal when it comes to resources, promotions, and so on. A problem arises when one party within this relationship denies or interferes with the other (Branch, Ramsay and Barker, 2007): this is one of the possible reasons for dissatisfaction and often violence. Principals sometimes cannot approve certain requests from teachers (purchase of equip-

što škola ima druge prioritete ili jednostavno nema novca, a učitelji to percipiraju nepravednim pa reagiraju agresivno i neprimjereno. Stoga ravnatelji zbog prirode posla koji obavljaju i odgovornosti mogu biti izloženi nasilju nekih kolega (Buonomo i sur., 2020). Naravno, ako ravnatelji nastupaju s pozicije moći ili moć koriste na pogrešan način, mogu potaknuti i očekivati neprimjerene odgovore onih kojima su nadređeni. Budući da su brojne promjene (obrazovne, pedagoške, socijalne) dovele do povećanja složenosti, intenziteta i odgovornosti ravnatelja, oni u situacijama pritiska, prekomjernog opterećenja te nedostatka vremena i iscrpljenosti znaju neadekvatno reagirati na učitelje i izazvati njihove neprimjerene reakcije.

S druge strane, istaknuta upravljačka funkcija i pozicija moći, stvarni ili percipirani uspjeh ravnatelja kod jednog dijela učitelja izaziva zavist, ljubomoru, a to su i mogući povodi za viktimizaciju. U praksi se susreću i slučajevi kada su ravnatelji viktimizirani iako to ničim nisu izazvali. To mogu potvrditi ravnatelji koji su iz druge škole došli na tu poziciju i suočili se s ponašanjem učitelja kojima se prije nisu imali prilike zamjeriti. U literaturi se među mogućim razlozima takvog ponašanja prema ravnateljima izdvajaju osobine počinitelja, a to su agresivnost, impulzivnost, nezadovoljstvo sobom i prikrivanje nemoći u nekoj drugoj sferi života (Šaljić, 2013). Tome se dodaje i nedostatak socijalne kompetencije pri upravljanju ljutnjom i sagledavanju šireg situacijskog konteksta te percepcija niske ili nikakve kazne za sudjelovanje u nasilju. Moguće je da su razlozi nasilja prema ravnateljima, kako navode Laklija i Janković (2010), i neostvareni ciljevi počinitelja ili aspiracije na ravnateljsku poziciju. Ovi autori objašnjavaju da takvo ponašanje počinitelja predstavlja način simboličke dominacije, superiornosti i moći nad drugima.

Specifičnost posla ravnatelja u Hrvatskoj je i u tome što se on nalazi u poziciji između njemu podređenih učitelja i njemu nadređenih predstavnika lokalne i prosvjetne vlasti. Ravnatelji su zaduženi za provođenje prosvjetne politike, uvođenje promjena, administrativnih i tehnoloških inovacija (reformski zahvati, mijenjanje pravilnika, e-dnevnici i sl.), a to je čest izvor

ment, time off from work and so on) because of other school priorities or the lack of money. Some teachers perceive this as unfair treatment and react aggressively and inappropriately. Therefore, school principals may be exposed to violence from some colleagues due to nature of the work they perform and their responsibilities (Buonomo et al., 2020). As might be expected, if principals act from a position of power or use power in the wrong way, they can encourage and expect inappropriate responses from their subordinates. Numerous systemic changes (educational, pedagogical, social) have increased the complexity, intensity, and responsibilities associated with the job description of school principals. Therefore, principals who are facing situations of stress, excessive work, lack of time, and exhaustion may react inadequately to teachers, thus provoking inappropriate reactions.

Another potential reason for the victimisation of school principals is that they perform prominent managerial functions and hold a position of power. This actual or perceived success of the principal can cause envy and jealousy in some teachers. In practice, there are cases where principals are victimised even if they do not provoke it. This can be confirmed by principals who came to this position from another school and were confronted with inappropriate or violent behaviour from teachers who had never had the opportunity to resent them. Previous studies have also show that another reason for such behaviour towards principals could be the characteristics of the perpetrators themselves, including aggression, impulsiveness, dissatisfaction with oneself, and concealing the powerlessness they feel in another sphere of their life (Šaljić, 2013). Other factors could be a lack of social competence in managing anger and perceiving wider situational contexts, as well as a perception of low or no punishment for perpetrating violence. It is possible that the reasons for violence against principals, as stated by Laklija and Janković (2010), are the unfulfilled goals of the perpetrator or an aspiration for the position of school principal. These authors explained that such behaviour was the perpetrator's way of exhibiting symbolic domination, superiority, and power over others.

In Croatia, a school principal's job often comes with specific roles that place them in a position between their subordinates, i.e., the teachers, and their

frustracije i nezadovoljstva učitelja, koje oni lako prelijevaju na ravnatelja (Burić, Cvijetović i Macuka, 2017). Slično je i s drugim vrstama promjena koje se uvode „od gore" (smanjivanje norme, kontrola rada i sl.), koje većina učitelja percipira kao prijetnju, pa za to okrivljuju ravnatelja, iskazuju prema njemu negativne stavove, ali i neprimjereno ponašanje (Björklund, Hellman, Jensen, Åkerblom i Björk Brämberg, 2019). Iako je ravnatelj jedan od mnogih učitelja jer dolazi iz njihovih redova, često je zbog prirode svog posla, osobito zagovaranja političkih odluka koje mora provoditi, suprotstavljen većini, pa se mnogi od njih i osjećaju usamljeno. Profesionalno izoliran položaj ravnatelja i slaba podrška suradnika mogući su čimbenici viktimizacije (Buonomo i sur., 2020). S druge strane, ravnatelji se često žale da ako ne provode odredbe onih koji su im nadređeni, mogu izazvati njihove neprimjerene, ponekad i neprijateljske reakcije. Upravo nadređeni imaju važnu ulogu u izboru ravnatelja i beneficijama važnima za školu, a to ravnatelje dovodi u podređeni položaj. Iz ovog pregleda razvidno je da ravnatelji mogu biti izloženi i *vertikalnom silaznom,* ali i *vertikalnom uzlaznom nasilju* na svom radnom mjestu. Budući da se radi o ponašanjima koja se učestalo prakticiraju, neophodno je preciznije definirati nasilje nad ravnateljima.

Odrednice, obilježja i teorijska objašnjenja nasilja nad ravnateljima

Općenito, u definicijama nasilja među ljudima kao kriteriji se navode namjera, ponavljanje, neravnoteža moći i nemogućnost žrtve da se sama obrani. Budući da je nasilje nad ravnateljima nedovoljno opisan i slabo istražen fenomen, analizirat ćemo koliko se navedeni kriteriji odnose i na ovu vrstu nasilja.

superiors, i.e., the representatives in local and educational authorities. Principals are in charge of implementing educational policies, introducing changes, as well as administrative and technological innovations (reform interventions, changing regulations, e-diaries, and so on): these are common sources of frustration and dissatisfaction among teachers, and they tend to spill over to the principal (Burić, Cvijetović and Matsuka, 2017). A similar situation occurs with respect to other types of changes introduced "from above" (reduction of norms, control of work, and so on) - most teachers perceive these changes as a threat, blame the principal, and express negative attitudes and/or inappropriate behaviour towards him/her (Björklund, Hellman, Jensen, Åkerblom and Björk Brämberg, 2019). Although the principal is considered to be one among the teachers because he/she comes from their ranks, he/she is often opposed to the majority due to nature of his/her work, especially when it comes to advocating for political decisions that he/she has to implement. This can result in a feeling of loneliness among principals. Other possible factors for victimisation could be the professionally isolated position of a school principal and insufficient support from associates (Buonomo et al., 2020). Furthermore, principals often complain that if they do not implement the provisions of their superiors, they may provoke inappropriate and sometimes hostile reactions. Superior officials from educational boards and the government play an important role in appointing principals and provide important benefits to the school - this puts principals in a subordinate position. In this review, we show that principals can be exposed to both *downward* and *upward* ve*rtical violence* in the school environment. Since these behaviours are being reported more frequently nowadays, it is important to precisely define and understand the factors associated with violence against principals.

Determinants, characteristics, and theoretical explanations of violence against principals

In general, violence against individuals is defined based on criteria such as intention, repetition, an imbalance of power, and the victim's inability to defend themselves. Since violence against principals is an insufficiently described and poorly researched phenomenon, in this section, we analysed the extent to which these criteria apply to this type of school violence.

Namjera činjenja nasilja važna je odrednica koja razlikuje nasilje od sličnih ponašanja, primjerice sukoba koji se događaju spontano. U slučajevima nasilja nad ravnateljima, namjera je počinitelja da žrtve uvrijede, omalovaže, ponize, ugroze, nanesu štetu njihovom zdravlju, ugledu, dostojanstvu, integritetu, osobito profesionalnom statusu, te ih u konačnici i udalje s radnog mjesta (Bilić, 2016; Laklija i Janković, 2010; Šaljić, 2013).

Ponavljanje je drugi važan kriterij u određivanju nasilja nad ravnateljima. O nasilju se govori ako se ono ponavlja ili traje kontinuirano tijekom određenog razdoblja (najmanje šest mjeseci), a kad se događa vrlo često, dnevno ili tjedno, opravdano je govoriti o zlostavljanju na radnom mjestu. Međutim, i samo jedan ozbiljan incident koji žrtvi može nanijeti ozljedu ili veliku bol, strah i sl., može se smatrati nasiljem. Često je riječ o iscrpljujućem procesu koji traje najmanje jednu, a nekad i više od četiri godine (Steele, Rodgers i Fogarty, 2020; Zapf i sur., 2020).

Razlika u moći također je važna definicijska komponenta i nasilja nad ravnateljima, a teorija o moći čest referentni okvir za istraživanja ovog problema (Björklund i sur., 2019; Branch i sur., 2007; Fahie i Devine, 2014). U prethodnom odlomku više smo puta spomenuli moć ravnatelji, a prema Foucaultu (1994) moć proizlazi iz odnosa s drugima te ima ključnu ulogu u dinamici nasilništva. Upravo zbog pozicije moći ravnatelji se ponekad percipiraju kao nasilnici (prema učiteljima i drugim djelatnicima), a učestala je zabluda da oni zbog moći ne mogu biti viktimizirani. To su i mogući razlozi negiranja ovog oblika nasilja (Branch, Ramsay i Barker, 2013).

Međutim, često se događa da učitelji koji nisu zadovoljni svojim ravnateljem, a hijerarhijski su niže pozicionirani i nemaju formalnu moći, na različite je načine nastoje steći i zadržati. Prema Foucaultovoj (1994) teoriji, odnosi moći su pokretni, reverzibilni i nestabilni, a dinamika moći utječe na reakcije i ishode nasilja. Sukladno tome, osim iz organizacijskog položaja i ovlaštenja, moć se može izvesti i iz niza drugih, neformalnih izvora (primjerice, stručnost), a najčešće iz međusobnog povezivanja podređenih djelat-

Intention to commit violence is an important determinant that distinguishes violence from similar behaviours that occur spontaneously, such as conflicts. In cases of violence against principals, the perpetrator intends to insult, belittle, humiliate, and endanger the victim, as well as damage their health, reputation, dignity, integrity, and professional status, and ultimately remove them from their workplace (Bilić, 2016; Laklija and Janković, 2010; Šaljić, 2013).

Repetition is another important criterion that determines violence against principals. Based on this criterion, violence refers to inappropriate behaviour that occurs repeatedly or continuously over a period of time (at least six months). When violence occurs very often, i.e., daily or weekly, the question of harassment in the workplace is justified. However, even a single serious incident that can cause injury, great pain, or fear can be considered an act of violence. Previous studies have shown that many individuals reported experiencing violence for at least one year and sometimes more than four years, resulting in complete exhaustion among the victims (Steele, Rodgers, & Fogarty, 2020; Zapf et al., 2020).

Imbalance of power is another important defining component of violence against school principals, and the power theory is a commonly used frame of reference for research on this issue (Björklund et al., 2019; Branch et al., 2007; Fahie and Devine, 2014). In the previous section, we mentioned the power of principals several times. According to Foucault (1994), power arises from relationships with others and plays a key role in the dynamics of violence. Due to their position of power, principals are sometimes perceived as bullies (towards teachers and other employees). Furthermore, there is a common misconception that they cannot be victimised because they can exercise their authority over their subordinates. These are also possible reasons for denying the existence of this form of violence (Branch, Ramsay, & Barker, 2013).

However, it often happens that teachers who are dissatisfied with their principal try to acquire power and retain it in various ways, especially because they are in a hierarchically lower position and have no formal authority. According to Foucault's (1994) theory, power relations are mobile, reversible, and unstable, and power dynamics influence reactions and outcomes of violence. Accordingly, in addition to

nika (Branch i sur., 2007). U školama se učitelji mogu međusobno povezati s ciljem intenzivnog i stalnog opstruiranja ravnatelja, te im time nanositi štetu, što postupno dovodi do preokreta, disbalansa u odnosu moći.

U školskoj praksi, osobito u situacijama izbora ravnatelja, moguće je udruživanje učitelja i biranje nekog između sebe, koga favoriziraju. Naime, iako se u Republici Hrvatskoj dugi niz godina govori profesionalizaciji radnog mjesta ravnatelja, ona u praksi nije zaživjela. Prema aktualnom Zakonu o odgoju i obrazovanju u osnovnim i srednjim školama (NN 64/20) učitelji i drugi djelatnici škole (stručni suradnici i administrativno-tehničko osoblje) sudjeluju u postupku izbora ravnatelja putem tajnog glasovanja na sjednicama učiteljskog i radničkog vijeća. Predstavnici ovih stručnih tijela ujedno su članovi najvišeg upravljačkog tijela škole, odnosno školskog odbora. Ovo upravljačko tijelo ukupno broji sedam članova pa tako uz troje predstavnika učitelja i svih zaposlenika škola, vijeće roditelja bira jednog predstavnika, a osnivač škole (lokalna ili regionalna samouprava), imenuje preostala tri člana (Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi, NN 64/20). U postupku imenovanja ravnatelja predstavnici zaposlenika i roditelja obavezni su zastupati i iznositi stajališta tijela koje ih je imenovalo ili izabralo u školski odbor. Ravnateljem će, uz suglasnost nadležnog ministra, biti imenovan kandidat s najvećim brojem glasova članova školskog odbora.

Udruženi učitelji od novog ravnatelja izabranog uz njihovu pomoć na ovaj način mogu tražiti da im uzvrati, odnosno da im prioritet u napredovanju, stručnom usavršavanju i sl. U situacijama kad ravnatelj ne može ispuniti takva očekivanja, moguće je stvaranje koalicija nezadovoljnih njime koji su spremni na različite postupke, pa i nasilje. Njima se mogu pridružiti i oni koji prije nisu uspjeli biti izabrani na tu poziciju ili su došli u neku drugu vrstu sukoba s aktualnim ravnateljem. Pojedinci koji ih vode, okupljaju i započinju nasilje, od svojih sljedbenika traže da utječu na druge kolege te proširuju i ojačavaju skupinu nezadovoljnika, pa se zaista može govoriti o „umreženom" nasilju (Maluckov, 2018). Neki učitelji

the organisational position and authority, power can be derived from a number of other informal sources (e.g., expertise), as well as from the interconnection of subordinate employees (Branch et al., 2007). In schools, teachers can join forces with each other with the aim of intensively and constantly obstructing and harming principals: this gradually leads to a reversal or imbalance in the relationship of power.

When it comes to choosing a school principal, it is possible for teachers to coordinate with each other and choose someone favourable amongst themselves. Although the professionalisation of the principal's position has been talked about for many years in the Republic of Croatia, it has not yet been put into practice. According to the current Primary and Secondary Education Act (NN 64/20), teachers and other school staff (professional associates, administrative and technical staff) participate in the process of electing principals by secret ballot during sessions of the teachers and workers councils. Representatives of these professional bodies are also members of the highest governing body of the school, i.e., the School Board. This governing body has a total of seven members, including three representatives of teachers and all school employees, one elected representative of the parents council, and three other members (local or regional authorities) appointed by the school founder (Law on Primary and Secondary Education, NN 64/20). In the process of electing principals, employee and parent representatives are required to represent and present the views of the body that appointed or elected them to the school board. With the consent of the Minister, the individual who received the highest number of votes from the school board members will be appointed as the principal.

Teachers who are involved in the process of electing the new principal may ask for reciprocal favours, i.e., prioritisation during promotion, professional development, and so on. Situations where the principals are unable to meet such expectations can lead to a coalition amongst those who are dissatisfied with him/her and those who are ready for action, including violence. Such individuals may even be joined by those who have previously failed to be elected to the position of principal or have come into some other kind of conflict with the current principal. Individuals who lead and gather supporters against the principal and initiate violence often ask their followers to influence

ponekad su nesvjesno uvučeni u njihovu igru, a drugi se svjesno pridružuju i s „entuzijazmom i užitkom" lansiraju tračeve, neistine o ravnatelju te mu nanose štetu (Rosner, 2018). Manifestiranjem takvog ponašanja, koje postupno nameću kao normu, nastoje održati, učvrstiti i proširiti svoju bazu moći (Fahie i Devine, 2014). A to im uspijeva dobrim dijelom i zbog pasivnih promatrača ili „tihe većine" koja svojom šutnjom zapravo doprinosi nasilju i patnji žrtava.

U školskoj praksi opaženo je da udruženi učitelji traže podršku utjecajnih struktura izvan škole (lokalne i prosvjetne vlasti, inspekcije, savjetnika i sl.), a oni zbog pritužbi, osobnih interesa, poznanstava i sl., mogu promijeniti svoj odnos prema ravnatelju. Podrška nadređenih (lokalne ili prosvjetne vlasti) udruženim učiteljima može snažno potkopati autoritet ravnatelja. Naime, tako se podriva stvarna moć, ali i percepcija moći (Björklund i sur., 2019), a nedostatak moći jedan je od najvažnijih čimbenika rizika za nasilje nad ravnateljima (D'Cruz i Rayner, 2013; Zapf i sur., 2020). Drugim riječima, nezadovoljni učitelji i drugi djelatnici škole, uz podršku nadređenih iz obrazovnih institucija, a ponekad i nezadovoljnih roditelja, sustavno rade na potkopavanju moći ravnatelja te manifestiraju svoju akumuliranu neformalnu moć, a D'Cruz i Rayner (2013, str. 597) to nazivaju „sunasilničkim djelovanjem na višu razinu". Smanjenje moći povezano je s nedostatkom unutarnje i vanjske podrške, a nedostatak podrške opet se percipira kao nedostatak moći ravnatelja, što može biti razlog za novi ciklus nasilja (Patterson, Branch, Barker i Ramsay, 2018). Dakle, bez obzira na legitimnu poziciju moći, ravnatelji mogu biti viktimizirani. A neravnoteža moći otežava žrtvi da se sama obrani, pa je zbog toga ona važna definicijska komponenta i nasilja nad ravnateljima (Branch i sur., 2007).

Nemogućnost žrtve da se sama obrani važna je odrednica u definicijama različitih vrsta nasilja. Zbog percepcije da ravnatelji škola imaju moć, teško je shvatiti da se ne mogu obraniti od nasilja, osobito onih koji su im podređeni. Međutim, neprekidna izloženost nasilju, osobito lažnim optužbama i svijest o tome da je njihova moć zaista poljuljana, a pozicija ugrožena, iscrpljuje spo-

other colleagues in order to expand and strengthen the group of dissidents, thus resulting in "networked" violence (Maluckov, 2018). Some teachers are unknowingly drawn into this "game", while others consciously join in and spread gossip and untruths about the principal with "enthusiasm and pleasure" and the intention of harming him/her (Rosner, 2018). By manifesting such behaviour, which they gradually impose as the norm, they seek to maintain, consolidate, and expand their power base (Fahie and Devine, 2014). Unfortunately, passive observers or the "silent majority" may actually contribute to an increase in the violence and suffering experienced by the victims.

In school practice, it has been observed that, associated teachers seek the support of influential structures outside the school (local and educational authorities, inspections, counsellors, and so on). They also attempt to influence attitudes towards the principal using complaints, personal interests, and acquaintances. The collaboration between superiors (local or educational authorities) and associated teachers can severely undermine the authority of the principal. This undermines not only his/her real power, but also the perception of his/her power (Björklund et al., 2019). Lack of power is one of the most important risk factors for violence against principals (D'Cruz and Rayner, 2013; Zapf et al., 2020). In other words, dissatisfied teachers and other school staff, with the support of superiors from educational institutions and sometimes dissatisfied parents, can work together to systematically undermine the power of principals and manifest their accumulated informal power: D'Cruz and Rayner (2013, p. 597) referred to this situation as "co-violent action at a higher level". Decreased power is associated with a lack of internal and external support, and a lack of support is perceived again as a lack of power on the part of the principal, potentially resulting in a new cycle of violence (Patterson, Branch, Barker and Ramsay, 2018). Thus, regardless of holding a legitimate position of power, principals can be victimised. This power imbalance makes it difficult for the victim to defend himself/herself and is therefore an important defining component of violence against principals (Branch et al., 2007).

Inability of victim to defend him/herself is an important determinant defining different types of violence. Due to the perception that school principals have significant authority, it is difficult to understand

sobnosti ravnatelja da se sami obrane (Branch i sur., 2013). Neki ravnatelji navode da su nakon doživljenog nasilja osjećali silnu nemoći u sebi (Branch, 2007).

Oblici, eskalirajuća priroda i učinci nasilja

Iako se susreću primjeri otvorenog, izravnog, fizičkog i verbalnog nasilja (vikanje, prijetnje, verbalno zastrašivanje, fizički napadi), mnogo su češći sofisticirani, suptilniji, neizravni oblici relacijskog nasilja (ogovaranje, širenje neistina, ismijavanja, propitivanje tuđih profesionalnih sposobnosti i sl.) te različiti modaliteti socijalnog isključivanja i izoliranja (Branch i sur., 2007, Zapf i sur., 2020). Zahvaljujući učestaloj uporabi moderne tehnologije, ravnatelji mogu biti i žrtve elektroničkog nasilja (Forssell, 2020). Nasilje obično počinje neizravno tzv. „nasiljem uvijenim u celofan" (zadirkivanje, šale). Kako moć počinitelja jača, taktike postaju sve grublje i izravnije, a to žrtve sve više iscrpljuje (Björklund i sur., 2019). U prilog tezi o eskalirajućoj prirodi nasilja treba dodati da i posljedice počinju blagim teškoćama i prerastaju u ozbiljne probleme.

Tako se kod žrtava u početku javljaju psihosomatske teškoće (razdražljivost, nesanice, glavobolje, probavni poremećaji i sl.), a postupno i niz problema s mentalnim zdravljem (anksioznost, depresija) (Buonomo i sur., 2020; Einarsen i Nielsen, 2015; Fahie i Devine, 2014). Ovome svakako treba dodati da destruktivna dinamika nasilja može otvoriti spiralu negativnih interakcija i loših odnosa u školi, što utječe na zdravlje i uspjeh svih djelatnika, reflektira se na učenike te na uspješnost i reputaciju same škole.

that the fact they cannot defend themselves against violence, especially from those who are subordinate to them. However, constant exposure to violence, especially false accusations, and the awareness that their power has been shaken and their position threatened can be exhausting, resulting in the impairment of the victims ability to defend themselves (Branch et al., 2013). Some principals stated that they felt a strong sense of helplessness after experiencing violence (Branch, 2007).

Forms of violence, its escalating nature, and associated effects

Although there are examples of open, direct, physical, and verbal violence (shouting, threats, verbal intimidation, physical attacks), studies have reported that sophisticated, subtle, and indirect forms of relational violence (gossiping, spreading untruths, ridiculing, questioning professional abilities, and so on), as well as different modalities of social exclusion and isolation are much more commonly observed (Branch et al., 2007; Zapf et al., 2020). Due to frequent use of modern technology, principals can also be victims of cyberbullying (Forssell, 2020). Violence usually begins indirectly by means of the so-called "violence wrapped in cellophane" approach (teasing, jokes). As the perpetrator's power grows stronger, tactics become rougher and more direct, and this causes increased exhaustion in the victims (Björklund et al., 2019). In support of the thesis on the escalating nature of violence, it should be added that consequences typically begin with mild difficulties and grow into serious problems.

Thus, victims initially experience psychosomatic difficulties (irritability, insomnia, headaches, digestive disorders, and so on) and go on to gradually develop a number of mental health problems (anxiety, depression) (Buonomo et al., 2020; Einarsen and Nielsen, 2015; Fahie and Devine, 2014). It should be added that the destructive dynamics of violence can open a spiral of negative interactions and bad relationships in the school, which in turn affects the health and success of all employees, as well as reflects poorly on the students and the success and reputation of the school itself.

Učinci doživljenog nasilja na radnom mjestu na zadovoljstvo ravnatelja poslom i životom

Uz sve navedeno može se pretpostaviti da doživljeno nasilje utječe i na dobrobit ravnatelja, odnosno zadovoljstvo životom i njegovim različitim domenama, kao što je zadovoljstvo poslom, obitelji i sl. (Diener, Oishi i Tay, 2018).

Zadovoljstvo poslom složen je konstrukt koji uključuje pozitivne i negativne prosudbe (kognitivni aspekt) koje pojedinci imaju o svome poslu (prirodi posla, radnim uvjetima i sl.) u odnosu na njihove potrebe (postignuće, samoaktualizaciju, kompetencije), a to može dovesti do pozitivnog, ugodnog emocionalnog stanja i naklonosti (afektivna komponenta) prema poslu, što se očituje u pristupu i ponašanju na radnom mjestu (ponašajna komponenta) (Rodríguez-Cifuentes, Fernández-Salinero, Moriano i Topa, 2020; Slišković, Burić, Knežević 2016; Wang, Pollock i Hauseman, 2018). Na zadovoljstvo ravnatelja poslom utječe niz čimbenika, neki su vanjski (kontradiktorni zahtjevi prosvjetnih vlasti, socijalni pritisci i sl.), drugi su povezani s profesionalnim statusom (nedostatkom priznanja, mogućnostima napredovanja i sl.). Podjednako su važni i unutarnji čimbenici poput postignuća i težnje da se učini nešto značajno (Wang i sur., 2018), a veliku ulogu imaju i odnosi općenito (s učenicima, kolegama, roditeljima). Moguće je pretpostaviti da ravnatelji koji imaju kvalitetne interakcije s kolegama i doživljaju ugodne emocije, mogu biti i zadovoljniji poslom. U istraživanju koje su proveli Wang i sur. (2018) sudjelovali su ravnatelji iz Kanade (N = 1423), utvrđeno je da njihov odnos s učiteljima kojima su oni nadređeni, kao i s nadzornicima škola koji su njima nadređeni, značajno utječe na njihovo zadovoljstvo poslom. Rezultati istraživanja Chang, Leach i Anderman (2015) u kojem su sudjelovali ravnatelji (N = 1501) iz SAD-a pokazuju da su oni ravnatelji koji doživljavaju od svojih nadređenih (nadzornika) podršku i potporu učinkovitiji u radu i zadovoljniji svojim poslom. Podrška nadzornika bila je značajan prediktor uspješnosti ravnatelja, a ravnatelji koji su imali potporu svojih nadzornika bili su zadovoljniji poslom. No ravnatelji su često rastrgani između potrebe da budu autonomni i zadovoljavanja

Effects of violence experienced in the workplace on work and life satisfaction among school principals

In addition to all the above-mentioned factors, it can be assumed that violence experienced by principals can affect their general well-being, i.e., satisfaction with life and its various domains, such as job satisfaction, family, and so on (Diener, Oishi and Tay, 2018).

Job satisfaction is a complex construct that includes positive and negative judgments (cognitive aspect) about an individual's work (nature of work, working conditions, and so on) in relation to their needs (achievement, self-actualisation, competencies). This can lead to a positive, pleasant emotional state, and affection (affective component) towards work, which is then manifested in their approach and behaviour in the workplace (behavioural component) (Rodríguez-Cifuentes, Fernández-Salinero, Moriano and Topa, 2020; Slišković, Burić, Knežević 2016; Wang, Pollock and Hauseman, 2018). Job satisfaction among principals is influenced by a number of factors - some are external (contradictory demands of educational authorities, social pressures, and so on), while others are related to professional status (lack of recognition, opportunities for promotion, and so on). Equally important are internal factors such as achievement and the desire to do something significant (Wang et al., 2018). Relationships (with students, colleagues, parents) also play an important role. It can be assumed that principals who have quality interactions with colleagues and experience pleasant emotions may be more satisfied with their work.

A study on principals from Canada (n = 1423; Wang et al., 2018) showed that job satisfaction was significantly affected by their relationship with teachers they are superior to, as well as with the supervisors of the schools that they were in charge of. Chang, Leach and Anderman (2015) analysed data collected from principals from the USA (n = 1501) and showed that participants who received support from heir superiors (supervisors) were more efficient in their work and more satisfied with their work/job. The support of supervisors was a significant predictor of the success of these participants: principals who had the support of their supervisors were more

specifičnih zahtjeva odozgo prema dolje, dakle osoba koje su im nadređene. Zaključno se ističe da specifični zahtjevi vanjske kontrole kao što su nadzor i pritisci mogu izazivati veliku napetost, što utječe na motivaciju i funkcioniranje ravnatelja te njihovo i nezadovoljstvo poslom. Darmody i Smyth (2016) utvrdili su da na zadovoljstvo ravnatelja (N = 898) poslom snažno utječe profesionalni stres. A stres ravnatelja pripisuje se međuljudskim odnosima i interpersonalnim sukobima (Poirel, Lapointe i Yvon, 2012).

Budući da je nasilje među kolegama izraz ekstremno negativnih odnosa, opravdano je pretpostaviti da nepovoljno utječe na zadovoljstvo ravnatelja poslom. U različitim studijama i meta-analizama utvrđeno je da nasilje na radnom mjestu negativno korelira sa zadovoljstvom poslom prosvjetnih djelatnika (Nielsen i Einarsen, 2012; Steele i sur., 2020), a utječe i na njihovo zadovoljstvo životom.

Diener i sur. (2018) zadovoljstvo životom određuju kao osobnu procjenu života kao cjeline, a prema vlastitim standardima „dobrog života". Istraživanja pokazuju da postoji pozitivna korelacija između zadovoljstva poslom i životom, a što je veće zadovoljstvo poslom, veće je i zadovoljstvo životom (Nehir, Durgu, Ozcan i Taskin, 2021). Očekivano, utvrđen je negativan odnos između izloženosti nasilju na radnom mjestu i zadovoljstva poslom i životom djelatnika koji rade na različitim razinama obrazovanja (Karakuş i Çankaya, 2012; Nehir i sur., 2021). Međutim, kako nema dovoljno istraživanja o ravnateljima, to nas je motiviralo da ispitamo odnos između doživljenog nasilja na radnom mjestu i zadovoljstva ravnatelja poslom i životom.

CILJ, PROBLEMI I HIPOTEZE ISTRAŽIVANJA

S obzirom na to da u Republici Hrvatskoj nema istraživanja koja se bave nasiljem nad ravnateljima u sustavu osnovnog obrazovanja, cilj je ovoga rada ispitati odnos između doživljenog nasilja na radnom mjestu i zadovoljstva poslom i životom među ravnateljima osnovnih škola. Istraživanje odgovara na sljedeće istraživačke probleme:

satisfied with the work. But the principals were often torn between the need to be autonomous and to meet specific requirements from the management, i.e., the people superior to them. In conclusion, the authors pointed out that specific requirements of external control such as supervision and pressure can cause great tension, affect motivation and functioning, as well as result in dissatisfaction with work. Darmody and Smyth (2016) found that job satisfaction among principals (N = 898) is strongly influenced by professional stress. Stress faced by principals can be typically attributed to interpersonal relationships and conflicts (Poirel, Lapointe and Yvon, 2012).

Since violence among colleagues is an expression of extremely negative relationships, it is reasonable to assume that it adversely affects job satisfaction among principals. Various studies and meta-analyses have found that workplace violence is negatively correlated to the job and life satisfaction of educators (Nielsen and Einarsen, 2012; Steele et al., 2020.

Diener et al. (2018) defined life satisfaction as a personal assessment of one's life as a whole that is based on their own standards of a "good life". Research shows that there is a positive correlation between job and life satisfaction - higher the job satisfaction, the higher the life satisfaction (Nehir, Durgu, Ozcan and Taskin, 2021). As expected, exposure to workplace violence was found to be negatively correlated to job and life satisfaction of employees working at different levels of education (Karakuş and Çankaya, 2012; Nehir et al., 2021). However, since there is not enough research on violence experienced by school principals, we were motivated to examine the effect of violence experienced in the workplace and work and life satisfaction.

AIM OF STUDY AND RESEARCH HYPOTHESES

The goal of this study was to examine the relationship between violence in the workplace and job and life satisfaction among primary school principals. As far as we know, there are no studies so far on violence against principals in the primary education system in the Republic of Croatia. Therefore, our study aimed to examine the following research questions:

- utvrditi učestalost nasilja na radnom mjestu s obzirom na demografske osobine ravnatelja

- analizirati povezanost između nasilja na radnom mjestu i zadovoljstva ravnatelja poslom i životom

- utvrditi predviđa li doživljeno nasilje na radnom mjestu zadovoljstva ravnatelja poslom

- ispitati medijacijski učinak zadovoljstva poslom na odnos između doživljenog nasilja na radnom mjestu i zadovoljstva ravnatelja životom.

U skladu s navedenim istraživanjem provjeravaju se sljedeće hipoteze:

H1 Ravnatelji se razlikuju prema iskustvima nasilja na radnom mjestu s obzirom na demografske karakteristike: spol, dob, ravnateljski i radni staž te lokaciju škole (urbano, ruralno).

H2 Doživljeno nasilje na radnom mjestu povezano je s nižim zadovoljstvom ravnatelja poslom i životom.

H3 Nasilje na radnom mjestu statistički je značajan prediktor zadovoljstva poslom.

H4 Zadovoljstvo poslom posreduje odnos između doživljenog nasilja na radnom mjestu i zadovoljstva ravnatelja životom.

METODE ISTRAŽIVANJA

Uzorak

U ovome istraživanju sudjelovalo je 483 (27,7% muških; 72,3% ženskih) osnovnoškolskih ravnatelja iz svih regija RH. Na temelju podataka dobivenih od Ministarstva znanosti i obrazovanja o ukupnom broju ravnatelja osnovnih škola (N = 919) uz pomoć internetskog servisa *Sample Size Calculator* (razina pouzdanosti 95%; interval 4) izračunato je da veličina reprezentativnog uzorka iznosi 363 ravnatelja. Podaci o dobnoj strukturi pokazuju da najveći broj (41%) ravnatelja ima 56 i više godina života, a 39,3% između 46 i 55 godina, najmanje (19,7%) je onih koji imaju 45 godina ili manje. Najveći broj sudionika, 37,3% ima između 20 i 30 godina staža u školi,

- the frequency of incidents of violence in the workplace with regards to demographic characteristics of the principal

- the relationship between workplace violence and principals' job and life satisfaction

- whether violence experienced in the workplace can be used to predict job satisfaction among principals

- the mediating effect of job satisfaction on the relationship between violence experienced in the workplace and principal's life satisfaction.

In accordance with the above-mentioned research questions, the following hypotheses were tested:

H1. Experiences of workplace violence differs based on demographic characteristics of principals: sex, age, length of service as principal, length of school service, and school location (urban, rural).

H2. Experiencing violence in workplace is associated with lower work and life satisfaction among principals.

H3. Workplace violence is a statistically significant predictor of job satisfaction.

H4. Job satisfaction mediates the relationship between experiencing workplace violence and principal's satisfaction with life.

METHODOLOGY

Participants

The survey included a representative sample of 483 primary school principals (27.7% male and 72.3% female) from different regions of the Republic of Croatia. Based on data obtained from the Ministry of Science and Education regarding the total number of primary school principals (n = 919), we used the online service Sample Size Calculator (95% confidence level; interval 4) to calculate the size of the representative sample as 363 principals. Data on age structure showed that 41% of the participants were 56 years and older, 39.3% were between the ages of 46 and 55 years, and 19.7% were 45 years or younger. A large proportion of participants (37.3%)

a njih samo 1,2% ima do 10 godina radnog staža u školi. Od ukupnog broja 55,7% ravnatelja ima do 10 godina ravnateljskog staža, a njih 44,3% ima deset ili više godina staža na mjestu ravnatelja. Najveći broj ravnatelja ima visoku stručnu spremu (92,6%), mali broj magisterij ili doktorat znanosti (7%), a samo 2 sudionika (0,4%) imaju višu stručnu spremu. Podjednak je broj ravnatelja čije su škole nalaze u urbanim (54%) i ruralnim (46%) sredinama.

Mjerni instrumenti

Za potrebe ovog istraživanja korišteni su sljedeći mjerni instrumenti:

a) *Upitnik socio-demografskih karakteristika* odnosio se na spolnu i dobnu strukturu, duljinu ukupnog i ravnateljskog staža, stupanj obrazovanja i stupanj urbaniziranosti mjesta u kojem se škola nalazi.

b) *Skala uznemiravanja na radnom mjestu* (*Russo i sur., 2008*) namijenjena je ispitivanju doživljenog uznemiravanja kod učitelja. Za potrebe ovoga istraživanja izdvojene su i prilagođene 22 tvrdnje koje se odnose na specifičnosti rada ravnatelja (primjer: *Stalno i uporno se kritizira Vaš rad)*. Odgovori su za svaku tvrdnju označeni od 0 do 3, pri čemu 0 označava nikad, a 3 uvijek. Ukupan rezultat na skali dobio se zbrojem svih čestica, pri čemu viši rezultat upozorava na učestalije doživljavanje uznemiravanja na poslu. Pouzdanost ove skale iskazana Cronbachovim α iznosi, α = ,92.

c) *Upitnik zadovoljstva poslom* (*Spector, 1985*) izvorno ima 36 čestica, a za potrebe ovoga istraživanja modificiran je tako da je izbačena subskala nadzora (4 čestice), te je naziv organizacija zamijenjen školom. Tako je ovaj instrument namijenjen mjerenju ukupnog zadovoljstva poslom imao 32 čestice (primjer: *Komunikacija je u mojoj školi dobra*). Odgovori su za svaku tvrdnju prezentirani na ljestvici od 0 do 3 (0 = *u potpunosti se ne odnosi na mene*; 3 = *potpunosti se odnosi na mene*). Ukupan rezultat dobiven je zbrojem svih odgovora, a viši

had between 20 and 30 years of work experience at a school, while only 1.2% of them had up to 10 years of work experience at a school. Furthermore, 55.7% of the principals had up to 10 years of principal experience and 44.3% of them had 10 or more years of experience in the position of principal. Almost all the principals (92.6%) had a university degree, a few of them had a Master's degree or a Doctorate (7%), and two of them (0.4%) had a college degree. Around 54% of principals were in charge of schools are located in urban areas, while 46% were in charge of schools located in rural areas.

Instruments

For the purposes of this research study, the following measuring instruments were used:

a) *Socio-Demographic Characteristics Questionnaire* – to collect data on sex, age structure, length of total service and principal service, level of education, and degree of urbanisation of school location.

b) *Workplace Harassment Scale* (Russo et al., 2008) – this scale is intended to examine the level of harassment experienced by the individual. A total of 22 statements related to the specifics of a principal's job were singled out and modified based on the aims of this study (for example, "*Your work is constantly and persistently criticised")*. The answers for each statement were ranked from 0 to 3, with 0 denoting "never" and 3 denoting "always". The sum of all individual answers was considered as the total score on the scale and a high score indicating an increased frequency of harassment at work. The reliability of this scale as expressed by Cronbach's α was 0.92.

c) *Job Satisfaction Survey* (*Spector, 1985*) – this survey has a total of 36 items. For the purpose of this study, the survey was modified to change the term "organisation" to "school" and the subscale of supervision (4 items) was dropped. Thus, the modified survey instrument had 32 items and was used to measuring overall job satisfaction (for example, "*Communication in my school is good"*). The answers for each

rezultat predstavlja višu razinu zadovoljstva poslom. U ovom istraživanju Cronbach α za sve čestice zajedno iznosi α = 0,82.

d) **Skala zadovoljstva životom** *(Diener, Emmons, Larsen i Griffin, 1985)*. Ova jednofaktorska skala namijenjena mjerenju zadovoljstva životom, sastoji se od 5 tvrdnji (primjer: *Zadovoljan sam svojim životom*). Pridružena joj je skala procjene od 4 stupnja (0 =*u potpunosti se ne odnosi na mene*; 3= *u potpunosti se odnosi na mene)*. Ukupan rezultat predstavlja zbroj svih odgovora, a viši rezultat znači i veće zadovoljstvo životom. U ovom istraživanju pouzdanost korištene skale iznosi α = 0,84.

Postupak

Istraživanje je provedeno od sredine travnja do sredine lipnja 2021. godine. Empirijski podaci koji se analiziraju u okviru ovoga rada, zbog pandemije su prikupljeni metodom pisane ankete u elektronskom obliku (CASI tehnika; Google Forms platforma). Svim ravnateljima osnovnih škola na službenu adresu elektroničke pošte poslan je poziv za sudjelovanje u istraživačkome projektu, ukratko im je predstavljena tema, objašnjenja svrha istraživanja te dostavljena poveznica za *online* anketni upitnik. Sudjelovanje je bilo dobrovoljno i anonimno te su ispitanici u svakom trenutku mogli odustati. Dostavljeni upitnik ukupno je popunilo 483 ravnatelja, odnosno 52,56% od ukupnog broja ravnatelja osnovnih škola. Za popunjavanje upitnika u prosjeku je trebalo petnaest minuta.

REZULTATI

Kako bismo utvrdili koliko je ravnatelja izloženo nasilju na radnom mjestu, podijelili smo sudionike u kategorije: one koji nisu nikad iskusili nijedan oblik nasilja na radnom mjestu (koji su na svim česticama odgovorili s *nikad*), one koji su iskusili barem jedan oblik nasilja na radnom mjestu, ali rijetko, te sudionike koji su barem jedan oblik nasilja na radnom mjestu iskusili često ili uvijek. Utvrđeno je da je čak 55,5% sudionika doživjelo barem jedan oblik nasilja na radnom mje-

statement were ranked on a scale from 0 to 3 , where 0 indicated "not fully applicable to me" and 3 indicated "fully applicable to me". The total score was obtained by the sum of all answers, and a higher score denotes a higher level of job satisfaction. In this study, Cronbach α for all items on the job satisfaction survey was 0.82.

d) **Life Satisfaction Scale** (*Diener, Emmons, Larsen and Griffin, 1985*) - this one-factor scale, intended to measure life satisfaction, consists of five statements (for example, "*I am satisfied with my life"*). The scale is measured based on a 4-point assessment scale, where 0 indicates "not fully applicable to me" and 3 indicates "fully applicable to me". The total score is the sum of all the answers, and a higher score indicates greater life satisfaction. The scale showed good metric characteristics, and in this study, the reliability based on Cronbach's α was 0.84.

Procedure

Due to the restrictions imposed during the COVID 19 pandemic, all empirical data analysed in this study were collected through an online survey (CASI technique; Google Forms platform). All primary school principals were sent an invitation to participate in the research project to their official e-mail addresses. They were briefly introduced to the research subject and the purpose of the study, and they were provided a link to an online survey questionnaire. Participation was voluntary and anonymous, and respondents were able to withdraw at any time without explanation. The questionnaire was completed by a total of 483 principals, i.e., 52.56% of the total number of primary school principals contacted. It took an average of fifteen minutes to complete the questionnaire.

RESULTS

To determine how many principals were exposed to workplace violence, we stratified the participants into three categories: those who had never experienced any form of workplace violence (who responded with "never" on all items),

stu često ili uvijek, 40,8% ih je doživjelo barem jedan oblik nasilja na radnom mjestu, ali rijetko, a samo 3,7% njih nije nikad doživjelo nijedan oblik nasilja. Kako bi se vidjelo o kojim se točno oblicima nasilja na radnom mjestu radi te koja je njihova učestalost, u tablici 1 prikazana je analiza prema česticama.

those who had experienced at least one form of violence in the workplace, but rarely, and those who had experienced at least one form of workplace violence on a regular basis (i.e., often or always). We found that as many as 55.5% of participants had experienced at least one form of violence in the workplace on a regular basis (often or always), 40.8% had experienced at least one form of violence in the workplace more rarely, and only 3.7% of them had never experienced any form of violence. Table 1 presents detailed results on the types and frequency of violence experienced by principals in the workplace.

Tablica 1. *Učestalost pojedinih oblika nasilja na radnom mjestu /* **Table 1.** *Frequency of certain forms of workplace violence experienced by school principals in Croatia*

	Never	Rarely	Often	Always
You are denied information relevant to the job you are doing.	30.6%	55.9%	12.2%	1.2%
You are humiliated and ridiculed when performing tasks.	66.3%	30.0%	2.1%	1.7%
You are given jobs below the level of your expertise.	48.0%	39.5%	11.2%	1.2%
Your supervisor asks you to do insignificant, trivial, or unpleasant tasks, and your key tasks are being delayed.	23.2%	45.5%	28.6%	2.7%
There are rumours about you and gossip being spread at school.	49.9%	44.7%	4.1%	1.2%
You are ignored, excluded, and isolated from events.	68.5%	28.2%	1.2%	2.1%
You have experienced offensive remarks or attacks on yourself, your attitudes, or your private life.	51.8%	40.2%	6.8%	1.2%
You are being yelled at or you are the target of someone's rage and spontaneous anger.	64.4%	31.7%	1.7%	2.3%
You are intimidated by others pointing a finger at you, entering your personal space, as well as pushing and blocking you.	83.0%	14.1%	1.7%	1.2%
You have been given advice or messages through others that you should stop doing your job, look for another one, or quit.	80.5%	16.1%	2.1%	1.2%
Your mistakes are repeatedly highlighted or searched for.	57.1%	35.6%	6.0%	1.2%
Your arrival is ignored or you experience hostility when you show up or talk.	80.5%	18.2%	0.4%	0.8%
Your work is constantly and persistently criticised.	66.9%	29.4%	3.3%	0.4%
Your abilities and opinions are ignored.	66.5%	28.6%	4.6%	0.4%
Others joke at your expense.	49.1%	46.8%	3.7%	0.4%
You get tasks with unreasonable or impossible goals and deadlines.	26.1%	47.6%	22.2%	4.1%
Unverified allegations and accusations are made against you.	59.2%	36.2%	2.9%	1.7%
How you do your job is excessively controlled or monitored.	45.8%	45.3%	6.6%	2.3%
They criticise you if you ask for or use your rights (compensation for overtime work, travel expenses, and so on).	72.7%	21.5%	4.1%	1.7%
You are exposed to excessive teasing and sarcasm.	84.9%	13.5%	0.8%	0.8%
You are exposed to extensive work that you cannot do.	39.5%	44.5%	13.0%	2.9%
You are threatened with violence and physical abuse, or you have actually experienced physical abuse.	89.4%	9.1%	0.0%	1.4%

Tablica 2. *Deskriptivni pokazatelji korištenih skala /* **Table 2.** *Descriptive indicators of scales used to understand the effects of workplace violence on job and life satisfaction among principals in Croatia*

Scale	N	Min	Max	Arithmetic mean	Standard deviation	Skewness	Kurtosis
Workplace violence	483	0	54	11.04	8.671	1.516	3.807
Job satisfaction	483	24	84	52.58	9.407	0.352	0.891
Life satisfaction	483	0	15	10.43	2.639	-0.478	0.864

Iz priložene tablice razvidno je da se najučestaliji oblici nasilja na radnom mjestu odnose na obavljanje beznačajnih, trivijalnih ili neugodnih zadaća (76,8% sudionika je to iskusilo barem jednom, a čak preko 31% njih često ili uvijek) te na zadatke s nerazumnim ili nemogućim ciljevima ili rokovima. Ova neprihvatljiva ponašanja ravnatelji najčešće doživljavaju od nadređenih osoba. Sudionici su najrjeđe izloženi prijetnjama nasiljem ili fizičkom nasrtajima (njih 89,4% nije nikad imalo takvo iskustvo).

Osnovni deskriptivni indikatori (tablica 2) pokazuju minimalne i maksimalne rezultate na korištenim skalama, aritmetičke sredine i standardne devijacije te mjere asimetričnosti (eng. *skewness*) i spljoštenosti (eng. *kurtosis*) distribucija rezultata.

Iz tablice 2 vidljivo je da je nasilje nad ravnateljima na radnom mjestu pozitivno asimetrično (Skewness = 1,516) što ukazuje na prosječno niže ukupne rezultate, odnosno, iako je prethodna analiza pokazala da je većina ravnatelja doživjela neki oblik nasilja na radnom mjestu, ukupan rezultat na skali pokazuje da to ipak nije učestalo na svim analiziranim oblicima nasilja (M = 11,04, SD = 8,671). Očekuje se da ovakvo manje odstupanje od normalne distribucije neće imati značajne efekte na naredne rezultate. Zadovoljstvo poslom (M =52,58; SD = 9,407) i zadovoljstvo životom (M = 10,43; SD = 2,639) ne odstupaju od normalne distribucije.

Učestalost nasilja na radnom mjestu prema demografskim osobinama ravnatelja

Početno su testirane razlike u učestalosti nasilja kojem su izloženi ravnatelji na radnom mjestu prema njihovim demografskim karakteristikama: spolu, dobi, mjestu rada te ukupnom i ravnateljskom stažu. Primijenjeni su t-testovi, odnosno jednosmjerne analize varijance, ovisno o broju kate-

Table 1 shows that the most common forms of violence in the workplace are related to receiving insignificant, trivial, or unpleasant tasks (76.8% of participants had experienced this at least once and over 31% of them often or always), and receiving tasks with unreasonable or impossible goals or deadlines (73,9% of participants had experienced this at least once). A large proportion of the participants reported experiencing unacceptable behaviours from their superiors. Very few participants were exposed to threats of violence or physical assault (89.4% of them had never had such an experience.

Table 2 shows that violence against principals in the workplace is positively asymmetric (Skewness = 1.516), which indicates an average lower overall score. Although previous analysis showed that most principals experienced some form of violence in the workplace, the overall score on the scale shows that this was not common in all the forms of violence analysed (M = 11.04, SD = 8.671). It is expected that such a small deviation from the normal distribution will not have significant effects on future results. We also found that job satisfaction (M = 52.58; SD = 9.407) and life satisfaction (M = 10.43; SD = 2.639) do not deviate from normal distribution.

Frequency of workplace violence according to demographic characteristics of the principal

The differences in the frequency of violence experienced by principals in the workplace were tested based on their demographic characteristics: sex, age, place of work, and length of total school service and service as principal. We used t-tests or one-way analyses of variance (ANOVA) depending on the number of categories in which participants were distributed (t-test for sex, length of service as principal and location, and ANOVA

Tablica 3. *Razlike u učestalosti nasilja kojem su izloženi ravnatelji na radnom mjestu prema demografskim pokazateljima /* **Table 3.** *Differences in the frequency of violence experienced in the workplace based on demographic characteristics of principals*

	N	M	SD	t/F	p
Sex					
Male	134	11.14	8.687	0.16	0.875
Female	349	11.00	8.678		
Length of service as principal					
Up to 10 years	269	11.55	9.080	1.46	0.146
10 years or more	214	10.40	8.104		
Location					
Rural	222	9.64	7.117	3.39	0.001
Urban	261	12.23	9.656		
Age					
Up to 45 years	95	11.69	8.931		
46 - 55 years	19 0	9.93	7.160	2.59	0.076
56+ years	198	11.79	9.735		
Length of school service					
0-10 years	6	13.33	10.596		
10-20 years	132	11.10	9.561	0.15	0.932
20-30 years	180	10.98	7.810		
More than 30 years	165	10.98	8.819		

gorija unutar kojih su se sudionici rasporedili (za spol, staž ravnatelja i mjesto t-test, a za dob i staž u školi ANOVA). Rezultati su prikazani u tablici 3.

Nalazi pokazuju da se ravnatelji ne razlikuju u učestalosti doživljenog nasilja na radnom mjestu prema dobi i ukupnom stažu u školi. Međutim, pokazala se značajna razlika u učestalosti nasilja s obzirom na lokaciju škole (t = 3.39; p < ,01). Aritmetičke sredine pokazuju da ravnatelji iz urbanih sredina (M = 12,23) prijavljuju više razine nasilja na radnom mjestu od ravnatelja iz ruralnih sredina (M = 9,64), a time je prva hipoteza samo djelomično potvrđena. Također se pokazalo da ne postoje značajne korelacije između učestalosti nasilja na radnom mjestu te spola ravnatelja, kao ni dužine ravnateljskog staža (tablica 4.).

Nasilje na radnom mjestu kao prediktor zadovoljstva poslom

Prije računanja prediktorskih i medijacijskih efekata, izračunate su korelacije između svih uključenih varijabli. Njihove vrijednosti prikazane su u tablici 4.

for age and length of school service). The results are shown in Table 3.

Our results show that, with respect to age and total length of service in school, principals do not differ in the frequency of violence experienced in the workplace. However, there was a significant difference in frequency of violence in association with location of school (t = 3.39; p < 0.01). Arithmetic means show that principals from urban areas (M = 12.23) report higher levels of workplace violence than principals from rural areas (M = 9.64), thus partially confirming the first hypothesis. Additionally, there were no significant correlations between the frequency of violence in the workplace and the sex of the principal, as well as the length of service as principal (Table 4).

Workplace violence as a predictor of job satisfaction

Before calculating predictor and mediation effects, correlations between all included variables were calculated (Table 4).

Tablica 4. *Korelacije* / **Table 4.** *Correlation analysis to test to relationship between demographic characteristics of principals, the frequency of workplace violence experienced, and their job and life satisfaction*

	1	2	3	4	5	6
1. Sex	-					
2. Length of service as principal	- 0.108*	-				
3. Location	- 0.024	- 0.014	-			
4. Job satisfaction	- 0.068	0.139**	0.003	-		
5. Life satisfaction	0.165**	0.092*	- 0.128**	0.265**	-	
6. Workplace violence	- 0.007	- 0.066	0.149**	- 0.489**	- 0.265**	-

*p < ,05; **p < ,01

Rezultati pokazuju višu negativnu povezanost između nasilja na radnom mjestu i zadovoljstva poslom (r = -489, p < ,01). To je u skladu s pretpostavkom da će iskustvo nasilja na radnom mjestu biti povezano s nižim zadovoljstvom poslom kod ravnatelja škola. Rezultati također pokazuju značajnu negativnu korelaciju između nasilja na radnom mjestu i zadovoljstva životom (r = -,265, p < ,01) što znači da ravnatelji koji češće doživljavaju nasilje na radnom mjestu prijavljuju niže zadovoljstvo životom. Zadovoljstvo životom je, međutim, značajno pozitivno povezano sa zadovoljstvom poslom (r = ,265, p < ,01) i nisko, ali značajno povezano sa spolom (r =,165, p < ,01), ravnateljskim stažem (r = ,092, p < ,05) i mjestom rada (r=-,128, p<,01).

S obzirom na to da je riječ o dihotomnim varijablama, ovi rezultati pokazuju da žene i sudionici s duljim ravnateljskim stažem (preko 10 godina) iskazuju višu razinu zadovoljstva životom te da sudionici iz ruralnih sredina iskazuju nešto više razine zadovoljstva životom od onih iz urbanih sredina. Postoji mogućnost da jedan od razloga ovakvog nalaza leži u tome da su muškarci koji su bili nezadovoljniji poslom, istovremeno bili i motiviraniji popuniti upitnike kako bi izrazili što im smeta, dok oni zadovoljniji nisu imali takvog motiva uključiti se u istraživanje. Istovremeno, zadovoljstvo poslom nije u značajnoj korelaciji sa spolom ni mjestom rada, ali pokazuje značajnu, iako nisku povezanost s ravnateljskim stažem (r = ,139, p< ,01) tako što su sudionici koji su duže ravnatelji zadovoljniji svojim poslom. Time je druga hipoteza potvrđena.

The results show a significant negative correlation between workplace violence and job satisfaction (r = -0.489, p < 0.01). This is consistent with the assumption that experiencing violence will be associated with lower job satisfaction in school principals. We also found a significant negative correlation between workplace violence and life satisfaction (r = -0.265, p < 0.01), indicating that principals who experience workplace violence report lower life satisfaction more often. Life satisfaction, however, is significantly positively associated with job satisfaction (r = 0.265, p < 0.01). Life satisfaction also had a low, but significant correlation to sex (r = 0.165, p < 0.01), length of service as principal (r = 0.092, p < 0.05), and location of school (r = - 0.128, p < 0.01).

Given that these are dichotomous variables, these results indicate that women and participants with longer directorships (over 10 years) show a higher level of life satisfaction, and that participants from rural areas show slightly higher levels of life satisfaction than those from urban areas. There is a possibility that one of the reasons for this finding is that men who were more dissatisfied with their work were also more motivated to fill out questionnaires to express what bothered them, while those who were more satisfied were not as motivated to participate in the survey. At the same time, job satisfaction did not show a significant relationship with sex or place of work. In fact, there was a low, but significant correlation with seniority (r = 0.139, p < 0.01) in a way that participants who have been principals longer are more satisfied with their work. This result confirms the second hypothesis.

Tablica 5. *Prediktivna vrijednost doživljenog nasilja na zadovoljstvo poslom uz kontrolu efekta dužine ravnateljskog staža /* **Table 5.** *Predictive value of violence experienced in the workplace on job satisfaction after controlling for the effect of length of service as principal*

		β	P	R^2	p	ΔR^2	p
1							
	Length of service of principal	0.139	0.002	0.019	0.002		
2							
	Length of service of principal	0.107	0.007	0.250	0.000	0.231	0.000
	Workplace violence	-0.481	0.000				

Prediktivna vrijednost nasilja na zadovoljstvo poslom izračunata je pomoću regresijske analize. S obzirom na značajnu povezanost ravnateljskog staža sa zadovoljstvom poslom, ova varijabla stavljena je pod kontrolu u prvom koraku hijerarhijske regresijske analize. Rezultati su prikazani tablicom 5.

Gornja tablica pokazuje da duljina radnog staža objašnjava vrlo nizak postotak varijance u zadovoljstvu poslom, samo 1,9%, ali je taj doprinos statistički značajan (p < ,01). Nakon uključivanja nasilja na radnom mjestu u analizu (drugi korak), dio objašnjene varijance zadovoljstva poslom značajno se povećava (ΔR^2 = ,231, p < ,01), na čak 25%, pa je doživljeno nasilje značajan individualni prediktor zadovoljstva poslom (β =-,481, p < ,01). Smjer je u skladu s prethodnim tumačenjem, odnosno ravnatelji koji češće doživljavaju nasilje imaju nižu razinu zadovoljstva poslom.

Medijacijski efekt zadovoljstva poslom u vezi između doživljenog nasilja na radnom mjestu i zadovoljstva životom

Kako bi se sukladno četvrtom istraživačkom zadatku utvrdio medijacijski efekt, u ovoj analizi testirat će se veza između nasilja na radnom mjestu i zadovoljstva životom te veza između zadovoljstva poslom i zadovoljstva životom. Medijacijski efekt smatra se značajnim ako postoji značajna povezanost između prediktorske i medijatorske varijable (što je utvrđeno prethodnom analizom – i ravnateljski staž i nasilje na radnom mjestu značajno predviđaju zadovoljstvo poslom), ako je prediktorska varijabla značajno povezana s kriterijskom varijablom te ako je medijatorska varijabla značajno povezana s kriterijskom varijablom.

The predictive value of violence on job satisfaction was calculated using regression analyses. Given the significant association between job satisfaction and length of service as principal, this variable was controlled for in the first step of hierarchical regression analysis. The results are shown in Table 5.

The table above shows that length of service as principal explains a very low percentage of variance in job satisfaction (only 1.9%), but this contribution is statistically significant (p < 0.01). After including workplace violence in the analysis (second step), there is a significant increase in the explained variance of job satisfaction to 25% (ΔR^2 = 0.231, p < 0.01). Therefore, violence experienced in the workplace can be considered a significant individual predictor of job satisfaction (β = - 0.481, p < 0.01). These findings are consistent with previous interpretations, i.e., principals who experience violence more often have a lower level of job satisfaction.

Mediating effect of job satisfaction in the relationship between workplace violence and life satisfaction

In order to determine the mediating effect based on the fourth research question, we tested the relationship between workplace violence and life satisfaction, and the relationship between job satisfaction and life satisfaction. The mediation effect is considered significant under these three conditions : if there is a significant correlation between the predictor and mediator variable (as determined by the previous analysis - both length of service as principal and workplace violence significantly predict job satisfaction), if the predictor variable is significantly related to the criterion variable, as well as if the mediator variable is significant associated with the crite-

Tablica 6. *Odnos zadovoljstva životom, demografskih osobina, nasilja na radnom mjestu i zadovoljstva poslom /*
Table 6. *Relationship between life satisfaction, demographic characteristics, workplace violence and job satisfaction in school principals*

		β	p	R^2	p	ΔR^2	p
	Sex	0.174	0.000				
1	Location of school	- 0.123	0.006	0.055	0.000		
	Length of service as principal	0.109	0.015				
	Sex	0.172	0.000				
2	Location of school	- 0.086	0.048	0.113	0.000	0.058	0.000
	Length of service as principal	0.093	0.033				
	Workplace violence	0.245	0.000				
	Sex	0.183	0.000				
	Location of school	- 0.101	0.019				
3	Length of service as principal	0.073	0.090	0.141	0.000	0.028	0.000
	Workplace violence	0.149	0.003				
	Job satisfaction	0.195	0.000				

Posljednja dva uvjeta ispitana su hijerarhijskom regresijom prikazanom u tablici 6. Medijacija se smatra značajnom ako, nakon potvrđene značajnosti prediktora, uvođenjem medijacijske varijable dođe do značajnog porasta objašnjene varijance, medija, a istovremeno, regresijski koeficijent prediktora postane niži ili neznačajan.

S obzirom na značajnu povezanost spola, mjesta rada i ravnateljskog staža sa zadovoljstvom životom, ove tri varijable stavljene su pod kontrolu tako da su uključene u prvi korak analize.

Spol, mjesto rada i ravnateljski staž u prvom koraku analize objašnjavaju zajedno 5,5% varijance zadovoljstva životom ravnatelja. Iako nizak, ovaj postotak statistički je značajan (p < ,01). U drugom koraku analize uključeno je nasilje na radnom mjestu te se vidi značajan porast objašnjene varijance zadovoljstva životom (ΔR² = ,058, p < ,01). Nasilje na radnom mjestu pokazuje značajan negativan prediktorski efekt na zadovoljstvo životom (β = ,-245, p < ,01). Kada se u trećem koraku u analizu uključi zadovoljstvo poslom, ponovno dolazi do značajnog porasta objašnjene varijance (ΔR² = ,028, p < ,01) te zadovoljstvo poslom ima značajan doprinos u objašnjenju zadovoljstva životom (β = ,195, p < ,01) tako što su sudionici koji su zadovoljniji poslom, također zadovoljniji životom.

rion variable. The last two conditions were examined using hierarchical regression (Table 6). Mediation is considered significant if, after confirming the significance of the predictor, the introduction of the mediator variable significantly increases the explained variance, and the medium and the regression coefficient of the predictor becomes lower or insignificant.

Considering the significant association between life satisfaction and sex, location od school, and length of service as principal, we made sure to control for these three variables before they were included in the first step of the analysis.

In the first step of the analysis, sex, location of school, and length of service as principal explained 5.5% of the variance in life satisfaction. Although low, this percentage is statistically significant (p < 0.01). The second step of the analysis included violence in the workplace and showed a significant increase in the explained variance of life satisfaction (ΔR² = 0.058, p < 0.01). Workplace violence showed a significant negative effect with respect to predicting life satisfaction (β = - 0.245, p < 0.01). Including job satisfaction in the third step of the analysis led to a significant increase in explained variance (ΔR² = 0.028, p < 0.01), indicating that job satisfaction plays a significant role in determining life satisfaction among principals (β = 0.195, p < 0.01) in a way

tom u cjelini. Istovremeno se beta koeficijent nasilja na radnom mjestu smanjio u odnosu na drugi korak analize, ali i dalje ostaje statistički značajan (β = ,-149, p < ,01). Ovakvi rezultati potvrđuju da je zadovoljstvo poslom značajan parcijalni medijator veze između nasilja na radnom mjestu i zadovoljstva ravnatelja životom. Drugim riječima, sudionici koji su češće izloženi nasilju na radnom mjestu prijavljuju generalno niže zadovoljstvo životom, čemu je djelomičan posrednik zadovoljstvo poslom. Niže zadovoljstvo poslom također rezultira nižim zadovoljstvom životom.

Ovi nalazi također su predstavljeni kroz strukturalni model (slika 1). Strukturalno modeliranje najčešće se upotrebljava kako bi se provjerilo koliko se neki teorijski model slaže sa stvarnim rezultatima. Budući da je u ovom radu analiza rađena na varijablama čiji su rezultati izraženi na standardiziranim skalama, nije bilo potrebe za testiranjem mjernog modela te su u strukturalni model uključene opažene (izmjerene) varijable, a što nam služi jasnom grafičkom prikazu dosad dobivenih rezultata.

that participants who were more satisfied with work were also more satisfied with life in general. At the same time, the beta coefficient of workplace violence decreased compared to the second step of the analysis, but continued to remain statistically significant (β = - 0.149, p < 0.01). These results suggest that job satisfaction is a significant partial mediator of the link between workplace violence and life satisfaction among principals. In other words, participants who were exposed to violence in the workplace more often generally report lower life satisfaction, which is partly mediated by job satisfaction. Lower job satisfaction also results in lower life satisfaction.

These findings are also presented through a structural model depicted in Figure 1. Structural modelling is often used to check the correspondence of a theoretical model to the actual results. Since the analyses in this study focussed on variables whose results were expressed on standardized scales, there was no need to test the measurement model. The structural model includes all observed (measured) variables and serves as a clear graphical representation of the results obtained so far.
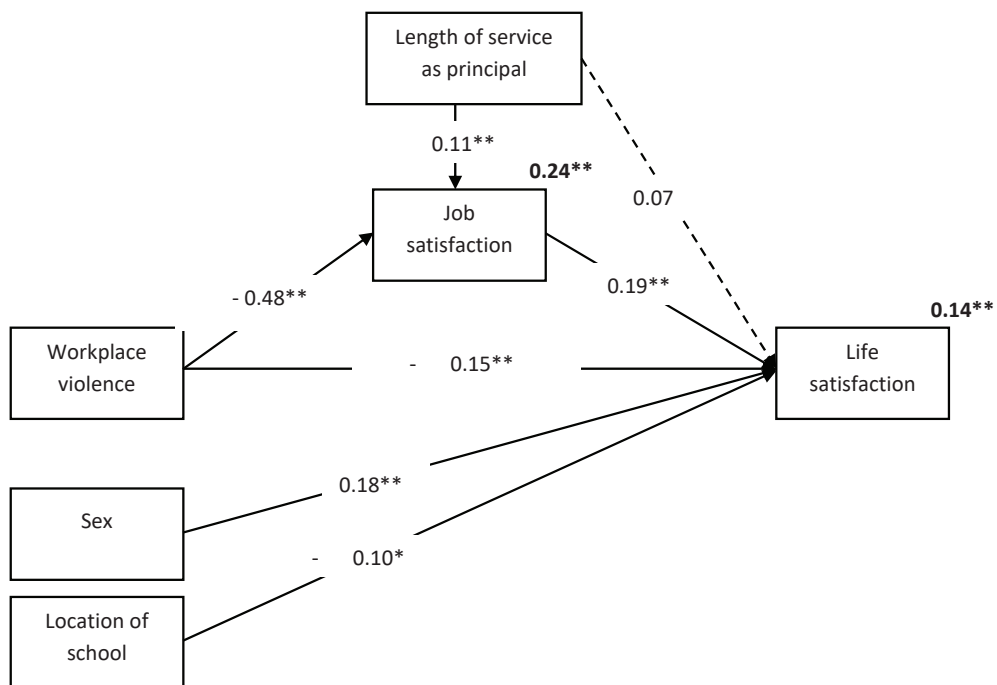
Legend: ⟶ significant correlation; - - -▶ insignificant correlation; * p < 0.05; ** p < 0.01

Slika 1. *Strukturalni model /* **Figure 1.** *Structural model*

Provedeno je testiranje slaganja podataka s ovako konstruiranim modelom te su dobiveni rezultati prikazani u tablici 7.

The agreement of the data with the constructed model was tested and the obtained results are shown in Table 7.

Tablica 7. *Pokazatelji slaganja strukturalnog modela /* **Table 7.** *Structural model agreement indicators*

χ2	χ2/df	CFI	TLI	RMSEA
8.31 p = 0.081	2.078	0.981	0.927	0.047

Ovaj strukturalni modeli testiran je s nekoliko indikatora slaganja: χ2 , χ2/df, *RMSEA*, *TLI*, IFI i *CFI*. Nakon provedene analize možemo zaključiti da je ovakav model dobar pokazatelj kompleksnih odnosa između nasilja doživljenog na radnom mjestu, zadovoljstva poslom, zadovoljstva životom te demografskih varijabli (spola, mjesta rada i ravnateljskog staža). Medijacija je parcijalna, tj. uvođenje zadovoljstva poslom smanjilo je izravan efekt nasilja na radnom mjestu na zadovoljstvo životom, ali ga nije sasvim ukinulo. To znači da nasilje na radnom mjestu ima nešto manji, ali dalje značajan efekt na kvalitetu života i kada se izuzme zadovoljstvo poslom. Direktni, indirektni i totalni efekti prikazani su u tablici 8.

Prema tablici 8. vidimo da su indirektni efekt nasilja na radnom mjestu na zadovoljstvo životom, kao i indirektni efekt ravnateljskog staža na zadovoljstvo životom statistički značajni. To pokazuje da i nasilje na radnom mjestu i ravnateljski

This structural model was tested with several matching indicators: χ2, χ2 / df, RMSEA, TLI, IFI, and CFI. After the analysis, we can conclude that this model is a good indicator of complex relationships between violence experienced in the workplace, job satisfaction, life satisfaction, and demographic variables (sex, location of school, and length of service as principal). Mediation is partial, i.e., the introduction of job satisfaction reduced the direct effect of workplace violence on life satisfaction, but did not completely eliminate it. This means that violence in the workplace has a slightly smaller, but significant effect on quality of life, even when job satisfaction is excluded. Direct, indirect, and total effects are shown in Table 8.

According to Table 8, we see that the indirect effect of workplace violence on life satisfaction, as well as the indirect effect of length of principal service on life satisfaction are statistically significant. This indicates that both workplace violence

Tablica 8. *Direktni, indirektni i totalni efekti /* **Table 8.** *Direct, indirect, and total effects of workplace violence and length of principal on life satisfaction*

Predictor	Dependent variable	Total effect	Direct effect	Indirect effect	95% confidence interval for indirect effect
Workplace violence	Life satisfaction	- 0.24	- 0.15**	- 0.09**	- 0.048, - 0.014
Sex	Life satisfaction	0.18**	0.18**	/	/
Location of school	Life satisfaction	- 0.10*	- 0.10*	/	/
Length of service as principal	Life satisfaction	0.02**		0.02**	0.31, 0.249
Job satisfaction	Life satisfaction	0.19**	0.19**	/	/
Workplace violence	Job satisfaction	- 0.48**	- 0.48**	/	/
Length of service as principal	Job satisfaction	0.11**	0.11**	/	/

*p<,05; **p<,01

staž imaju efekt na zadovoljstvo životom, putem zadovoljstva poslom.

RASPRAVA

Iznenađujući rezultati da je velika većina ispitanih ravnatelja doživjela neki oblik nasilja na radnom mjestu, i to njih 40,8% rijetko, a čak više od polovine često, usporedivi su s rezultatima istraživanja koje je proveo Buonomo i sur. (2020), iako su oni istraživali interval od jedne školske godine. I jedno i drugo istraživanje potvrđuje raširenost i ozbiljnost ovog problema u školama.

Budući da su zaduženi za vođenje i kreiranje odnosa s učiteljima, moguće je da ravnatelji svoju viktimizaciju percipiraju kao osobni neuspjeh, nedostatak kompetencije u toj domeni rada, pa čak i kao slabosti (Buonomo i sur., 2020), što je moglo utjecati na odgovore. Svakako je moguće da i nedovoljno poznavanje oblika i obilježja nasilja, kulturalne razlike i pozornosti koju pojedini ravnatelji pridaju tom fenomenu (Laklija i Janković, 2010), a osobito nedostatak informacija o relacijskom i elektroničkom nasilju te aktivnostima raznih skupina, imaju učinke na rezultate.

Ravnatelji najčešće kao neprihvatljiva ponašanja doživljavaju da rade beznačajne, trivijalne ili neugodne zadaće, a ključni poslovi im trpe ili ih moraju odgađati; od prosvjetnih vlasti dobivaju zadatke s nerazumnim ili nemogućim ciljevima i rokovima i sl. Nasilje na radnom mjestu se i događa kada zaposlenici percipiraju praksu i postupke nadređenih kao opresivne, besmislene, ponižavajuće (Laklija i Janković, 2010).

U samoj školi ravnatelji, prema rezultatima ovog istraživanja, najčešće doživljavaju indirektne oblike nasilja usmjerene na njihovu osobnost, privatni život i posao. Najučestalije su uvredljive primjedbe, tračevi i glasine, šale na njihov račun, uporno traženje pogreške i sl. Usto, stalno i uporno se kritizira njihov rad i traženje pripadajućih prava (naknada za prekovremeni rad i sl.). Izloženi su i nekim oblicima ignoriranja, zanemarivanja njihovog mišljenja i isključivanja.

Kad je riječ o izravnim oblicima nasilja, ravnatelji češće doživljavaju verbalno nasilje, odnosno da se na njih viče ili su meta nečijega bije-

and length of service as principal have an effect on life satisfaction via the effects on job satisfaction.

DISCUSSION

Our results show that a vast majority of surveyed principals experienced some form of violence in the workplace, 40.8% experienced some form of violence rarely and even more than half often. These findings are consistent with Buonomo et al. (2020), although they focussed on incidents of violence at an interval of one school year. The results of the present study and Buonomo et al. (2020) highlight the prevalence and seriousness of this problem in schools.

Since principals are in charge of leading and creating relationships with teachers, it is possible that they perceive their victimisation as a personal failure, as a weakness, and a lack of competence on their part in this area of work (Buonomo et al., 2020): this may have affected their responses to the questionnaire survey. It is also possible that our results are influenced by insufficient knowledge regarding the types and characteristics of violence, cultural differences, and attention paid by some principals to this phenomenon (Laklija and Janković, 2010), as well as the lack of information on relational violence, cyberbullying, and activities of various groups in real or virtual world.

Violence in the workplace can also occur when employees perceive that the practices and actions of superiors are oppressive, meaningless, and humiliating (Laklija and Janković, 2010). A large proportion of principals in the present study perceived that it was unacceptable to be asked to carry out insignificant, trivial, or embarrassing tasks, rather than focus on their key tasks. They were also very unhappy that they often received tasks from educational authorities with unreasonable or impossible goals and deadlines.

Principals who participated in our study reported that they experienced indirect forms of violence in the school environment aimed at their personality, private life, and work capabilities. The most commonly reported incidents were insulting remarks, gossip and rumours, jokes on their account, persistent quest to highlight their mistakes and so on. In addition, their work and associated rights (compensation for overtime work and so on) were constantly and persistently criticised. They were also ignored

sa i spontane ljutnje, a od svih ponuđenih oblika nasilja najmanji je broj ravnatelja doživio fizičko nasilje. Ovaj rezultat ne iznenađuje jer su otvoreni ili izravni oblici nasilja lako uočljivi u školskim prostorima, jednostavno ih je dokazati pa i sankcionirati nasilnike. Upravo su zbog toga i učestaliji prikriveni oblici, iako su njihove posljedice štetnije i ozbiljnije (Bilić, 2016). Strategije koje se pritom koriste opisuju se kao podmukle, sofisticirane, kao „nečujna agresija“, a zasnivaju se na lažima i umijeću obmane. Tako se ciljevi počinitelja kao što su degradiranje, kompromitiranje, nanošenje štete ravnateljevu profesionalnom ugledu i socijalnom statusu, uspješno i realiziraju.

Rezultat da ravnatelji iz urbanih sredina prijavljuju više razine nasilja na radnom mjestu od ravnatelja iz ruralnih sredina prilično je očekivan jer se nasilje općenito percipira kao urbani fenomen. U ruralnim sredinama očito se još zadržao stav da su ravnatelji iznimno važne osobe koje zaslužuju poštovanje. Općenito se u ruralnim sredinama više poštuju tradicionalni odnosi i vrijednosti. Moguće da i to doprinosi višoj razini zadovoljstva životom ravnatelja iz ruralnih sredina u odnosu na njihove kolege iz urbanih sredina. Isto tako, ravnatelji koji imaju dulji ravnateljski staž (preko 10 godina) zadovoljniji su svojim poslom, ali i životom. Moguće je da se mlađi ravnatelji teže u početku snalaze u zahtjevnim školskim situacijama, što je potvrđeno i u drugim istraživanjima (Buonomo i sur., 2020), a iskustvo olakšava rad i najvjerojatnije doprinosi zadovoljstvu.

Rezultat da su ravnatelji koji češće doživljavaju nasilje na radnom mjestu manje zadovoljni svojim poslom, očekivan je. U drugim istraživanjima također je utvrđeno da izloženost nasilju negativno utječe na zadovoljstvo prosvjetnih djelatnika poslom (Nielsen i Einarsen, 2012; Steele i sur., 2020), a sad se u tu skupinu mogu uvrstiti i ravnatelji. Ove nalaze moguće je objasniti činjenicom da nasilje kao izraz ekstremnog neprijateljstva može ugroziti naše temeljno uvjerenje o svijetu kao dobrom i smislenom mjestu i našu percepciju da smo kao osobe vrijedne poštovanja i zaslužujemo naklonost te podršku kolega. Takva percepcija otežava ljudima normalno djelovanje i snažno se

and excluded from different situation and their opinion were neglected.

When it comes to direct forms of violence, principals reported experiencing verbal violence, i.e., being shouted at or being the target of someone's rage or spontaneous anger. Among all the forms of violence considered, very few participants experienced physical violence. This result is not surprising because open or direct forms of violence are easily noticeable and easy to prove in school premises, and even can lead to sanctions. This is precisely why covert forms of violence are more frequently observed, although their consequences are more harmful and serious (Bilić, 2016). Typical strategies used by perpetrators are described as insidious, sophisticated, "silent aggression", and are based on lies and the art of deception. Thus, the perpetrators intentions to degrade, compromise, and damage the principal's professional reputation and social status can be successfully accomplished.

We found that principals who are in charge of schools in urban areas reported higher levels of workplace violence than those from schools in rural areas. This result is expected as violence is generally perceived as an urban phenomenon. In rural areas, there is still a clear view that principals are extremely important individuals who deserve respect. Generally, in rural areas, traditional attitudes and values are more respected. It is possible that this contributes to a higher level of life satisfaction among principals from rural areas compared to their colleagues in urban areas. Likewise, principals who have a longer directorship (over 10 years) are more satisfied with their work and their lives. It is possible that younger principals find it more difficult to cope with demanding school situations at first: these results are consistent with previous studies (Buonomo et al., 2020), indicating that experience makes work easier and most likely contributes to improving satisfaction.

Previous studies have also shown that exposure to violence negatively affects a teachers job satisfaction (Nielsen and Einarsen, 2012; Steele et al., 2020). The present study also found that principals who experienced violence in the workplace were more likely to be less satisfied with their work. These findings can be explained by the fact that violence as an expression of extreme hostility can threaten our fundamental belief that the world is a good and mean-

reflektiraju na različite aspekte njihove dobrobiti (Einarsen i Nielsen, 2015).

U ovome istraživanju potvrđeno je da zadovoljstvo poslom ima značajan doprinos u objašnjenju zadovoljstva životom, odnosno ravnatelji koji su zadovoljniji poslom, zadovoljniji su i životom u cjelini. Rezultat je također očekivan jer su zadovoljstvo poslom i životom komplementarni, zadovoljstvo životom je sveobuhvatno pa uključuje zadovoljstvo poslom. Usto, svakodnevno ljudi kažu da „rade kako bi zaradili za život" i sl., pa je razumljivo da se sve vezano za posao reflektira na zadovoljstvo životom. Tako i doživljavanje nasilja na radnom mjestu, posredstvom zadovoljstva poslom, utječe na zadovoljstvo životom ravnatelja. I drugi autori navode da zadovoljstvo poslom snažno utječe na subjektivnu i profesionalnu dobrobit pojedinca (Burić i sur., 2017). Zaključno, nasilje koji doživljavaju ravnatelji negativno utječe na njihovo zadovoljstvo poslom i životom te njihovo funkcioniranje. U objašnjenju ovog rezultata može nam pomoći teorija prelijevanja (Staines, 1980 prema Laklija i Janković, 2010) prema kojoj se osjećaji i ponašanja u jednom području mogu prenijeti u drugo područje. Kako su granice između tih dvaju sustava sve fleksibilnije, procesi i ishodi jedne sfere prelijevaju se u drugu te utječu na osobne, poslovne i obiteljske ishode. U našem slučaju, doživljeno nasilje itekako može utjecati na odnose s obitelji i prijateljima, a promatra se kao dodatni izvor životnog stresa.

Iako ovaj rad doprinosi boljem, cjelovitijem razumijevanju nasilja nad ravnateljima, problem je sagledan samo iz njihove perspektive, a zbog objektivnosti bi bilo poželjno u procjenu uključiti i druge djelatnike škole, što se sugerira budućim istraživačima. Također, iako se korištena modificirana Skala uznemiravanja na radnom mjestu (Russo i sur., 2008) pokazala pouzdanom, treba reći da se zbog specifičnosti posla ravnatelja u budućim istraživanjima ona treba adaptirati tako da se jasno razlikuje uzlazno i silazno nasilje, a potrebno je ispitati i elektroničko nasilje.

ingful place, as well as our perception that school principals are respected and deserve the favour and support of our colleagues. Such perceptions make it difficult for individuals to function normally and are strongly reflected in various aspects of their well-being (Einarsen and Nielsen, 2015).

In the present study, it was confirmed that job satisfaction plays a significant role in life satisfaction, i.e., principals who were more satisfied with work were more satisfied with life in general. This result is also expected because job and life satisfaction are complementary: life satisfaction is a comprehensive concept that includes job satisfaction. In addition, going by the phrase "working for a living", it is understandable that everything related to work is reflected in life satisfaction. Thus, experiencing workplace violence affects life satisfaction among principals via job satisfaction. Previous work has stated that job satisfaction strongly influences the subjective and professional well-being of an individual (Burić et al., 2017). In conclusion, when principals experience violence, it has a negative effect on their job and life satisfaction and functioning.

The theory of overflow can help us explain this result (Staines, 1980 according to Laklija and Janković, 2010): it states that feelings and behaviours in one area can be transferred to another area. As boundaries between these two systems become more flexible, processes and outcomes of one sphere spill over into another and affect personal, business, and family outcomes. In our case, violence experienced in the workplace can have a significant effect on relationships with family and friends and is seen as an additional source of life stress.

Although this paper contributes to a better and more comprehensive understanding of violence against principals, we recognise that the problem was addressed only from their perspective. For the sake of objectivity, it would be desirable to include other school staff in the assessment as part of future researcher projects. In addition, although the modified Workplace Harassment Scale (Russo et al., 2008) used in the present study proved to be reliable, it should be noted that we were unable to clearly investigate and distinguish between upward and downward violence. Future assessments must take the specifics of a school principal's work into consideration.

ZAKLJUČAK

Rezultati ovog istraživanja donose nove spoznaje o nasilju nad ravnateljima u Hrvatskoj koji su izloženi kombiniranom silaznom i uzlaznom vertikalnom nasilju.

Važan je doprinos ovog rada to što su u teorijskom dijelu analizirane definicijske komponente i sistematizirane spoznaje o mogućim čimbenicima rizika za nasilno ponašanje učitelja i drugih djelatnika škole prema ravnateljima. Povezivanjem teorijskih i praktičnih saznanja, sugerira se da ravnatelji mogu biti žrtve pojedinca ili grupa zaposlenika koji se međusobno povezuju (umreženo nasilje) i obraćaju za pomoć nadređenima izvan škole, pa često sunasilnički djeluju u cilju nanošenja štete i potkopavanja njihove legitimne moći.

Rezultati provedenog kvalitativnog istraživanja, koje se među prvima bavi ovim problemom, pružaju i relevantne dokaze o prevalenciji te o učincima doživljenog nasilja na zadovoljstvo ravnatelja poslom i životom, odnosno njihovu subjektivnu i profesionalnu dobrobit.

Može se reći da je nasilje nad ravnateljima nov, prepoznatljiv fenomen u kategoriji nasilja u školi, ima posebne značajke i razlikuje se od sličnih kontraproduktivnih ponašanja kao što je nepristojno, neuljudno ponašanje ili diskriminacija. Analizirani oblici nasilja nad ravnateljima ne mogu se percipirati kao pojedinačni, beznačajni slučajevi, oni u cjelini zahtijevaju znatno više pozornosti.

Zbog loših odnosa i nasilja nad ravnateljima, narušavaju se normalne socijalne i profesionalne interakcije, a to ima duboke implikacije za sve zaposlene u školi. Uvjeti rada u školi trebali bi biti takvi da omogućuju ravnateljima i svim učiteljima osjećaj ravnopravnog dostojanstva, zadovoljstva i postizanje uspjeha. Zbog toga je potrebno više zalaganja za uklanjanje nepravde, nekorektnog i nasilnog ponašanja. Nasilje na radnom mjestu nije individualna poteškoća koja može nastati sama od sebe (Laklija i Janković 2010), nego je nedopustivo ponašanje koje treba osuditi te se zalagati za zakonsko reguliranje i zaštitu ljudi od svih oblika nasilja.

CONCLUSION

The results of the present study provide new insights on the subject of violence against school principals in Croatia who are exposed to a combination of downward and upward vertical violence.

One important contribution of this paper is that the theoretical part analyses the components of the definition of violence experienced by school principals and systematises current knowledge about possible risk factors associated with the violent behaviour of teachers and other school staff towards principals. After combining theoretical and practical knowledge, we suggested that principals may be victims of an individual or group of employees who join together (networked violence) and seek help from out-of-school superiors, often acting in a coordinated way to harm and undermine their legitimate power.

The results of the present qualitative research study, which is among the first to deal with this problem in Croatia, provide relevant evidence of the prevalence and effects of violence experienced in the workplace on job and life satisfaction among principals, as well as their subjective and professional well-being.

It can be said that violence against principals is a new, recognisable phenomenon under the umbrella of school violence. It has special features and differs from similar counterproductive behaviours such as rude behaviour or discrimination. We believe that the analysed forms of violence against principals cannot be perceived as individual or insignificant cases, and they require further attention.

Due to bad relationships and violence against principals, normal social and professional interactions are disrupted, resulting in profound implications on the school staff. Working conditions in the school should be such that they allow principals and teachers to feel a sense of equal dignity, satisfaction, and success. Therefore, further efforts are needed to eliminate unjust, incorrect, and violent behaviour. Workplace violence is not an individual difficulty that can arise on its own (Laklija and Janković 2010). It is unacceptable behaviour that should be condemned. At the same time, we must advocate for legal regulations and the protection of all individuals from all forms of violence.

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