

GENDER DISPARITIES IN THE IMPACT OF TEACHERS' PSYCHOLOGICAL ABUSE ON STUDENTS' MENTAL HEALTH

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Abstract

The aim of this article was to explore the Gender disparities in the impact of Teachers' Psychological abuse on students' mental health is considered a key to success and failure in every educational institute. So, every college need to be overcome the impact of teachers' psychological abuse. It is obvious that mental health is essential to overall health. It is a necessary component of a person's ability to live a happy and meaningful life. Psychological abuse is a type of child maltreatment that can seriously affect a child's mental health. This study was descriptive as well as inferential in nature and categorized survey technique. The questionnaire was used to collect data from participants. The population of this research was students of Public Higher secondary institutes. Sample of this study was 800 students' male (394) and female (406) female from five Public Higher Secondary institutes. The research scale was developed by the researcher in the light of literature review, peer review, discussion of the supervisor and consultation with subject matter experts. The pilot study was contained 80 students and revealed that the participants did not face any major problem about comprehension of the scale. In the current study the data was utilized of descriptive measures using SPSS version 26 to determine the Descriptive statistics, t-test, least significant Difference (LSD), ANOVA, Regression and Correlations. So, the results are statistically significant. Researchers conclude that the Gender disparities in the impact of Teachers' Psychological abuse on students' mental health is significant.

Keywords: Teachers' Psychological Abuse, Students' Mental Health

Introduction

The most common and harmful kind of abuse that has particular, long-lasting effects is psychological abuse (McGee & Wolfe, 1991; Hart, Binggeli, & Brassard, 1997). (Nicholas & Bieber, 1996; Mullen, Martin, Anderson, Romans, & Herbison, 1996). It is the type of abuse that is most underestimated, and when other forms of abuse exist together, it is frequently ignored (Trickett, Mennen, Kim, & Sang, 2009). According to the theory of attachment, emotional abuse experienced by caregivers throughout adolescence causes an individual to develop a pattern of attachment that is insecure, which in turn causes the development of inappropriate patterns (Taussig & Culhane, 2010).

The abuser's mental state is the main attention in the psychological model of assaulting children. Although certain disorderliness in students is seen to be a precursor to corporal neglect and mistreatment, two conditions continuously display a link to criminal behaviour, such as depression and drug usage. Numerous studies have examined the link between student worry and emotional and psychological domestic violence. According to (Davies, Pearson, Cicchetti, D., Martin, & Cummings, 2019). While allowing for consumption of drugs, it was discovered that major depression was a significant predictor of the beginning of physical abuse. Although

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sadness is also found to be an important process of neglect in a colleges and univariate fashion so the power of the relationship reduces to insignificant when substance use and multivariable were observed.

Teacher Psychological abuse is a common phenomenon in today's society, most of which is misunderstood and overlooked. Students of all levels are subjected to physical, emotional and sexual abuse on a larger scale. According to (De Young 2011), over the past 20 years, millions of students have been abused and severely affected some students. There are many students who find themselves in such situations due to physical and mental abuse and neglect. Teachers' abuse a global issue that disrupts the social welfare of students around the world. Since students spend as much time as possible in colleges and universities, teachers are responsible for recognizing behavioural changes in children. If the teacher fails to assess the student's behaviour, there may be disconnect between the teacher and the student. A current global public health and social problem teachers' abuse and neglect (CAN) which encompasses many short-and long-term problems including physical, mental abuse, social harm, Commercial farms seriously harm the overall health of students. (WHO, et, al 2019).

Teachers abuse such a global issue that it affects students of all castes, colour and creed, ethnicity and socio-economic class (Ratna Singham & Hebert, 2013). it manifests in many forms, including physical abuse, emotional abuse, abuse, and psychological abuse. This seriously affects the health of students (Habetha, 2012), the Pakistani Senate passed the Criminal Law Amendment Bill in 2015, which could be beneficial in imposing necessary penalties for in Pakistan. This bill raised the age of criminal responsibility from seven to ten, which also suggests significant changes in the Pakistan Penal Code. Pakistan is a signatory to the International Convention on Abuse of students since 2010, but the law is not enough to protect young students from being sexually assaulted by teachers or older students in universities. Students are the least protected and they need to be protected and prevented through accelerated measures. If students benefit from a better educational climate and growth, our society can become a healthy and enlightened society (Clark, Clarke & Munro, 2019). but the fact remains that students in almost every university in the world are at social risk, emotionally. Even an open discussion about student abuse can cause a number of other problems, especially in our universities. Such student experiences affect everyone, meaning that they themselves have been victims or know someone who has been through such an experience (Ports, Ford, & Merrick, 2016), If a student is abused, the abuse affects not only the student's life but also the student's family. This process carries with it social, emotional, physical, and psychological dangers. Inattentive parents are also more likely to physically abuse their students (Rodriguez, 2017).

Psychological abuse is known to have an adverse effect on the student who specifically leads to poor physical and mental health as well as interpersonal problems. Another line of research has shown that people experience significantly more aggressive and antisocial behaviour after being physically abused in childhood (March, & Springer, 2019). Psychological abuse of a student occurs when a caregiver or guardian intentionally uses to distress or potentially hurt a student (Gilbert, 2016), this includes but is not limited to the child being

punched, kicked, shaken, bitten or burned (Massey Stokes & Lanning, 2017), Signs of psychological abuse may include wounds, injuries, broken bones, of the body. It can also manifest in the student's behaviour and mental health; for example, anxious, fearful, passive, upset, violent or harmful. The gives unreasonable simplification for the injury, little or no feedback to the, unusual fear of touching and physical contact, worry of others screaming or cry,

The concept of mental health has been studied extensively in the past. Gains in mental health predicts declines in mental illness and losses in mental health predicts increases in mental illness (Keyes, Dhingra & Simoes, 2010). Compared to Western countries, the prevalence of mental disorders among adolescents and youth is low in India (Keyes, Dhingra, & Simoes, 2010). A Kerala inquiry (Rajan, Mohamed, Kumar & Mohammed, 2002) identified gender-related issues in mental health, human wellbeing and stress experience among all members of age group of 15-59 years in addition to responsive persons between 60-69 years in a randomly selected sample of 1000 households. Almost everywhere students are in constant danger of undergoing physical, emotional, psychological abuse. In India and many other such countries there has not been proper understanding of such issues. Its complexities and dramatic changes have not been brought to light for the protection of small students which has disturbed the psychology and physique of students. Due to lack of protection and rehabilitation program of students, serious psychological abnormalities have been detected (WHO, et, al 2019), this is a big public health examine because of the link between abuse or an inclusive of poor results, which include physical and mental health, education, and social connection according to (Romano, 2015), abuse can occur in the student's home or in the organizations, Schools, colleges and universities, or communities with which the student comes into contact.

Students' mental health is the failure to give basic needs for student's intellectual and emotional development such as, clothing, education, supervision, and other essential requirements. This position in which a teacher or parent fails to fulfil the necessary obligations for the benefit of the student, which can always jeopardize the student's health and security. According to (Mfonobong, Ismail, Mairo, Maimuna, & Fatima, 2013). signs of individual neglect include: Poor hygiene, including lice, severe and untreated, pressure sores, Squint; lack of important clothing (socks, shoes); overdressed to suit the weather conditions; Untreated illness; Lack of vaccinations;

It has been found that the positive impression that students have of their relationship with their teachers not only ensures the achievement of the academic goals of education and training (Yunus, Osman, & Ishak, 2011). although the effects of physical abuse can be directly observed, the effects of mental abuse on students are more difficult to measure. However, interruptions, pauses, or declines in personality development can increase a personality's susceptibility to many long-term coping and behavioural problems, such as low self-esteem., impaired self-esteem, impaired interpersonal relationships, and suicidal tendencies. Jani, Chinoy, Warren, Griffiths, Plant, Fu, & Clarke (2015). **Purpose of the study**

In educational institutions, teachers are hired to carry out specific tasks that aid in the students' mental health. The atmosphere in the classroom ought to be free of abuse. Along with

their role as educators, teachers are expected to play a significant socializing role in the classroom, which includes helping pupils develop as individuals. Abused students show disruptive behaviours and a lack of social connections, which have an impact on their emotional growth. Still, some teachers interpret these indicators as straightforward misbehaviour. Child abuse education is a required component of education that shape the attitudes of present and future teachers. These courses and other materials can have a significant impact on students' mental health in a variety of ways, including preventing child abuse. Many educational institutions are unaware the other names of ill-treatment and are unaware of the classification child mistreatment. Child abuse and its four types are as follows: Sexual abuse is defined as the participation of a student in sexual activity that the student does not understand and cannot consent to Physical abuse is the use of harms that damage the health of a student. Emotional abuse are incidents in which a student is isolated and teachers' fails to provide an appropriate, caring environment. The controversy surrounding teacher abuse affecting student's physical, emotional and mental health is something that students cannot cope when they grow up, they will take steps similar to being violent towards one's partner or student. If students never receive support in these situations, the chances of them becoming violent are high. According to (Ahmed, et al, 2015), psychological abuse has been largely ignored and scarcely. By keeping in view, the literature discussion, researcher finds the research gap and takes the study on "Gender disparities in the impact of Teachers' Psychological abuse on students' mental health.

Statement of the Problem

Individual abuse is a major issue in today's society everywhere, especially in colleges and universities. The mistreatment of students by university teachers has spread throughout the community and the world. Every day, millions of students worldwide are abused in the educational system, and millions more are placed in danger. One of the fundamental issues—which our research will assist to highlight—is that impact of teachers' psychological abuse on Students' mental health, in any form, has a detrimental impact of students' mental health. It is crucial to remember that there are an estimated 40 student killings annually, some of which may be the result of psychological abuse from teachers. This figure most likely misrepresents the actual problem because falls are a significant contributing factor in student abuse mortality. The actual number of victims of abuse is underestimated. This study suggests that the number of victims of student abuse may be higher. In addition, students abuse leads to a variety of problems (physical, emotional, sexual and abandoned). Abuse causes the student to experience isolation, fear, and distrust, leading to lifelong emotional consequences that can learning difficulties, low self-esteem, depression, and difficulty coping to build and maintain relationships. Therefore, the aim of this study has identified Gender disparities in the impact of Teachers' Psychological abuse on students' mental health.

Objectives of the Study

The objectives of the study were:

- To know about teachers' psychological abuse at Higher Secondary level.
- To identify students' mental health at Higher Secondary level.
- To analyse the Gender disparities in the impact of Teachers' Psychological abuse on students' mental health
- To explore the impact of teachers' psychological abuse on students' mental health on the bases of demographic information i.e., gender, locality, male and female.

Research Questions

The research questions of the study were:

- How prevalent is teachers' psychological abuse in a representative sample of Higher Secondary level?
- To what extent does the severity of teachers' psychological abuse correlate with the self-reported mental health scores of students, confounding variables such as socioeconomic status and prior history of mental health issues?
- What are the perceptions of students about their mental health?
- Is there any effect of teachers' psychological abuse on students' mental health?
- Is there a statistically significant difference in the mean scores of mental health levels between students who have experienced teachers' psychological abuse and those who have not taking factors such as gender and socio-economic background?

Literature Review

The purpose of literature review is to provide theoretical background for the research study about Gender disparities in the impact of Teachers' Psychological abuse on students' mental health. The literature review begins with a discussion of teachers' psychological abuse, students' mental health, and end up with finding out Gender disparities in the impact of Teachers' Psychological abuse on students' mental health.

According to (Brooks-Gunn 2021), Measure of the "high-risk" school environment, such as poverty, low educational attainment, affect teachers' ability which are associated causes of students' abuse psychological' physical, emotional and neglect. Teacher's age is linked with several chance of items, including lack of education, level of stress, low social help, forced disciplinary measures young girls are at a slightly chances of physical or emotional abuse. According to (Dixon, Sorensen, Thain, & Vasserman, 2018, December). although some studies have shown that age is without sympathy linked to the severity of emotional mistreatment.

According to African teacher psychological abuse on students' mental health and Neglect Prevention and Protection Network (Kamusiime, 2019). defines child abuse as "an unintentional act that endangers physical health, emotional, moral and education of student. Students' mental health can be defined as any performance, psychological abuse or neglect of a student by a

teacher, guardian, adult may jeopardize a student's health or emotional development. Under this definition, unfair selfish use of a student's services by a responsible adult constitutes student abuse. As such, the adult may not have a direct relationship with the student, but the person entrusted to the student may be the aggressor. This may include educators, student care workers or other responsible adults (Stoltzfus, 2014).

According to (ADIKWU, OGUCHE, USMAN & OLABODE, O. 2023), abuse can view from three angles: physical, psychological and sexual abuse. In almost the same categories according to Oniyama (2018), child mistreatment manifests itself in four main dimensions: psychological, physical, emotional, sexual and neglect.

According to Mfonobong (2019), emotional abuse indicators include: Hide the eyes; Look down; Biting your tongue; Force a Hustle; Contrast; Défense; Exaggeration; Feelings of failure, or lack of value; Low self-respect; Angry behaviour; Withdraw money; abuse drugs; Depression; Difficulty in relationships; Sleep disturbances; Language disorders; Underdeveloped; physical symptoms, etc.

Emotional abuse is any type of maltreatment which is psychological rather than psychological in nature. This can involve anything from verbal abuse and constant criticism to mostly sophisticated methods, such as intimidation, manipulation, and never being satisfied; and emotional abuse can take many forms. The three common patterns of abusive behaviour include aggression, denial, and mitigation. Blame, shame, and name calling are some of the telltale signs of verbal abuse that can affect a student psyche. Victims' self-esteem and psychological well-being are altered or even impaired by verbal abuse, leading to victims of emotional abuse (Smith & Segal, 2015), this includes teachers communicating through intentional behaviour that a student is useless, unwanted, or exists solely to meet the needs of teachers (Gilbert, et, al, 2009), signs of emotional abuse may developmentally delay, slurred speech, or slurred. This can cause the student to experience anxiety-related symptoms, causing the student to become passive, inattentive, helpless, demanding, intolerant or aggressive. Students have low self-esteem, mood swings or age-inappropriate attitude.

The possible outcomes of student abuse explore in the literature include high-quality logical reviews. Harmful consequences are often associated with all forms of abuse; however, where appropriate, there will be an association between specific forms of abuse and negative results. The challenges to adaptive development due to student abuse are linked with significant individual variation within normal limits and dysfunctional mental health institutions in students (Brown, Vostok, Johnson, Burns, Gharpure, Sami, & Laney, 2021). can also have affected the student's behaviour through indications of nervousness, immature sexual activity, narrative storytelling. Other signs can be including undermine relationships, horror of adults, poor cleanliness, use of long clothing to cover body parts (Victoria State Government, 2022).

In recent years, abuse and mental health of individuals have been scientifically caused psychological illnesses such as anxieties and depressive disorders, particularly among college and university students. According to (Browne, et al 2021), depression of any kind is

substantially more prevalent among students in higher education than it occurs in youngsters. According to (Harkness and Lumley), in a review of seven large research showing strong link between child abuse/neglect and students' sadness. In comparison to students who claimed no history of neglect or mistreatment, students who reported a history of psychological abuse were three times as probable to have suffered feelings of depression. According to (Frederico, et al 2018), 62% of pupils in Victorian research of qualities of students claimed to therapeutic health services for mistreated students (Take Two initiative) satisfied

the criteria for receiving a diagnosis with a minimum of one behavioural worry. The possibility of acquiring mentally disorders, self-harming behaviour or mental wellness struggles is all enhanced by psychological harm. According to (Ng, Turner, Robertson, Flygare, Bigham, Lee, & Shendure, 2009). certain study results, communication and emotional abuse consumption have a significant connection. If the student gets, psychological abuse may continue, which might result in a greater impact. Students who have experienced long-term emotional assault often attempt suicide through harming oneself along with numerous mental well-being conditions.

Research Methodology

This article provides a detailed description and justification of the methodology and procedure of present investigation of the population of the study, research scale, their validation and pilot testing, sampling procedures for collection of data and analysis through statistical techniques are also describes. The executive objective of this study was to examine the Gender disparities in the impact of Teachers' Psychological abuse on students' mental health.

Research Design

The study has addressed the Gender disparities impact of teachers' psychological abuse on students' mental health. The purpose of this research was to find out mental health of students as a result of teachers' psychological abuse This research design was descriptive as well as inferential in nature and a survey research technique was used to find out Gender disparities in the impact of Teachers' Psychological abuse on students' mental health. This study also compared the perception of students about their teachers. This quantitative study was conducted using a survey instrument.

Population

The major goal of this research was to find out the gender disparities impact of teachers' psychological abuse on students' mental health. The population was the students of Public Higher Secondary Institutes of Punjab. The research participants were drawn from government higher secondary institutes in Punjab. 800 students from five Sectors were taken because it was easiest for the researcher to get data from these locations because these Sectors was the largest Sectors in public sector.

Sample and Sampling Technique

A convenient sampling technique was used to select sample. In which Male and female students were the higher secondary level. In this process out of 800 students as a sample of this research study. Data were collected from male students (n=394) and female students (n=406).

Data Collection Instrument

An Adapted questionnaire is used for collection of data from male and female students from District Okara. Data for this research work was collected through questionnaire, and measures by using SPSS version 26 to determined Descriptive statistics.

Development of Research Tool

Keeping in understanding the objectives of the study, the researcher develops the tool in the light of literature review and discussion of experts, the researcher changed the language of some statements then one questionnaire on 5-point Likert scale was adapted for students to take their views and required information of the respective respondents. Questionnaire for students was consisted on 32 questions having two sections (a. demographic information) and (b. statements) with multiple options (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree) to calculate the result.

Validity of Research scale

To achieve the required objectives of the study, the adapted questionnaire was passed through some process of selection and rejection before its final stage. All the possible effort of the researcher was made to set the questionnaire as per the requirement of the objective of the study for collecting the relevant information of the respondents. All statements were developed guidance of research experts (assistant professor) and peer review. Then the researcher consulted to English language expert for grammatical correction. When the language was grammatically corrected, the research scales was sent to subject matter experts. After the validation of research scale, it was named Teachers' Psychological abuse and students' Mental health Scale (TSA-SMH). The research scale was comprised of 32 statements.

TSA-SMH for students

The TSA-SMH for students was developed to measure Gender disparities in the impact of Teachers' Psychological abuse on students' mental health. There were 15 items having 3 factors related to teachers' psychological abuse and 17 items related to students' mental health.

Expert Opinion

The educational experts were provided the final questionnaire before it was chosen and they were asked to make it more accurate in accordance with the study objectives. The professors examined the research tool and discovers flaws in the research instrument; as a result of their recommendations, a few items were removed from the questionnaire and new statements were added in their place. Finally, 32 question statement were added in the research instrument. Honourable professors have extensive expertise in the field of education, having supervised a considerable number of M.Phil. and Ph.D. students at various universities. The researcher tried

to cover all the major aspects, which the researcher think that are most important aspects for the Gender disparities in the impact of Teachers' Psychological abuse on students' mental health.

Reliability Test

A reliability test is conducted to determine the questionnaire's usefulness. Because of this, it is important to verify the data's veracity moving on to more complex analysis. Consider Cronbach Alpha, which is desired .

Questionnaire Reliability Test: TSA-SMH

Reliability Statistics

Cronbach's Alpha	N of Items
.675	32

Administration of the Tool

As a result of pilot testing and reliability calculations. only those assertions with statistically high reliability were kept. Then under the supervision of the research study's supervisors, each question contained in the tool was again discussed and more changes were made. The questionnaire was revised and finished in light of the challenges experienced and suggestions made by respondents.

Data Collection

For data gathering, permission letter was collected from university and presented it to the head of departments of universities. After that the research seeks the permission from all the dean of the departments for the collection of data in their faculties. With the permission, data were collected personally by the researcher. The research scale was provided in a printed form to the respondents to fill up. The students' data collection was done with the hope of reducing the biased feedback and to ensure the high rate of return. Completed questionnaire was collected by the researcher personally, 865 questionnaires were distributed manually in students, out of which 800 were returned after the completion by respondents.

Data Analysis

As the study deals with the Gender disparities in the impact of Teachers' Psychological abuse on students' mental health the data were analysed in light of the research objectives and research questions of the study. The data were analysed descriptive measure using SPSS version 26 to determine the Descriptive statistics, t-test, least significant Difference (LSD), ANOVA, Regression and Correlations.

Results of the study

Data have been analysed through the usage of Statistical Package for Social Sciences (SPSS). The information turned into saved with in the statical Package for social sciences (SPSS)

version 26. To evaluate the data and calculate the percentage of each choice frequency was used to descriptive measures using SPSS version 26 to determine the Descriptive statistics, SPSS version 26 to determine the Descriptive statistics, t-test, least significant Difference (LSD), ANOVA, Regression and Correlations.

Demographics Description of the Respondents

The demographic characteristics of the respondents are presented in here which are gender, age, qualification and locality. The total number of respondents who took part in filling the questionnaires were 300 students. Demographic details are given as under:

Table 1: Gender

Research Question 1: Are there any Gender disparities in the impact of Teachers' Psychological abuse on students' mental health?

Gender	Frequency	Percentage	Cumulative Percent
Male	394	49.3	49.3
Female	406	50.7	100.0
Total	800	100.0	

According to Table 1, 406 female and 394 male university students participated in the study. Despite recruiting 100 male and female students at random, only 800 participated in the current study. There was a very high percentage of participation (50.7 percent). According to the data shown above, 50.7 percent of respondents were female and 49.3 percent were male. The response rate of female university students is clearly determined to be higher than that of male university students.

Analysis of Mean and St. Deviation

Research Question 1: How prevalent is teachers' psychological abuse in a representative sample of university students?

Descriptive Statistics			
	Mean	Std. Deviation	N
Mental Health	3.1346	.46582	800
Teacher Abuse	3.1807	.47354	800

The table displays the mean score and standard deviation of the perceptions of university students about the execution of various factors. The maximum mean score of students' perceptions was recorded as 3.1346 with standard deviation .46582 about mental health. Whereas the minimum mean score of students' perceptions was found to be 3.1807 with standard deviation .47354 about the teacher abuse.

Research Question 2: To what extent does the severity of teachers' psychological abuse correlate with the self-reported mental health scores of students' controlling for other potential confounding variables such as socioeconomic status and prior history of mental health issues?

Correlation between teachers' abuse and Students' mental Health

		Mental Health	Teacher Abuse
Pearson Correlation	Mental Health	1.000	.636
	Teacher Abuse	.636	1.000
Sig. (1-tailed)	Mental Health	.	.000
	Teacher Abuse	.000	.
N	Mental Health	800	800
	Teacher Abuse	800	800

The table 5 shows that correlation. In this model, the dependent variable is students' mental health and the independent variables is teachers' psychological abuse. The value of Pearson correlation of mental health is 1.000 and the value of teachers' abuse is .636. The sig. (1- tailed) of this model is .000. So, the results are statistically significant. It concludes that the effect of teachers' abuse on students' mental health is significant.

Regression Analysis

To explore the severity of teachers' psychological abuse correlate with the self-reported mental health scores of students, regression is run by taking the impact of teacher' psychological abuse on students' mental health. The model is a good fit as a .636 percent variation of this model is explained by the independent variable (R Square =.404).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.636 ^a	.404	.403	.35986

a. Predictors: (Constant), Teacher Abuse

b. Dependent Variable: Mental Health

The table shows that model of summary the value of R is .636 with R square is a predictor (Constant) of teachers abuse. The dependent variable of students' mental health the value of r square is .403 and the std of .3.5986.

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	Mental Health	1.146	.086		13.255	.000	.976	1.316
	Teacher Abuse	.625	.027	.636	23.255	.000	.572	.678

a. Dependent Variable: Mental Health

A significant linear impact exists between the variables as the hypothesis of zero regression coefficient is accepted at a 1% level of significance (b = 0.625 P- value =<0.0001).

Research Question 3: Is there any impact of teachers' psychological abuse on students' mental health?

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Mental Health	70.036	1	70.036	540.816	.000 ^b
	Teacher Abuse	103.341	798	.130		
	Total	173.377	799			

a. Dependent Variable: Mental Health

b. Predictors: (Constant), Teacher Abuse

The table shows that ANOVA. In this model, the dependent variable is students' mental health and the independent variables is teachers' abuse. The value of F-statistic for intercept is 540.816 and the sum of square of mental health is 70.036 and the teacher abuse of 103.341. The mean square of this model is 70.036 which is .130. So, the results are statistically significant .000. It concludes that the effect of teachers' abuse on students' mental health is significant. The overall sum of square of this is 173.377.

Paired T-Test Analysis:

Research Question 4: Is there a statistically significant difference in the mean scores of mental health levels between students who have experienced teachers' psychological abuse?

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Teacher Abuse	3.1807	800	.47354	.01674
	Mental Health	3.1346	800	.46582	.01647

The table shows that the T test. In this table the mean score of teacher abuse is 3.1807 and the St. Deviation of .47354 and the student's mental health mean score of 3.1346 and the Std. Deviation of .46582

Paired Samples Correlations

Impact of Teachers' abuse on students' mental health

		N	Correlation	Sig.
Pair 1	Teacher Abuse & Mental Health	800	.636	.000

The table show that Correlations. In this table the dependant variable of mental health and the independent variable of teacher abuse correlation value is .636. So, the results are statistically significant.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Teacher Abuse - Mental Health	.04611	.40104	.01418	.01828	.07394	3.252	799	.001

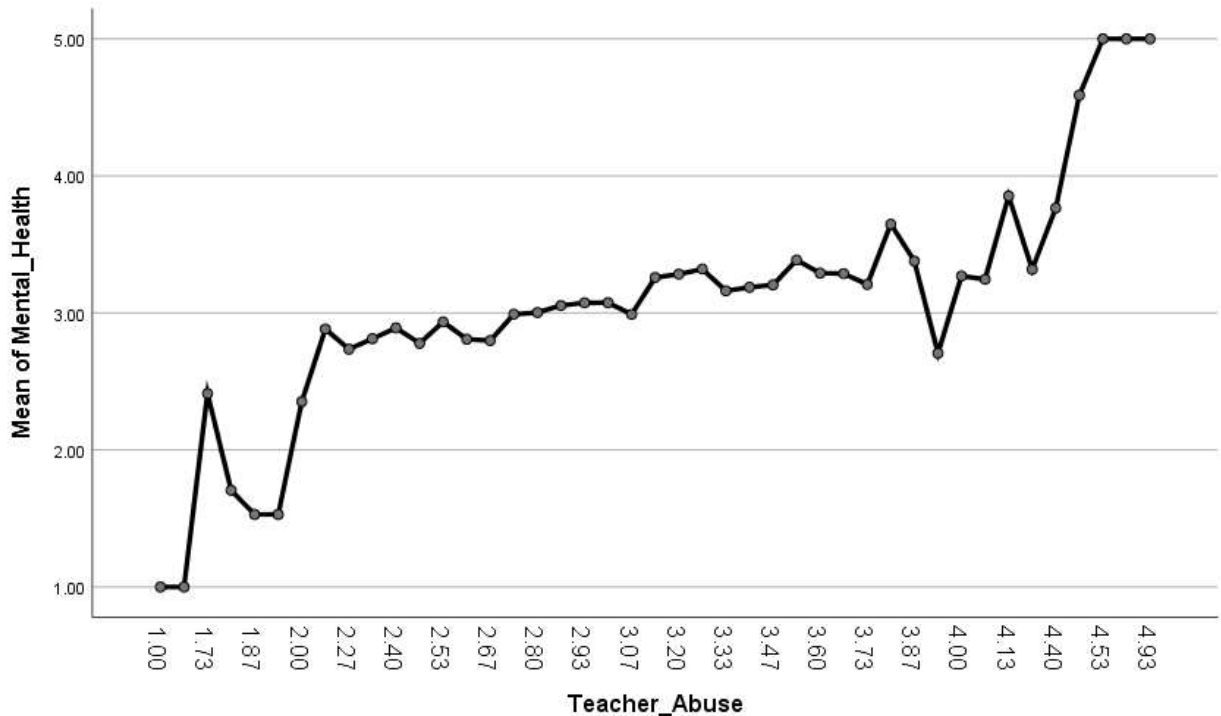
The table shows that the paired sample test. In this table the mean score of teacher abuse and students' mental health is .04611 and the St. Deviation of teacher abuse and students' mental health is .40104.. In this table the lower interval of the difference is 0.1828 and the upper interval of the difference is .07394. So, the results are significant .001

ANOVA Test:

Perceptions of students about teachers' psychological abuse.

Research Question 5: Is there a statistically significant difference in the mean scores of mental health levels between students who have experienced teachers' psychological abuse and those who have not taking factors such as gender and socio-economic background.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	100.304	42	2.388	24.740	.000
Within Groups	73.073	757	.097		
Total	173.377	799			



The table displays that the value of F-statistic is 24.740 was the significant. The mean square of between group is 2.388 and the mean square of within groups is .097. It shows that the students having significant difference in their perception about the teachers' abuse on students' mental health.

Pearson Correlation Analysis:

Correlation between teachers' abuse and students' mental health

Research Question 6: To what extent does the severity of teachers' psychological abuse correlate with the self-reported mental health scores of students, confounding variables such as socioeconomic status and prior history of mental health issues?

Correlations

	Teacher Abuse	Mental Health
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Teacher Abuse	Pearson Correlation	1	.636**
	Sig. (2-tailed)		.000
	N	800	800
Mental Health	Pearson Correlation	.636**	1
	Sig. (2-tailed)	.000	
	N	800	800

**. Correlation is significant at the 0.01 level (2-tailed).

The table shows that Correlations. In this model, the dependent variable is students' mental health and the independent variables is teachers' psychological abuse. The Pearson Correlation of teachers on students' mental health is .636 and the results are sig (2 tailed).0.01. It concludes that the teachers' psychological abuse on students' mental health is significant. So, the results are statistically significant 0.01

Discussion

Psychological abuse of a student under the age of 15 is referred to as student abuse. Any behaviour that significantly damages a student, whether it be from an adult or a child, is considered child abuse. Child abuse is a major issue everywhere in the world. Student psychological abuse has catastrophic consequences. There are typically four ways that students are affected. Neglect, sexual abuse, emotional abuse, and physical abuse.

The effects of student abuse can have both immediate and long-term effects, including social, emotional, cognitive, and educational issues; low self-esteem; self-harm; and, in some cases, suicidal thoughts. However, there are basic preventative steps that can be performed to stop students' mistreatment. According to (Romano et al., 2015), many students encounter child psychological abuse, which is a negative event. The developmental processes of attachment, self-management, and feeling of agency can all be significantly impacted by exposure to students' mental health. All of these are fundamental aspects of student's healthy intellectual and psychological growth, which are necessary for them to succeed in a learning environment. Through weakened ability to learn, psychological and behavioural responses, and attendance, psychological abuse has a negative impact on academic attainment and educational achievements (McGuire, HuffhinesG, usler, Brown, & Jackson, 2018)

Nevertheless, there are fundamental preventive steps that can be performed to stop students 'psychological abuse. When working adults want to raise awareness about students abuse among young students' they should concentrate on institutions programs like Good Touch, Bad Touch, assertiveness training, can be used to raise awareness regarding students' abuse. On the other side, parents should inform their kids about child abuse and its consequences.

According to (Phifer & Hull, 2016), professionals in students and adolescent mental health can assist the student in recovering from the effects of student abuse. Additionally, there are laws and regulations protecting students against abuse of any kind. Such regulations offer a secure environment for students. Educational intuitions can serve as a place of safety and healing for students who have experienced abuse through professional development, social-emotional learning in the classroom, and trauma-sensitive policies. Teachers provide as the first line of defence for students' needs to develop a compassionate and understanding stance to confront the harmful implications of psychological abuse on students' mental health and educational attainment.

The results of present study shows conclusively that teachers psychological abuse effect on student mental health. Teachers' negative characteristic have a direct effect on student's mental health. The findings are consistent with their validation by prior studies. The present study investigated the effect of teachers' psychological abuse on students' mental health at secondary school level. The results reveal a significant connection between teachers' psychological abuse and students' mental health at secondary school level, shedding light on the subtlety dynamics within the classroom environment. Teachers exhibiting high levels of preference, extra involvement and discrimination might transmit this negative effect of teachers' psychological abuse on students' mental health (Penson, Karban, Patrick, Walker., Ng'andu Bowa, & Mbewe, 2016). Negative effect of teachers' psychological abuse negatively influences on students' development and learning environment. This environment could discourage active participation and hinder students' eagerness for learning.

This study has provided valuable insights into the crucial relationship between teachers' psychological abuse and its consequential effect on students' mental health at Higher secondary level.

As educational systems evolve, it is researcher hope that these findings will be embraced as a catalyst for positive change, prompting a collective effort to arrange teacher well-being ultimately development an educational landscape where development of students' mental health and learning performance succeed.

Conclusion

This study was directed to find out the Gender Disparities impact of teachers' psychological abuse on students' mental health. It is concluded on the bases of findings that teachers' psychological abuse has significant effect on damaging students' mental health.

The identified link between teachers' psychological abuse and students' mental health underscores the important role that teachers play in shaping students' development of mental health, characterized by tendencies towards behaviour, extra involvement, discrimination, can unintentionally affect students' mental health and classroom dynamics. This could include difficulties in maintaining discipline, adapting teaching strategies to individual student needs, and development a positive and encouraging learning environment. As a consequence, students' mental health might suffer due to a lack of teachers' clear guidance and a sense of academic security. Many past researches support this study that teachers' psychological abuse have

significant effect on students' mental health at secondary school level. Behaviour and extra involvement unstable teachers may inadvertently convey their stress and negative effect on the students' personality creating an environment that is less conducive to learning. The presence of psychological features in teachers may have an impact on students' educational experiences and, as a result, their mental health to participate actively in the learning process. Students are extremely attentive to aggressive indications. And, this research can serve as an important reference.

Teachers' psychological abuse can be observed in practically every aspect of life, whether it be at, work, or in school, college, or university. Because pupils are when originally showing to an academic setting and learning for interaction with others, equality, and equitable treatment, teachers have a greater duty.

Recommendations

Keeping in consideration, following recommendation are made;

- The Higher secondary institutes should ensure the students mental health.
- During the process of recruitment and selection there must be a Professional psychologist in selection committee to analyse the effects of teachers 'psychological abuse on student's mental health.
- The educational governor should arrange formal programs/training sessions for teachers on regular interval.
- The Head of the institutes should get feedback from students about teachers' psychological abuse in classroom.
- The complaints against teachers' disturbing abuse should be timely investigated.
- The Higher secondary institutes should keep the complainers name private.
- Educational governor should set proper policy for teachers.
- For execution of proper policies about teachers' psychological abuse analysis it's better to consult with the experts in the relevant field.

The Head of the institute should conduct seminars on the effect of teachers' psychological abuse on students' mental health.

Suggestions for Future Research

Following suggestions are Line-up for the future researches:

- The current study focused on Gender Disparities impact of teachers' psychological abuse on students' mental health. It is suggested that future researcher should discuss about the overall effect of teachers' psychological abuse on students' mental health.
- The present study was quantitative in nature; further research studies can also use qualitative design to get deep insight.

- Future research should incorporate Higher secondary institutes?
- Private institutes should also be included for further studies.
- Another research should explore the side effects of teachers' psychological abuse on students' mental health.
- Further study should examine the specific gender-based study of social analysis.
- More research is needed to determine how heads at Higher secondary institute feel about psychological abuse.

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