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Effect of Emotional Abuse on Students Academic Performance at Secondary Level

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ABSTRACT

The present study was conducted at the secondary level of Azad Jammu and Kashmir Bagh to find Effect of emotional abuse on students' academic performance. The objectives of the study were to explore the effect of emotional abuse on students' academic performance, to identify the different forms of emotional abuse at secondary level and to find out the perceptions of students on effects of emotional abuse at secondary level of Azad Jammu and Kashmir Bagh. The study is descriptive in nature, and the researcher adopted a survey method to conduct the study. Students of public sector were the population of the current study. There are 4840 secondary school students (1585 female and 3255 male) studying in these schools. A sample size of study was selected by following Krejcie and Morgan table. Sample consists of 235 male students and 115 female students were selected from different public sector schools. The stratified sample technique was adopted for the current study. A self-made questionnaire was used to conclude the effect of emotional abuse on academic performance of students at secondary level. The data was analyzed through cross tabulation using SPSS-24. The study found that a majority of students are being emotionally abused by their teachers. It is decided that there was considerable impact of emotional abuse on academic performance of students. It is therefore suggested that awareness programs such as workshops, seminars and conferences should be conducted by sponsors for teachers, parents and students to educate them on forms of emotional abuse with in the school environment and home.. School supervisors should also set up frame to square the occurrence of emotional abuse and conceivable control actions..

INTRODUCTION

Emotional abuse of students by teachers is a topic often discussed in the emotional abuse literature. In some classrooms, it can be a daily incidence. Every day almost 12 children emotionally abused in all over Pakistan. Most of them belong to the age group of 6-15 years. An Abuse is as any action that purposely harms or injures another person. (Gale Encyclopedia of Medicine). According to Feta, Hansen and Garbing (2003) Emotional abuse and negligence as any recent act or failure to act on the part of the parents or caretaker which results in death, serious physical or emotional destruction, or mistreatment or an act or failure to act which presents an immense risk of severe harm. Disclosure to strong home and community environments, as well as injury due to violence, give to both reduced academic growth and increased unsystematic or unfocused classroom behavior for children, youngsters, and teenagers. Violence is surely connected with family size. Families who have more children are more likely to practice increased family encounters and child mistreatment (Jungmeen, Talbot & Cicchetti, 2009).

Emotional abuse may be the most dominant type of abuse however, it is also the most unseen, under-reported, and least studied type of abuse. Literature on emotional abuse is limited, which could be recognized to the fact that it is the most difficult form of abuse to research, because of deficiency of a reliable definition, identify, evaluate, and authenticate.(Vancouver Coastal Health, About Adult Abuse and Neglect). Emotional abuse is established on power and control. Emotional abuse accompanies other forms of abuse. However it may also occur on its own. No form of abuse, either neglect, physical, sexual or economic can happen without emotional consequences. It is the consideration of these emotional influences that we say that emotional abuse is existing in all forms of abuse. Therefore, all abuses contains essentials of emotional abuse (Nesbit & Philpot 2002; Mceachern, Alluede &Kenny, 2008).

Mostly three forms of abuses of students by teachers have been recognized in school settings which are emotional, physical, and sexual (Benbenishty, Zeira, & Astor, 2002). For some children, the school is the first place where they maypractice emotional abuse McEachern,Aluede & Kenny(2008). Emotional abuse, which is sometimes called psychological abuse, is a form of behaviour that harms a child's sense of self-value and negatively effects their emotional growth. Emotional abuse can take several forms. Childhood emotional abuse is a phenomenon that happens when a person who is accountable for educating and organizing a child accuses, threatens, despises, insults, or isolates the child and therefore fails to meet his/her emotional needs before he/she becomes an adult (Silva, Grana, & Gonzalez-Cieza, 2014).

Three general forms of abusive behaviour include aggressing, denying, and minimizing. Blaming, shaming, and name calling are a few identifiers of verbal abuse which can affect a victim emotionally. The victim's self-value and emotional well-being is changed and even reduced by the verbal abuse and the result is emotionally abused victim (Smith and Segal, 2014). Furthermore, it is definitely the main, the most painful and destructive form of abuse (Aluede, 2004; Hein, 2006). Earlier, several scholars have proven that emotional abuse is the most important high-risk factor that leads to individual destructive behaviour and is an effective index for forecasting destructive behaviour (Gay, Harding, Jackson, Burns, & Baker, 2013; Smith, Ireland, Thornberry, & Msw, 2008). There are three zones of abuse already discovered as following; Initially, children who suffered emotional abuse and negligence find it hard to attach to teachers and peers (Bigras,et al 2015) and they absence a sense of belonging to school (Sperry & Widom,2013), declining emotional learning engagement. Furthermore, students with emotionally abused could not involve fruitfully in learning activities (Furrer and Skinner, 2003), which blocks behavioural learning involvement. Thirdly, maltreated and ignored children were frequently exposed to insecure and aggressive environment, so they find it hard to focus their concentration and make struggles to complete education tasks (Van Harmelen, 2014; Hawkins, 2021).

Emotional attacks can be in the form of verbal and nonverbal connections, discriminatory behaviors, grading practices, and treatment of exceptional children Nesbit & Philpott, 2002). The assaults can result in students acting work out and showing disobedient behavior, anxiety, school phobia, and different tension and stress social isolation from peers,friends,loss of inspiration, an unhappy or sad appearance, and academic complications (Hyman & Perone, 1998).

Emotional abuse has a bad effect on children, and young children are the most vulnerable (Nesbit & Philpott, 2002). When persons practices emotional abuse as children, their normal physical and emotional requirements cannot be fulfilled. Thus, they do not trust that they are loved, and they have low self-reliance and low self-worth Wang, Shi and Jin (2019) in the other hand, the experiences of negative emotions such as panic and fear could become a common psychological state for these persons (Krishnamurti, 2007).

Emotional abuse of children by caregivers over a long period of time means that teacher fail to deliver children with appropriate care and that their psychological wants are not met. Consequently, such children can develop low self-worth. These individuals tend to be emotionally exposed and not capable to establish better interpersonal relationships with others. (Berezniki & Yates, 2010; Jiang & Xu, 2008).

Emotional Abuse has been recognized as a worldwide, complex and persistent matter, which is growing but inappropriately it has not been studied decisively (Ahmed et al Yuen, & Chinna, 2015). Emotional abuse is categorized into the different forms: rejecting, ignoring, terrorizing, isolating, humiliating, abusing. In the school setting, where coaching and learning take place, the significance of children's intellectual health should not be underestimated. Extreme emotional abuse from teachers can negatively affect students and may have contrary effects on their learning (Okoza, Aluede, & Ojugo, 2011). Finally, researcher provide plans for teacher/staff training on the topic and examples of school therapy mediation for helping students with emotional abuse. Emphasis on educating teachers, managers, and staff in the recognition of emotional abuse

Emotional abuse can have long lasting effects on student's mental well-being and overall development, which can potentially hinder their ability to succeed academically. By investigating this topic, aim to shed light on the relationship between emotional abuse and academic performance, ultimately contributing to the development of interventions and support systems for affected students

Emotional Abuse is reported to be hindrance in the educational growth and progress of students. Most of the studies are carried out to assess Emotional abuse and stress among students at different levels of education. However, there are limited researches on Emotional abuse among students in the population from Bagh. This area of research has a greater concern to be intensely studied to identify the effect of Emotional abuse on academic performance of students. The study investigates the effect of emotional abuse on academic performance of secondary level students. Specifically, it seeks to understand how emotional abuse, experienced by students in various forms, affects their cognitive abilities, motivation, and overall educational outcomes. Despite growing awareness of emotional abuse, there is a dearth of in-depth research focusing on its specific consequences in the context of secondary education. This study address this gap by examining the effect of emotional abuse on academic performance of students, aiming to provide valuable insights for educators, policymakers, and mental health professionals to develop targeted interventions and support mechanisms for affected students.

OBJECTIVES OF THE STUDY

1. To find out the perception of students on effects of Emotional abuse at secondary level.
2. To identify the different forms of emotional abuse at secondary level.
3. To explore the effect of emotional abuse on academic performance of students at secondary

level.

LITERATURE REVIEW

It is believed that emotional abuse, which affects people of all ages, has a negative impact on children's academic achievement. Repeated emotional abuse can have a negative impact on a person's mental health and feeling of self-worth. It entails verbal abuse, insulting remarks, threatening behavior, and disregarding the sufferer. It can only occur in the family or the classroom, although it can also occur among friends. Adolescence is a rapid cognitive and emotional development period, amplifying emotional abuse's adverse effects. The impacts of emotional abuse on secondary school student's academic performance need to be better understood. Education success significantly impacts a person's possibilities for the future, professional prospects, and well-being (Baranauskienė , Serdiuk & Chykhantsova, 2016). By examining the relationship between the two variables, educators, parents, and legislators might minimize the negative consequences of emotional abuse on children's academic performance.

There are three goals for the research review that is offered here. This study's primary goal is to examine the effect of emotional abuse on secondary school student's academic performance. By examining previous studies and empirical data, this literature review shed light on the relationship between emotional abuse and academic outcomes like motivation, concentration, self-esteem, and stress levels. Examining students' perspectives on the underlying causes of emotional abuse in contemporary society is the secondary goal of this literature study. The opinions and experiences of kids may help understand the factors that contribute to emotional abuse at home, in the classroom, and in the larger community. Thirdly, researcher want to categorize the various emotional abuse secondary school children could encounter. By describing the many signs of emotional abuse, such as verbal abuse, humiliation, intimidation, neglect, and exclusion, this summary will give readers a complete understanding of the range of abusive behaviors.

When one emotionally abuses another person, one's self-worth, emotional stability, and growth potential are all under attack. It includes a broad spectrum of nonphysical techniques to cause the victim intense mental anguish or pain. Because it targets a person's sense of self-worth, sense of identity, and mental health, emotional abuse can be just as harmful as physical violence, if not more so. Verbal abuse is a form of emotional abuse in which the victim is frequently reprimanded and degraded (Djohari & White, 2022).

The many forms of emotional abuse can seriously harm the victim's emotional health. Verbal abuse is where the abuser continuously demeans and denigrates the victim by using

derogatory language, insults, and criticism. Gaslighting is another subtle kind in which the abuser purposefully makes the victim doubts their understanding of reality to exert control. Gaslighting is type of abuse when the abuser manipulates the victim into questioning their perception of reality to control their emotions. The victim may also feel emotionally alone, threatened, or intimidated, or all three simultaneously (Spear, 2020). Since emotional abuse can result in significant issues, including post-traumatic stress disorder, depression, anxiety, and low self-esteem, it is imperative to identify and address it. Seeking professional assistance and support from dependable people is necessary to end the cycle of emotional abuse and promote recovery and well-being.

Furthermore, the abuser may purposefully cut off the victim from their social network to heighten their sense of helplessness and isolation. Emotional neglect is when an abuser continuously ignores, minimizes, or dismisses the victim's needs, thoughts, and feelings (Fitzgerald et al., 2022). In addition, the abuser manipulates and controls the victim by taking advantage of their fear and misery. It's critical to identify these types of emotional abuse to safeguard victims from damage and provide them with the help they need to end the cycle of abuse.

There are few things that are more destructive than using language to denigrate or humiliate another person regarding emotional abuse. Using derogatory language aims to undermine the victim's sense of worth and torment them mentally. Name-calling, repeated criticism, yelling, shouting, or using simple or derogatory words are typical examples of verbal abuse. As a result of such acts of aggression, the victim's self-esteem is severely harmed, and the community becomes more unfriendly and humiliating. Research has been done on the harmful consequences of verbal abuse on people. The research by Bronstein et al. (2021) emphasizes the profound emotional and psychological harm verbal abuse causes to its victims. Being constantly doing insults and derogatory remarks frequently results in feelings of worthlessness and impotence. Anxiety, depression, and a distorted sense of one's identity can result from harm to the victim's sense of self-worth. Verbal abuse is seen as emotional abuse; intervention and support are much more likely to be successful (Ngaage & Agius, 2018). Encourage those who have been the objects of verbal abuse to seek assistance from experts, support groups, or dependable people. Through education and support for those who have been victims of verbal abuse, a culture that values emotional well-being and acknowledges the intrinsic value of its members can be developed.

Degradation and humiliation are covert emotional abuse tactics used to harm a person's sense of worth and dignity permanently. The victim is made to suffer public or private humiliation by making fun of their appearance, talents, or other distinctive characteristics. Such humiliating

behavior directly attacks the victim's self-esteem, eroding their dignity and starting a domino effect of negative emotions. Barclay (2022) highlights the severe effects of degrading treatment. People who have experienced emotional abuse often experience confidence loss and increased self-hatred. If people are exposed to demeaning acts frequently, they may feel unworthy of other people's company or fear further humiliation. The significant psychological harm brought on by this kind of abuse frequently results in symptoms of anxiety, depression, and post-traumatic stress disorder (PTSD). Helping people and offering support requires understanding the pain brought on by shame and degradation. It is crucial to encourage those who have experienced emotional abuse to seek professional counseling or join support groups to move past their trauma (Goodman & Cook, 2019). Raising public awareness of the awful repercussions of humiliation and degradation is necessary to promote a culture where empathy, respect, and dignity are valued highly and emotional well-being is prioritized.

Intimidating and threatening language is frequently used during emotional abuse to exert authority over and control over the victim. The abuser may employ various tactics to accomplish this purpose, including oblique verbal threats, frightful gestures, and dangerous body language. The victim's mental and physical health may suffer if they are constantly in danger and fear. Research by Butt et al. (2022) sheds light on the detrimental impact that threats and intimidation have on emotional abuse victims. Traumatic experiences frequently result in stress and ongoing anxiety. The victim of abuse could be plagued by anxiety and terror as they wait for the next attack. The victim's sense of safety has been undermined, which could make it difficult for them to focus in class. Recognizing the presence of intimidation and threats as forms of emotional abuse is crucial to help and intervene. Abuse victims receive assistance through hotlines, support groups, and counseling services (de Wet & Jacobs, 2021). Research educates people about the harm caused by threats and intimidation; we can work toward a society where everyone feels safe and secure and has some control over their lives.

Because they lack the victim of essential psychological assistance, care, and attention, neglect, and abandonment are particularly damaging types of emotional abuse. Abusers frequently ignore the emotional needs of their victims and behave as if they don't exist. When the victim is continually rejected and disregarded, they are sent the horrifying message that they are unwanted, unloved, and invisible (Jennings, 2018). Neglect and rejection have terrible consequences for emotional abuse victims. Nelson, Zeanah & Fox (2019) explored how this kind of abuse has detrimental effects. Many victims feel alone because they have lost communication with their loved

ones and have no one to turn to for assistance. A chronic lack of emotional support and affirmation can lead to depression and a worsened sense of emotional separation from their academic responsibilities. It is crucial to understand that rejection and neglect are types of emotional abuse to provide the necessary intervention and support. To heal from their experiences and learn efficient coping mechanisms, victims of this type of abuse should be strongly encouraged to seek therapy or counseling (Cascalheira et al., 2021). It is essential to increase awareness of the adverse effects of exclusion and isolation to develop a safe and welcoming community concerned with its members' mental health and academic performance.

Because they cut the victim off from their regular networks of friends, family, and loved ones, isolation and exclusion are particularly severe forms of emotional abuse. To achieve these outcomes, the abuser may impose unreasonable restrictions on the victim's freedom, exclude them from their social network, or exert excessive influence over them in other ways. By denying the victim of isolation and exclusion social support and meaningful interactions, these conditions result in emotions of loneliness, alienation, and helplessness. The detrimental effects of social exclusion and isolation on victims of emotional abuse are highlighted by Arslan & Coş kun (2021). A person is denied the chance to grow emotionally and socially when they are the target of abuse, neglect, or exploitation. The victim's capacity to concentrate on their studies and realize their full potential may suffer from a lack of social and emotional support (Morese et al., 2019).

Recognizing social exclusion and social isolation as forms of emotional abuse is essential to provide the proper assistance and support. Victims should be encouraged to seek help if they need it for dealing with emotional trauma or reestablishing social relationships, including talking to trusted others, joining support groups, and receiving therapy or counseling. Raising awareness of the harmful impacts of exclusion and isolation is necessary to foster a welcoming community that values people's mental health and social development (Juvonen et al., 2019). The phrase "emotional abuse" refers to a broad range of behaviors that harm a person's emotional well-being and sense of self. Numerous types of emotional abuse, such as verbal abuse, humiliation and degradation, intimidation and threats, rejection and neglect, and isolation and exclusion, can significantly and negatively influence secondary school pupils' academic performance (Arslan & Yıldırım, 2022). Educators, counselors, and legislators must be completely aware of the various types of emotional abuse that can occur to recognize and treat it appropriately.

RESEARCH METHODOLOGY

Social sciences used various research designs, of which quantitative researches are often used to

provide researchers with a systematic approach. In the present study researcher employed a quantitative research approach. The Researcher utilized a survey methodology, while the researcher apparatus employed a questionnaire approach. The communicative method is useful for this kind of research and also the descriptive research methodology was used because it successfully enables the researcher to integrate the data. The researcher employed the survey technique as a study strategy. Survey gives the researchers the ability to collect data from a chosen sample of the intended demographic. Researcher employed self-constructed survey form. This method is especially useful when studying widespread phenomena. All respondents answer the same set of questions, ensuring consistency in data collection. Population is usually defined as all the basic elements that meet the sample criteria for presence study. It consisted of public sector secondary school students of district Bagh. The total population comprised 4840 students including both male and female. Due to certain limitations the researcher had to delimit the population for the selection of sample from this population for the purpose of this study. The sample is the subset of the population that is to be taken to be the representative of whole population. In this study, stratified sampling is employed, and the sample size is 235 male students and 115 female students from both types of schools in district Bagh, as per Krejcie and Morgan's sampling table. The sample was chosen by the researchers so they could examine how emotional abuse effect on students academic performance at secondary level. After studying relevant literature and with the help of expert, researcher constructed a detailed questionnaire in the light of the objective of the study to obtain necessary information from the respondents. Questionnaire was framed as per scheme in both English and Urdu for the facilitation purpose of respondents in relation to the drives of the study to assess following categories. For reliability Cronbach's Alpha was used and it was determined that all claims made by the research instrument were reliable at alpha = .746. The questionnaire was given to each of respondents. They had been informed about the objectives of this study and they were supposed to read each statement of scale carefully and give their exact and authentic responses. The researcher also described the items of questionnaire to the respondent and then they filled it easily.

DATA ANALYSIS

The information obtained through the data collection instrument was evaluated, and interpreted in light of the study's objectives. Once the accumulating of the data accomplished, same was altered into orders and analyse. To analyze close ended questions, Software (SPSS -24) was used. After a detailed analyses of data, the frequency of each category was counted. The interpretation was also

made on the basis of frequency results. After the collection of data it was analyzed by cross tabulation with the help of SPSS 24.

TABLE 1: OPPORTUNITY TO SHARE OPINIONS AFFECTS ABILITY TO ASK QUESTIONS

		Teacher does not provide me any opportunity to share my opinions			
		Neutral	**Agree**	**Disagree**	**Total**
I ask questions in the class	Neutral	32	30	46	108
	Agree	29	53	96	178
	Disagree	7	14	43	64
Total		68	97	185	350

Table 1 shows that the 185 respondents disagreed with the statement that they ask questions in the class because the 178 respondents agreed that teachers does not provide them opportunity to ask questions so asking questions depend on teacher's encouragement.

TABLE: 2 TEACHERS IGNORING STUDENT'S EFFECTS ABILITY TO ASK QUESTIONS

		Teacher does not care about what i do or what I do not.			
		neutral	Agree	Disagree	Total
I ask questions in the class	Neutral	29	32	47	108
	Agree	24	66	88	178
	Disagree	15	16	33	64
Total		68	114	168	350

Table 2 shows that the 168 respondents disagreed with the statement that they ask questions in the class because the 178 respondents agreed that teacher does not care about them what they do or what they do not so asking questions depend upon teachers interest and attention.

TABLE: 3 TEACHERS BEHAVIOR EFFECTS ON STUDENT'S MOTIVATION

		Teacher does not provide me any opportunity to share my opinions			
		Neutral	Agree	Disagree	Total
Teacher behaviour	Neutral	16	20	33	69

motivate me to prove myself competent in classroom	Agree	28	40	96	164
	Disagree	24	37	56	117
Total		68	97	185	350

Table 3 shows that the 185 respondents disagreed to the statement that their teachers behaviour motivate them to prove themselves competent in classroom because the 164 respondents agreed that their teacher does not provide them opportunity to share their opinions so competency of students depend on teachers encouragement.

TABLE: 4 TEACHERS IGNORANCE EFFECTS STUDENT'S PERFORMANCE

		Teacher does not care about what i do or what i do not.			
		Neutral	Agree	Disagree	Total
I always worry about my performance	Neutral	18	37	46	101
	Agree	34	51	77	162
	Disagree	16	26	45	87
Total		68	114	168	350

Table 4 shows that the 168 respondents disagreed to the statement that they always worry about their performance because the 162 respondents agreed that their teachers is not paying attention to their performance or their action. Therefore this is analysis that their teacher is not interested about their result which is causing them to worry about how they are doing in the classroom.

TABLE: 5 OPPORTUNITY TO ASK QUESTIONS EFFECTS STUDENT'S ATTENTION

		Teacher does not provide me any opportunity to share my opinions			
		Neutral	Agree	Disagree	Total
i always try to pay more attention on study	Neutral	6	16	44	66
	Agree	38	50	97	185
	Disagree	24	31	44	99
Total		68	97	185	350

Table 5 shows that the 185 respondents disagreed to the statement that they always try to pay more attention on study because the 185 respondents agreed that teachers is not giving them the opportunity to share their opinions in class so the students making an effort to focus their attention

on studies depend upon teacher's encouragement and motivation.

TABLE: 4.6 OPPORTUNITIES TO SHARE OPINIONS AFFECT STUDENTS LEARNING TASKS

		Teacher does not provide me any opportunity to share my opinions			
		Neutral	Agree	Disagree	Total
i feel difficulty to complete learning tasks	Neutral	7	48	35	90
	Agree	41	62	33	136
	Disagree	20	75	29	124
Total		68	185	97	350

Table 6 shows that the 185 respondents agreed to the statement that they feel difficult to complete their learning tasks because the 136 respondents agreed that teacher does not provide them any opportunity to share their opinions Therefore this is analysis that ability of students to complete their learning tasks and work depend upon teachers encouragement.

TABLE: 4.7 DEGRADING OF TEACHER EFFECTS LEARNING TASKS

		Teacher always degrade me			
		Neutral	Agree	Disagree	Total
i feel difficulty to complete learning tasks	Neutral	19	34	36	89
	Agree	31	58	32	140
	Disagree	44	63	33	121
Total		94	155	101	350

Table 7 shows that the 155 respondents agreed to the statement that they feel difficulty to complete their learning tasks because the 140 agreed to the statement that their teacher degrades them so the completion of learning tasks depend upon teacher positive comments and opinions.

TABLE: 8 TEACHER DEGRADING EFFECTS STUDENTS PARTICIPATION

		Teacher tells me you cannot do it.			
		Neutral	Agree	Disagree	Total
I does not actively participate in any discussion	Neutral	12	47	42	101
	Agree	19	63	44	126
	Disagree	27	57	39	123
Total		58	167	125	350

Table 8 shows that the 167 respondents agreed to the statement that they do not actively participate in any discussion because 126 respondents agreed that teachers told them they cannot do it Therefore, this is the analysis that their teacher is discouraging them from pursuing something they want to do which is causing them to feel less motivated to participate in class discussion.so students participation depend on teachers feedback.

TABLE: 9 TEACHERS DEGRADING EFFECTS STUDENT'S ATTENTION

		Teacher remarks do not let me do well			
		Neutral	**Agree**	**Disagree**	**Total**
i always try to pay more attention on study	Neutral	20	17	31	68
	Agree	35	61	84	180
	Disagree	19	29	54	102
Total		74	107	169	350

Table 9 shows that the 169 respondents disagreed to the statement that they always try to pay more attention on study because the 180 respondents agreed that their teacher's remarks are preventing them from doing well so student's attention and focus towards studies depend upon teacher's remarks.

TABLE: 10 TEACHERS FAVORITISM EFFECTS STUDENTS INTELLIGENT

		Teacher compares me to other students.			
		Neutral	**Agree**	**Disagree**	**Total**
I always feel less intelligent in school environment	Neutral	27	74	26	127
	Agree	10	82	25	118
	Disagree	19	63	23	105
Total		56	219	74	350

Table 10 shows that the 219 respondents agreed that they feel less intelligent in class because 118 respondents agreed that their teacher is comparing them to other students. Therefore, this is analysis that this type of favoritism of teacher is making them feel less intelligent in the class environment.

TABLE: 11 TEACHER FAVORITISM EFFECT STUDENTS CONFIDENCE

		Teacher says that other students can do better than you			
		Neutral	**Agree**	**Disagree**	**Total**
i always feel lack of confidence in group discussion	Neutral	3	55	17	75
	Agree	42	78	30	150
	Disagree	17	69	39	125
Total		62	202	86	350

Table 11 shows that the 202 respondents agreed to the statement that they feel lack of confidence in group discussion because 150 respondents agreed that teacher is telling them other students can perform better than them Therefore, this is analysis that this attitude of the teacher is causing them to feel less confident during group discussions.so confidence of students depend upon teachers views and comments.

TABLE: 12 TEACHERS FAVORITISM EFFECT ON STUDENT'S PROGRESS

		Teacher makes a separate group of students			
		Neutral	**Agree**	**Disagree**	**Total**
i come to class without preparation.	Neutral	14	32	22	68
	Agree	28	53	62	143
	Disagree	22	57	60	139

Total	64	142	144	350

Table 12 shows that the 144 respondents disagreed to the statements that they come to the class without preparation because the 143 respondents agreed that teacher is creating a separate group of students.so teachers decision to make separate groups of student's hasn't had a significant impact on students preparation.

TABLE: 13 TEACHERS INSULTING OVERCOME STUDENT'S MISTAKES

		Teacher insults my cultural background			
		Neutral	**Agree**	**Disagree**	**Total**
i always try to overcome my weak points that are highlighted by teacher.	Neutral	20	25	19	64
	Agree	39	126	48	213
	Disagree	9	43	21	73
Total		68	194	88	350

Table 13 shows that the 194 respondents agreed that they try to overcome weak points that are highlighted by teachers because the 213 respondents agreed that their teacher often disrespect towards their cultural background.so improvement and growth of students depend upon feedback of teachers.

TABLE: 14 TEACHERS INSULTING EFFECT STUDENT'S CONFIDENCE

		Teacher comments badly on my appearance			
		Neutral	**Agree**	**Disagree**	**Total**
i always feel lack of confidence in group discussion	Neutral	13	34	28	75
	Agree	33	73	44	150
	Disagree	28	46	51	125
Total		74	153	123	350

Table 14 shows that the 153 respondents agreed to the statement that they feel lack of confidence in group discussion because 150 respondents agreed that teachers make negative comments about their appearance. Therefore this type of feedback of teachers are causing students to feel insecure during group discussion.so students confidence depend upon teacher's acts and words.

Table: 15 Teachers criticism overcome students weak points

		Teacher always criticize by revealing my weak points			
		Neutral	Agree	Disagree	Total
I always try to overcome my weak points that are highlighted by teacher.	Neutral	15	32	17	64
	Agree	48	109	56	213
	Disagree	10	29	34	73
Total		73	170	107	350

Table 15 shows that the 170 respondents agreed that they try to overcome my weak points that are pointing out by teachers because 213 respondents agreed that Teacher criticizing by pointing out their weaknesses.so improvement and growth of students depend upon teacher's feedback. Feedback can be helpful for growth, but it should be given in a constructive and respectful way.

CONCLUSION

1. Based on the findings that researcher came to this conclusion that there is a negative relationship between emotional abuse and academic performance of students.

2. Based on the findings of this study it can concluded that the abused students tend to absent themselves from class, loss attention and focus on their abusive experiences. They also do not contribution in class conversation or others class events.

3. Based on the findings it can concluded that most of the students just used to take classes and did not try to get good grades as they don't inspire by their teachers to get good positions.

4.Based on the findings it can concluded that most of the students are being compared with other students that have quick picking skills, however some are slow learner and did not have quick picking skills so they ashamed to ask questions in class.

5.Based on the findings it can concluded that majority of the students do not follow proper discipline like they come to class late, mostly bunk their classes because teachers humiliates them in front of others.

6.Based on the findings it can concluded that most of the students feel lack of confidence in group discussion because teachers make negative comments about their appearance.so this behaviour of teacher also effect on students confidence.

7. Based on the findings that it can concluded that the abused learners in this study focused more attention to their painful experiences and fail to concentrate to their school work. This affected their full participation in class.

8. As the study/research is limited to secondary level of education, therefore the result may not

represent the whole AJ&K state situation.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations put forwarded by the researcher:

1. It is recommended that awareness programs such as workshops, seminars and conferences should be accompanied by departments of education and school panels for teachers, parents and students to instruct them on dimensions of emotional abuse within the school setting and home, the effect and causes of emotional abuse on students. This would go extensive way to diminishing the occurrence of emotional abuse of students by teacher.
2. The school management should also set up body to check the occurrence of emotional abuse and possible control measures and school therapists should always instruct the teachers and students on the indications of emotional abuse in schools.
3. School management should deliver training and awareness sessions for students on emotional abuse, including its causes and effects. This can support students identify and report abuse, and avoid it from happening in the future.
4. Teachers should be capable to develop active verbal communication in the classroom by adopting good abilities in teaching, attending and overcoming obstacles in verbal communication as they rise. In the circumstance of school consultants, with the help of ministries of education, seminars and workshops should be planned for educator where they can learn how to develop parental abilities for the students in class atmosphere in order to improve optimistic associations that are free from emotional abuse.

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