

The impact of teachers' verbal aggressiveness on students' academic performance and emotional well-being: A correlational analysis

Khawla Lamghari¹, Abdessatar Azennoud^{2*}, Achraf Guaad³

^{1,3}University of Mohammed V, Rabat Morocco; lamgharikhawla@gmail.com (K.L.) achraf.guaad@um5r.ac.ma (A.A.)

²University of Sidi Mohammed Ben Abdellah, Fez Morocco; azennoudabdessatar10@gmail.com (A.G.).

Abstract: This study examines the impact of teachers' verbal aggressiveness on high school students' academic performance, emotional well-being, and classroom engagement, addressing a critical gap in understanding how negative teacher behavior impacts students. Using a quantitative correlational design, data were collected through a 20-item Likert scale questionnaire completed by 70 high school students from diverse academic streams. The findings reveal that verbal aggression by teachers has significant adverse effects, with students reporting decreased motivation, academic disengagement, and negative emotional impacts such as anxiety and low self-esteem. Public humiliation emerged as particularly damaging, leading to feelings of resentment and vulnerability to bullying. Conversely, positive teacher behaviors, such as praise and encouragement, were strongly associated with improved classroom participation, enhanced motivation, and better academic outcomes. The study highlights the urgent need for professional development programs that equip teachers with effective communication skills and awareness of the psychological impact of their behaviors. Creating a respectful and supportive classroom atmosphere can mitigate the harmful effects of verbal aggression, fostering student engagement, emotional resilience, and academic success.

Keywords: *Emotional Well-being, Public Humiliation, Student Performance, Teacher Behavior, Verbal Aggressiveness.*

1. Introduction

Students go to school to study, and the primary role of school is to ensure a healthy and positive environment for a successful learning process. This requires not only providing students with information that may—or may not—be useful for them, but also ensuring their safety and protecting their rights, taking into consideration their psychological and emotional development, and supporting them as individuals (Craissati, Banerjee, King, Lansdown, & Smith, 2007). In this regard, teachers are seen as the most important agents for the success of this educational process. By caring for their students, addressing their needs, fostering creativity, and engaging them in participatory class activities, teachers play a pivotal role in building a supportive educational environment (Birch & Ladd, 1997; Fredricks, Blumenfeld, & Paris, 2004).

According to Craissati et al. (2007) “while the wider educational infrastructure is vital, it is teachers who have the most impact on the day-to-day experience of children in school. A quality education, in which children want to take part, is dependent on the commitment, enthusiasm, creativity, and skill of teachers.” This highlights the critical influence of teachers' interactions with their students in shaping a positive learning experience. However, it is concerning that in some cases, teachers' behavior may involve verbal aggression, which undermines the educational process and negatively affects students' participation and performance (Birch & Ladd, 1997; James Garbarino, 1980).

Research has shown that verbal abuse from teachers can result in decreased class participation and reduced academic performance. Finn (1989) and Fredricks et al. (2004) emphasized the strong link

between active engagement in class activities and academic success. When students are subjected to verbal aggressiveness, their willingness to engage diminishes, and their educational outcomes suffer. This creates a cycle where the learning environment becomes increasingly hostile, further alienating students.

This research aims to address the gap in understanding how teachers' verbal aggressiveness impacts students in the Moroccan high school context. While existing literature extensively discusses the effects of teacher behavior on student outcomes, there is limited research specific to Morocco. Investigating this issue will provide valuable insights into the local educational challenges and contribute to developing strategies to mitigate the negative effects of verbal abuse in schools.

2. Literature Review

2.1. Verbal Abuse

Verbal abuse is the constant use of hurtful words or a sharp tone when trying to control another person. It involves harming others' reputations through backbiting, barbs, or belittling talk, as well as strategies such as slanders, slurs, and lies. According to Hunt (2013) it represents the mistreatment and destructive misuse of someone or something.

Verbal abuse—or verbally assaulting—may include constant name-calling, intimidation, and ironic comments that systematically erode a child's self-esteem. It often involves humiliation and openly devaluing the child by calling them demeaning names (Hamerman & Bernet, 2000). Teachers' verbal abuse specifically is defined as the "verbal aggression on the student's character or ability" (Casarjian, 2000).

Verbal aggressions are categorized into five main types:

1. Verbal Put-Downs and Name-Calling: This category includes teasing, name-calling, or yelling at a child. For instance, teachers may use derogatory names such as "dummy" or "stupid" to belittle students (Casarjian, 2000; Garbarino, Guttmann, & Seeley, 1986).
2. Threats: This involves using improper threats to control a child's behavior, such as harassing a student with threats of expulsion from class or school (Krugman & Krugman, 1984; Shumba, 2009).
3. Negative Predictions: Making statements that undermine a child's confidence by predicting failure in school or life, such as telling them they will never succeed (Schaeffer, Petras, Jalongo, Poduska, & Kellam, 2003).
4. Ridiculing and Teasing: This occurs when teachers mock students for their mistakes or even their appearance, further eroding their self-esteem (Garbarino et al., 1986; Schaeffer et al., 2003).
5. Shaming and Public Criticizing: This involves embarrassing the child by highlighting their weaknesses in front of classmates or publicly comparing them unfavorably to others (Schaeffer et al., 2003).

These behaviors not only harm the emotional well-being of students but also have lasting effects on their academic performance and interpersonal relationships.

2.2. Types of Verbal Abuse

There are various types of verbal abuse that take place in different institutions at different levels. Verbal abuse is widely recognized as harmful behavior that undermines individuals' psychological well-being and self-esteem. It can manifest in many forms and adversely affect those exposed to it (Brendgen, Wanner, & Vitaro, 2006; Hunt, 2013). The three main types of verbal abuse are the following:

2.3. Administrative Abuse of Students

Although there are no previous studies specifically focusing on this type of abuse, administrative abuse refers to verbal acts used by school administrators towards students. Such acts may include reprimands, harsh criticisms, or unfair treatment. Administrative abuse may result in negative emotional and academic outcomes for students (Teicher, Samson, Polcari, & McGreenery, 2006). While

this type of abuse may have significant impacts, it falls outside the primary scope of this study and will not be discussed further.

2.4. Students' Abuse of Teachers

Verbal abuse is not limited to students; teachers can also be victims of abuse, often manifesting as bullying. Teachers are at risk when their safety and professional dignity are compromised. This type of abuse includes insults, offensive remarks, or harmful treatment inflicted by students upon teachers.

A study conducted in the UK by Smith and Brain (2000) revealed that teaching is among the occupations with the highest risk of bullying and abuse. The study found that 15.5% of teachers reported being bullied, and 35.4% stated they had been bullied over the last five years. Forms of teachers' abuse include face-to-face confrontations, cyberbullying, undermining their authority, excessive criticism, unreasonable demands, and sarcastic remarks aimed at demeaning them.

2.5. Teachers' Abuse of Students

This is one of the most prevalent forms of abuse and is the primary focus of this study. Verbal abuse in teacher-student relationships has been found to have severe consequences on students' mental health and school adjustment. Teachers' verbal abuse can include belittling, scolding, swearing, insulting, blaming, yelling, threatening, ridiculing, criticizing, teasing, name-calling, negative predictions, shaming, scapegoating, and cursing (Brendgen et al., 2006; Teicher et al., 2006).

According to Einarsen, Hoel, Zapf, and Cooper (2003) individuals who are subjected to verbal abuse often experience a long-lasting loss of confidence and self-esteem. He states, "These individuals start to accept and believe what is being said about them, which results in the lowering of self-esteem and self-confidence." Such abuse not only hampers academic performance but also affects the overall emotional and psychological well-being of students, highlighting the urgent need for interventions to address this issue.

2.6. Levels of Students' Classroom Participation

According to Finn (1993) participation is considered a behavioral act in which students actively engage in school activities. This means that students take part in various classes or school-related activities. In addition to behavioral engagement, there are two other significant forms of school engagement. The first form is emotional engagement, which refers to students' identification with their schools. Emotionally engaged students feel a strong sense of attachment and belong to their educational environment. The second form is cognitive engagement, which involves the psychological and cognitive investment of students in their learning process (Fredricks et al., 2004).

Finn (1989) categorized forms of participation into four levels, classified according to how students behave. These levels are:

Responding to Requirements: This level refers to students' attentiveness and responsiveness to teachers' commands and directions. At this stage, students actively follow instructions, answer questions, and meet classroom expectations. Finn (1989) emphasized that when students struggle to meet these classroom requirements, they are more likely to encounter learning difficulties (Finn & Rock, 1997).

Initiative-Taking: This category includes students who demonstrate greater independence in class. These students actively participate in the learning process by showing initiative, asking questions, engaging in conversations with their teachers, and displaying a strong eagerness to expand their knowledge. They invest significant effort in their education and are prepared to overcome academic challenges. Fredricks et al. (2004) suggested that students who take initiative in their learning tend to develop stronger intrinsic motivation and achieve better academic outcomes

2.7. The Connection between Verbal Aggressiveness and Students' Participation in Class and their Academic Achievement

A great deal of research has shown that there is often a significant correlation between the teacher-student relationship and classroom participation. Additionally, aggressive interactions from teachers with students can disengage them from learning opportunities (Birch & Ladd, 1997; Hamre & Pianta, 2001).

According to Glaser (2002) one of the harmful consequences of verbal abuse is “failing to promote the child’s social adaptation”. In other words, children need to be provided with sufficient cognitive stimuli for experiential learning to foster social adaptation Glaser (2002). Krugman and Krugman (1984) argued that children who experience significant abuse from their teachers are at greater risk for behavioral, social, and emotional instability. These children are more likely to miss crucial learning opportunities related to academic content.

On the other hand, when children can communicate effectively with their teachers, they are more likely to be motivated and engaged in class activities (Birch & Ladd, 1997). Thus, it can be concluded that a teacher’s aggressiveness in class reduces students’ opportunities to learn and engage. This may lead to students’ decreased participation in classroom activities. This relationship is illustrated in Figure 1 (Kvachadze & Zakareishvili, 2009) which depicts the connection between verbal abuse and class participation.

This figure includes four main components: (1) verbal abuse by the teacher, (2) disengagement, (3) missed learning opportunities, and (4) non-participation. These components are interconnected. Verbal abuse leads to disengagement from class (connection 1-2) (Birch & Ladd, 1997; Hamre & Pianta, 2001) and reduces students’ learning opportunities (connection 1-3) Glaser (2002) and Krugman and Krugman (1984). Finn (1993) links verbal abuse with both disengagement and missed learning opportunities (connections 1-2, 1-3). Thus, disengagement and missed opportunities are forms of non-participation (connections 2-4, 3-4). Therefore, verbal aggressiveness is negatively linked to class participation (connection 1-4) (Finn, 1993).

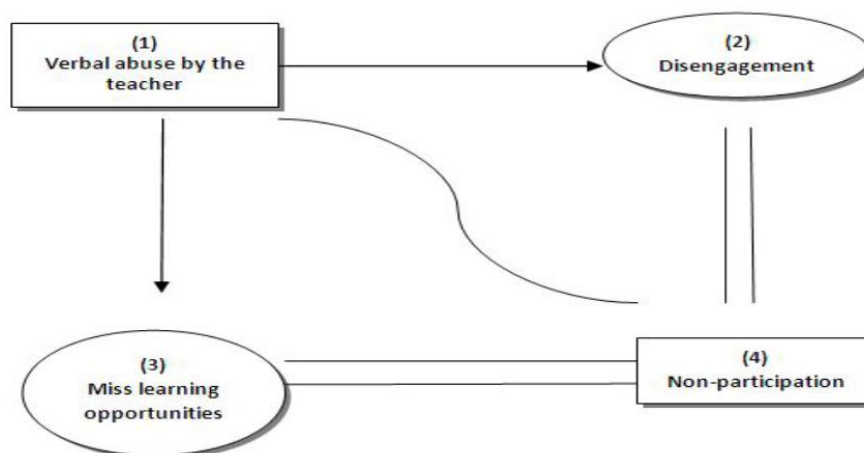


Figure 1.
Students' attitudes graph.

As mentioned earlier, verbal abuse impacts both class participation and academic achievement, focusing on students' grades. Grades reflect academic performance and are influenced by teachers' attitudes toward students (Birch & Ladd, 1997; Hamre & Pianta, 2001). Lack of classroom participation, inattentiveness, and learning difficulties can lead to poor academic performance. Students who struggle with studying or respond to teachers are more likely to get low grades.

Classroom participation reflects a student's motivation to learn. Engaged students stay alert and persistent with challenging tasks, helping them achieve higher marks Kvachadze and Zakareishvili (2009). Finn (1993) highlighted the strong connection between academic achievement and school involvement. Studies confirm that higher class participation leads to better academic outcomes (Kvachadze & Zakareishvili, 2009).

Finn's "Participation Identification" (PI) model (Finn, 1989) shows that active participation leads to higher achievement. Students who excel academically are more likely to feel connected to their school, which further boosts their participation in class.

2.8. *Effects of Verbal Abuse on Learners*

Verbal aggressiveness affects learners of all ages—children, adolescents, and adults—and significantly impacts the learning process. These effects include:

Psychological Effects: Verbal abuse can lead to weight gain, eating disorders, and irritable syndrome (Koloski, Talley, & Boyce, 2005; Thomason, 2018). Those who experience verbal abuse often suffer from poor health and serious medical problems (Cromer & Sachs-Ericsson, 2006; Sachs-Ericsson et al., 2009).

Behavioral Problems: Verbal abuse is linked to delinquency, physical aggression, school dropout, negative self-perception, inappropriate behaviors, interpersonal issues, and even suicide (Teicher et al., 2006; Thomason, 2018).

Psychiatric Disorders: Research shows that verbal abuse can lead to mood disorders, dissociative disorders, schizophrenia, borderline personality disorder, and depression (Teicher et al., 2006; Thomason, 2018).

Mood Disorders: A study by Florida State University found that individuals who reported childhood verbal abuse were more self-critical as adults and prone to mood and anxiety disorders throughout their lives (Sachs-Ericsson, Cromer, Hernandez, & Kendall-Tackett, 2009; Natalie Sachs-Ericsson et al., 2010).

Depression: Depression is a major consequence of verbal abuse. Research shows that depressed individuals are more likely to report verbal abuse in the past 12 months (DiClemente et al., 2005). Depression often signals other mental health issues such as low self-esteem, poor body image, antisocial behaviors, and suicidal tendencies (DiClemente et al., 2005; Hardt & Johnson, 2010).

Personality Disorders: Studies reveal that victims of childhood verbal abuse are more likely to exhibit "cluster A, B, and C personality disorder symptoms" in adolescence and adulthood, including paranoid, schizotypal, borderline, histrionic, avoidant, dependent, and obsessive-compulsive disorders.

Dissociative Disorders: Verbal abuse can lead to dissociative symptoms in young adults (Teicher et al., 2006; Thomason, 2018). Individuals with schizophrenia who were verbally abused also show associations with substance abuse and suicidal behavior (Simeon, 2006).

3. Methodology

3.1. *Research Questions and Hypotheses*

The present study aims to answer the following research questions:

RQ1: How does verbal aggression by teachers affect students' academic performance?

RQ2: What is the relationship between verbal aggression by teachers and students' emotional and psychological well-being?

RH1: Verbal aggression from teachers negatively affects students' academic performance.

RH2: Verbal aggression from teachers is negatively associated with students' emotional and psychological well-being.

3.2. *Approach/Design*

This study adopts a quantitative approach to examine students' opinions on teachers' use of verbal aggressiveness in the classroom and its impact on their performance. The study aims to test the

hypothesis regarding the relationship between verbal abuse and student outcomes. The study aims at identifying patterns in participants' responses and explaining how one variable may influence another. This approach is often used to assess attitudes toward an issue and determine how a larger group views it.

3.3. Data Collection Instruments

The study will use a Likert Scale Questionnaire, consisting of 20 statements, to gather data from approximately 80 participants. This instrument is ideal for measuring opinions, perceptions, and behaviors, which is central to the study's objectives. Participants will respond to statements regarding verbal abuse using a scale ranging from "Strongly Disagree" to "Strongly Agree." This will capture their attitudes toward teachers' verbal aggressiveness and its impact on their participation and performance.

3.4. Participants

The participants in this study were high school students from various academic streams, including second-year Baccalaureate (2nd Bac) students and Common Core students. The groups were as follows: 19 students from the 2nd Bac Humanities stream, 18 students from 2nd Bac Modern Arts 1, 21 students from 2nd Bac Modern Arts 2, 9 students from 2nd Bac Islamic Studies, and 13 students from the Common Core. A total of 80 questionnaires were distributed, and only 70 questionnaires entirely filled out: 15 from 2nd Bac Humanities, 17 from 2nd Bac Modern Arts 1, 19 from 2nd Bac Modern Arts 2, 9 from 2nd Bac Islamic Studies, and 10 from Common Core.

3.5. Procedure

The questionnaires were distributed in person to the students, who were provided with a set of statements to which they had to respond by selecting one of five options: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, or (5) Strongly Agree.

3.6. Ethical Considerations

Ethical considerations were prioritized throughout the study to ensure the protection of participants' rights. Informed consent was obtained from all students, ensuring they understood the purpose of the study and their voluntary participation. Anonymity and confidentiality were at the heart of it in the sense that no identification information was needed for filling out the questionnaire. Additionally, participants were made aware that they could withdraw from the study at any time without any penalties.

Table 1.
Students' attitudes towards teachers' use of verbal abuse.

Students' attitude statements	5 SA	4 A	3 N	2 D	1 SD
1-The use of verbal violence in school may result in students' failure.	15	42	9	3	1
2- Insulting students makes them hate the subject taught.	32	29	8	0	1
3- Humiliating students makes them subject to bullying.	7	31	22	8	2
4- Teachers' rough behaviors make students hold a grudge against the teachers.	28	27	10	4	1
5- The teacher's behaviors may sustain acts of violence among students and toward the teacher.	23	34	9	3	1
6-Teachers' bad behaviors result in the development of negative attitudes in the students.	8	44	12	1	5
7-Teacher's offending words may change students' beliefs about themselves.	10	18	14	11	17
8- Many students fail because their teachers tell them that they are going to fail, so they believe so.	9	20	11	21	9

4. Findings

4.1. The Impact of Verbal Abuse on Students' Attitudes

Table 3 highlight significant insights into students' attitudes toward verbal violence in schools and its implications. Most students agreed that verbal violence in schools can lead to academic failure, with 42 students supporting this view, indicating that harsh words from teachers could discourage learning and motivation. Similarly, 29 students agreed that insulting students makes them hate the subject being taught, reflecting how verbal aggression can negatively affect students' interest in learning. Regarding humiliation, 31 students agreed it makes students vulnerable to bullying, though 22 students remained neutral, suggesting mixed perceptions about this outcome.

A substantial number of students (27) agreed that rough behaviors from teachers foster resentment toward them, illustrating how such behaviors may harm teacher-student relationships. Furthermore, 34 students agreed that negative teacher behaviors might encourage acts of violence among students or even against teachers. On the impact of poor teacher behavior on students' attitudes, 44 students agreed it fosters negativity, showing how harmful interactions can influence students' outlook and behavior.

Regarding students' self-perception, 18 students agreed that offensive words from teachers could alter their beliefs about themselves, but a significant number either disagreed or strongly disagreed, suggesting some level of resilience among students. Lastly, 20 students agreed that discouraging remarks from teachers could lead to academic failure as students internalize such comments, while others were neutral or disagreed, reflecting varied impacts of verbal aggression.

Table 2.

The influence of verbal abuse on students' psychology.

Students' psychology statements	5 SA	4 A	3 N	2 D	1 SD
1-Verbal abuse is one of the main causes of anxiety, low self-esteem, and failure.	6	30	17	10	7
2-Verbal violence may make students afraid of their teachers.	12	16	23	13	6
3- Humiliating students in front of their classmates makes them feel belittled.	31	33	4	0	2
4-Teachers' bad behaviors affect badly the psychology of students.	22	22	15	7	4
5-Teachers act in a bad manner because of the lack of awareness of the importance of considering student's psychology.	16	26	19	5	4
6- Participation takes place when teachers are friendly with students.	23	37	4	3	3
7- Students' psychology is highly affected by the teacher's behavior, whether it is good or bad.	15	32	11	6	6

4.2. The Impact of Verbal Abuse on Students' Psychology

This table reveals students' attitudes toward the psychological impact of verbal abuse by teachers, highlighting key concerns. A notable 30 students agreed that verbal abuse is a primary cause of anxiety, low self-esteem, and failure, showing a strong connection between such behavior and students' mental health challenges. Similarly, 16 students agreed that verbal violence makes students fear their teachers, although 23 remained neutral, indicating varying experiences and perceptions among the participants.

The majority, 33 students, agreed that public humiliation leaves students feeling belittled, emphasizing the emotional harm caused by such acts. Additionally, 22 students agreed that teachers' bad behaviors negatively impact students' psychology, though some participants (15) remained neutral, pointing to different levels of sensitivity to teacher conduct.

On the issue of teacher awareness, 26 students agreed that poor behavior stems from a lack of understanding of its psychological impact on students. Furthermore, 37 students agreed that classroom participation improves when teachers are friendly, reinforcing the importance of positive teacher-student relationships for fostering engagement. Lastly, 32 students agreed that students' psychology is significantly influenced by a teacher's behavior, whether positive or negative.

Table 3.

The impact of verbal abuse on students' motivation.

Students' psychology statements	5 SA	4 A	3 N	2 D	1 SD
1-Teachers' good behaviors help the students learn better.	36	29	3	0	2
2- Unmotivated students are low achievers.	8	32	18	10	2
3- Motivation is important in the learning process.	26	32	6	4	2
4- When students are praised, they tend to be more active in class.	26	34	6	2	2
5- A good student is one who is constantly motivated by the teacher.	10	27	23	7	3

4.3. The Impact of Verbal Abuse on Students' Motivation

The above table shows that a significant number of students (36) strongly agreed that good teacher behaviors enhance students' ability to learn better, affirming the influential role of supportive educators. Similarly, 32 students agreed that unmotivated students are more likely to be low achievers, while a smaller group (18) remained neutral, indicating some variability in perceptions.

Motivation's critical role in learning was widely acknowledged, with 32 students agreeing that it is an essential factor, and 26 strongly agreeing, reinforcing its significance. Additionally, 34 students agreed that students who receive praise are more active in class, underlining the positive impact of recognition on student engagement.

Regarding the relationship between motivation and student success, 27 students agreed that a good student is often one who is consistently motivated by their teacher. However, a notable number (23) was neutral, suggesting that while motivation is vital, other factors might also contribute to student success.

5. Discussion

The findings highlight the crucial impact of verbal aggression on students' psychological well-being, classroom engagement, and academic performance. Verbal abuse from teachers diminishes students' confidence, increases negative emotions, and hinders their learning experiences. This aligns with previous studies that emphasize the detrimental effects of verbal aggression on students' mental health and academic outcomes (Glaser, 2002; Krugman & Krugman, 1984) stressing the need for positive teacher-student interactions to foster a conducive learning environment.

5.1. Verbal Aggression and Academic Performance

It has been crystal clear that many students view verbal aggression as a primary factor leading to academic failure. Harsh words from teachers discourage learning and demotivate students from the learning process, consistent with Krugman and Krugman (1984) and Glaser (2002) who noted that verbal abuse disrupts cognitive engagement, leading straightforwardly to missed learning opportunities. Furthermore, insults from teachers negatively impacts students' interest in the subject matter, supporting (Hamre & Pianta, 2001) assertion that strong teacher-student relationships are pivotal for maintaining academic engagement and motivation.

5.2. Emotional and Psychological Impact

It is evident in the students' responses that verbal aggression has emotional and psychological impacts, with many linking verbal mistreatments to feelings of anxiety and low self-esteem. These results are consistent with Einarsen et al. (2003) who found that verbal abuse negatively and greatly influenced students' confidence and contributes to long-term emotional harm. Public humiliation was particularly damaging, with students feeling belittled, a finding echoed by Schaeffer et al. (2003) who emphasized the lasting effects of shaming. However, some students showed resilience, indicating that psychological responses to verbal aggression can vary, which aligns with Cromer and Sachs-Ericsson (2006) who discuss the diverse ways students cope with such mistreatment.

5.3. Teacher Behavior and Classroom Participation

Teacher behavior has always been playing a very crucial role in shaping classroom dynamics. The study found that negative teacher conduct, such as verbal aggression, fosters violence and promotes behavioral problems. This goes in line with Brendgen et al. (2006) who linked teacher aggression to increased aggression among students. On the other hand, positive teacher behaviors, such as praise and encouragement, strongly enhances student participation and engagement, aligning with Finn (1993) "Participation Identification" model, which points out the importance of positive teacher-student relationships in enhancing the learning process and fostering the academic success as a whole.

6. Conclusion

The aim of this study was to examine the impact of verbal aggression by teachers on students' academic performance, emotional well-being, and classroom engagement. By using a quantitative approach, the study sought to explore how students perceive verbal abuse in the classroom and its effects on their learning and psychological health. A Likert scale questionnaire was administered to 70 high school students, capturing their opinions on teacher behaviors, and the subsequent implications for their academic and emotional outcomes.

The main findings highlight a significant relationship between verbal aggression and negative student outcomes. Students reported that verbal abuse from teachers led to academic failure, lower motivation, and a diminished interest in subjects. Emotional and psychological impacts were also evident, with many students experiencing anxiety, low self-esteem, and feelings of humiliation, particularly after being subjected to public criticism.

Similarly, to other studies, the present one has some limitations. It focused only on students from one specific educational context, limiting the generalizability of the results to broader student populations. Additionally, while the sample size was quite sufficient for the study's aims, it may not fully represent the diversity of student experiences across different educational settings. Future studies could expand the sample size and include longitudinal data to explore the long-term effects of verbal aggression on students.

This study has many implications. For educators, the results underscore the importance of fostering positive teacher-student relationships and adopting non-aggressive communication strategies in the classroom. Teacher training programs should emphasize the psychological impact of verbal aggression and promote alternative methods for managing student behavior. From a research perspective, undertaking interviews or focus groups with students could capture nuanced perspectives on how verbal abuse affects their motivation, emotional health, and relationships with teachers. Additionally, conducting a longitudinal investigation could also explore the long-term impact of verbal aggression on students' academic trajectories and mental health.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Copyright:

© 2025 by the authors. This open-access article is distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

References

- Birch, S. H., & Ladd, G. W. (1997). The teacher-child relationship and children's early school adjustment. *Journal of School Psychology, 35*(1), 61-79. [https://doi.org/10.1016/s0022-4405\(96\)00029-5](https://doi.org/10.1016/s0022-4405(96)00029-5)
- Brendgen, M., Wanner, B., & Vitaro, F. (2006). Verbal abuse by the teacher and child adjustment from kindergarten through grade 6. *Pediatrics, 117*(5), 1585-1598. <https://doi.org/10.1542/peds.2005-2050>

- Casarjian, B. E. (2000). *Teacher psychological maltreatment and students' school-related functioning*. New York: Columbia University.
- Craissati, D., Banerjee, U. D., King, L., Lansdown, G., & Smith, A. (2007). *A human rightsbased approach to education for all*. New York: Unicef.
- Cromer, K. R., & Sachs-Ericsson, N. (2006). The association between childhood abuse, PTSD, and the occurrence of adult health problems: Moderation via current life stress. *Journal of Traumatic Stress: Official Publication of The International Society for Traumatic Stress Studies*, 19(6), 967-971. <https://doi.org/10.1002/jts.20168>
- DiClemente, R. J., Wingood, G. M., Lang, D. L., Crosby, R. A., Salazar, L. F., Harrington, K., & Hertzberg, V. S. (2005). Adverse health consequences that co-occur with depression: A longitudinal study of black adolescent females. *Pediatrics*, 116(1), 78-81. <https://doi.org/10.1542/peds.2004-1537>
- Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. L. (2003). Bullying and emotional abuse in the workplace. *International perspectives in research and practice*, 1, 439. <https://doi.org/10.4324/9780203278734>
- Finn, J. D. (1989). Withdrawing from school. *Review of Educational Research*, 59(2), 117-142. <https://doi.org/10.3102/00346543059002117>
- Finn, J. D. (1993). *School engagement & students at risk*. U.S: National Center for Education Statistics.
- Finn, J. D., & Rock, D. A. (1997). Academic success among students at risk for school failure. *Journal of applied psychology*, 82(2), 221. <https://doi.org/10.1037//0021-9010.82.2.221>
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of educational research*, 74(1), 59-109. <https://doi.org/10.3102/00346543074001059>
- Garbarino, J. (1980). Some thoughts on school size and its effects on adolescent development. *Journal of Youth and Adolescence*, 9(1), 19-31. <https://doi.org/10.1007/BF02088239>
- Garbarino, J., Guttman, E., & Seeley, J. W. (1986). *The psychologically battered child* (1st ed.). San Francisco, CA: Jossey-Bass.
- Glaser, D. (2002). Emotional abuse and neglect (psychological maltreatment): A conceptual framework. *Child abuse & neglect*, 26(6-7), 697-714.
- Hamarman, S., & Bernet, W. (2000). Evaluating and reporting emotional abuse in children: Parent-based, action-based focus aids in clinical decision-making. *Journal-American Academy of Child and Adolescent Psychiatry*, 39(7), 928-930. <https://doi.org/10.1097/00004583-200007000-00023>
- Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child development*, 72(2), 625-638. <https://doi.org/10.1111/1467-8624.00301>
- Hardt, J., & Johnson, J. G. (2010). Suicidality, depression, major and minor negative life events: A mediator model. *GMS Psycho-Social-Medicine*, 7, Doc05.
- Hunt, J. (2013). *Verbal & emotional abuse (June Hunt Hope for the Heart): Victory over verbal and emotional abuse*. Plano, TX: Aspire Press.
- Koloski, N. A., Talley, N. J., & Boyce, P. M. (2005). A history of abuse in community subjects with irritable bowel syndrome and functional dyspepsia: The role of other psychosocial variables. *Digestion*, 72(2-3), 86-96. <https://doi.org/10.1159/000087481>
- Krugman, R. D., & Krugman, M. K. (1984). Emotional abuse in the classroom: The pediatrician's role in diagnosis and treatment. *American Journal of diseases of children*, 138(3), 284-286. <https://doi.org/10.1001/archpedi.1984.02140410062019>
- Kvachadze, Z., & Zakareishvili, M. (2009). Verbal abuse by the teacher and student classroom participation, academic achievement and problem behavior in Tbilisi public schools. Master's Thesis.
- Sachs-Ericsson, N., Cromer, K., Hernandez, A., & Kendall-Tackett, K. (2009). A review of childhood abuse, health, and pain-related problems: The role of psychiatric disorders and current life stress. *Journal of Trauma & Dissociation*, 10(2), 170-188.
- Sachs-Ericsson, N., Gayman, M. D., Kendall-Tackett, K., Lloyd, D. A., Medley, A., Collins, N., . . . Sawyer, K. (2010). The long-term impact of childhood abuse on internalizing disorders among older adults: The moderating role of self-esteem. *Aging & Mental Health*, 14(4), 489-501. <https://doi.org/10.1080/13607860903191382>
- Schaeffer, C. M., Petras, H., Ialongo, N., Poduska, J., & Kellam, S. (2003). Modeling growth in boys' aggressive behavior across elementary school: Links to later criminal involvement, conduct disorder, and antisocial personality disorder. *Developmental Psychology*, 39(6), 1020. <https://doi.org/10.1037/0012-1649.39.6.1020>
- Shumba, A. (2009). Reasons and justifications used by child abuse perpetrators in Zimbabwean schools. *Journal of Psychology in Africa*, 19(1), 19-23. <https://doi.org/10.1080/14330237.2009.10820119>
- Simeon, D. (2006). Emotional maltreatment of children: Relationship to psychopathology. *Psychiatric Times*, 23(7), 29-29.
- Smith, P. K., & Brain, P. (2000). Bullying in schools: Lessons from two decades of research. *Aggressive Behavior: Official Journal of the International Society for Research on Aggression*, 26(1), 1-9. [https://doi.org/10.1002/\(sici\)1098-2337\(2000\)26:1<1::aid-ab1>3.0.co;2-7](https://doi.org/10.1002/(sici)1098-2337(2000)26:1<1::aid-ab1>3.0.co;2-7)
- Teicher, M. H., Samson, J. A., Polcari, A., & McGreenery, C. E. (2006). Sticks, stones, and hurtful words: Relative effects of various forms of childhood maltreatment. *American Journal of Psychiatry*, 163(6), 993-1000. <https://doi.org/10.1176/ajp.2006.163.6.993>
- Thomason, L. (2018). Childhood verbal abuse and its psychological effects on adults. Doctoral Dissertation, Walden University.