

Examining Teacher Negligence, Hostile Aggression On Student Worldview And Self-Esteem

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Abstract

The regression models used in this study attempted to determine the impact of perceived teacher rejection behavior on student psychological well-being. The first model focused on teacher negligence and its relationship with students' negative worldviews. The investigation demonstrated a significant relationship ($F=16.62, p<.000$) between teacher negligence and negative world view among students ($\beta=0.180, p<.000$). Moreover, the second model, which examined perceived teacher hostile aggression and its relationship on student negative self-esteem, revealed no statistically significant findings ($F=0.441, p=.507$), suggesting that teacher hostility is not a major predictor of student negative self-esteem. The results presented reveal that, while negligent teaching practices may contribute to students' poor perceptions of the world, aggressive teacher¹ behavior does not appear to have a major impact on student self-esteem. These findings highlight the importance of perceived teacher-student interactions in determining student well-being and highlight the need for interventions focused at fostering positive teacher behaviors to improve outcomes for students. Further research is warranted to explore additional factors influencing teacher-student dynamics and their impact on student psychological health.

Key words: Negligence, Hostile aggression, self-esteem, world View.

Introduction

The social environment in which children grow up has an enormous impact on their health and happiness. Few societal concerns that affect children worldwide have a more negative impact on their health than abuse and neglect of children. Children who experience maltreatment, regardless of their gentle, incur the risk of experiencing long term emotional and physical effects (Xio et al., 2022; Ray et al., 2021; Rohner, 2021).

According to IPAR Theory this theory, humans have a constant, biologically based need for affirmation from important people; this need develops with time, from a childhood need for consolation and support to an adult need for intimacy and closeness (Bjorklund & Pellegrini, 2002; Leary, 1999; Rohner, 2017). Moreover, Relationship warmth, particularly with attachment figures such as parents and teachers, encompasses a spectrum of emotions from love to rejection. It focuses on the nature of emotional ties and the expressions of care—or lack thereof—in behaviors. Warmth and support are components of interpersonal acceptance, whereas the absence of these emotions and the existence of harmful actions are components of rejection (Rohner, 2021; Rohner, 1975; Rohner & Rohner, 1980).

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The present investigation significantly explores how students' perception of teachers' rejection impacts their psychological adjustment and self-esteem. However perceived teacher hostility and neglect influence students' behavior and their emotional growth. Moreover, Teacher warmth is essential for active development. Strengthening student-teacher relationships will lead to increased knowledge and academic outcomes.

Research documented by Courtois (2004) and Rohner and Khaleque (2010) observed that the consequences of perceived rejection are also present in developmental trauma disorder and posttraumatic stress disorder, particularly when young people are exposed to repetitive trauma over time. Furthermore, common symptoms of perceived rejection include hypervigilance, anxiety, despair, substance abuse, hatred for oneself, relationship difficulties, and suicide thoughts. In accordance with Grinning et al. (2010), there is growing evidence that students' social and emotional functioning in the classroom serves as a predictor of their preparedness for school. Positive odds in personalities and psychological well-being are initiated in students who are driven and establish a connection with their teachers.

Gwynn's (2012) research also shown that teachers can establish relationships with children in addition to parents, providing a setting for the early stages of a child's development.

Rejection by significant figures, such as teachers or other attachment figures, can result in various personality outcomes beyond dependence. These include hostility, aggression, passive aggression, difficulties in managing hostility and aggression, emotional unresponsiveness, impaired self-esteem and a negative worldview (Khaleque & Rohner, 2012).

Study indicated that teacher lack of support and warm cause frustration, maladaptive behavior and learning problems. School has influential functioning in children's lives in terms of given them insight for the future. Study by (Jerome, 2009) indicated that the quality of the student -teacher relationship is meaningful and linked to academic attainment and school adjustment. Significant relationships provide a sense of security for a student to explore the world around them and supportive for foster resilience to stress (Davis & Eccels, 2005).

In addition, physical and psychological abuse is harsh reality of our society either as cold blooded policy due to lack of impulse control by attachment figure. Schools are important (after family) institutions where socialization occurs and by which students identify their purpose of life (Hanif, 2004). There are certain environmental conditions that teacher can provide to enhance the personality of their students (Sarfraz et al 2023).

Moreover, neglect goes beyond merely failing to meet the material and physical needs of students; it also includes failing to address their social and emotional needs (Khaleque & Rohner, 2012; Courtois, 2004; Rohner & Khaleque, 2010). This multifaceted neglect can lead to various negative outcomes, such as impaired self-esteem, emotional instability, and difficulties in interpersonal relationships (Sroufe, 2005; Cicchetti & Toth, 2005).

In addition teacher negative or negligent behavior develops negative feelings in students, and they perceive themselves rejected. These negative feelings create problems of conduct. Whenever school environment emphasizes on warmth and immediate comfort, it makes school a heaven for children and this positive teacher-student relationship enhances or promotes the long-term achievement goals, effective learning, and positive personality development beside psychological well-being and mental health (Akram & Rana 2013; Roorda, Koomen, Split, & Oort 2011).

Aggression

Any behavior where there is the intention of hurting someone, something (Rohner, 2022).

Hostility

An internal or emotional feeling of enmity, anger, or resentment (Rohner, 2022).

Neglect

A condition where teacher fail to attend properly to the physical, educational, social and emotional needs of the child (Rohner, 2022).

Negative self-esteem

Implies that one dislikes or disapproves of oneself; that one devalue oneself and sometimes feels inferior to others (Rohner, 2022).

Negative world-view

A person life is seen as essentially bad, insecure, threatening, unpleasant, hostile, uncertain, and/or full of many dangers (Rohner, 2022)

Self-esteem: Refers to the global emotional judgment individuals make about themselves in terms of worth or value (Rohner, 2022).

Objectives

- To determine the relationship between teacher negligence and student negative world view.
- To investigate the relationship between teachers hostile aggression and children negative self-esteem.

Hypothesis

Teacher negligence is positively related to the negative worldview of students.

Teacher hostile aggression negatively impacts students' self-esteem.

METHOD

This research is a survey using empirical regression analysis. The questionnaires used for the survey were the Teacher's Acceptance-Rejection Questionnaire (TARQ) and Personality Assessment questionnaire (PAQ).

Participants

The sample (n=500) of the study comprised of school students; boys (n= 250) and girls (n= 250). The data was collected through the convenience sampling method from schools in Hyderabad. Respondents range in age from 10 to 18 years (Mean = 13.49 years, SD = 1.33). Sample was justified through a-priori online sample size calculator.

Measures

The following measures were administered to the participants to collect the data.

Personal Information Form

The PIF is a short questionnaire designed to collect demographic information related to gender, age, class, grades, mother tongue, parental education and occupation.

Teachers Acceptance - Rejection Questionnaire (TARQ)

The TARQ is a standardized self-report questionnaire developed by Rohner et al. (2005) to assess the perception of school children about the perceived acceptance-rejection of their teacher. It is a standardized measure. The alpha reliability coefficient of this scale is ($r=.80$) which indicates that it is a highly reliable scale (Rohner et al., 2010).

It consists of 29 items and five sub-scales which are indifference /neglect, warmth/affection, undifferentiated rejection, hostility/aggression, and behavior control.

A four-point Likert-style scale, from nearly always true to almost never true, is used to score each item. To prevent response set bias, some items are scored in reverse.

Personality Assessment Questionnaire PAQ

It is a self-report questionnaire designed to assess individuals' perceptions of themselves concerning seven personality dispositions developed by Rohner and Khaleque (2005). It is a reliable instrument to the personality organization. The Alpha Coefficient ($r = .83$) shows its reliable status. It consists of 42 items and seven sub-scales are Hostility/Aggression, Dependency, self-esteem, self-adequacy, emotional responsiveness, emotional stability, and negative worldview. All items are scored on a four-point Likert-like scale ranging from almost always true to almost never true score.

Some items are reverse scored to avoid response set bias.

The study used a systematic method to gather data from six schools in Hyderabad, Pakistan, with ethical approval. The researcher personally visited each school to gather responses, ensuring confidentiality, voluntary participation, and establishing a rapport. The data was only used for the study.

DATA ANALYSIS

Means and standard deviations were calculated along with descriptive statistics. Additionally, regression analysis was done to study research variable and SPSS was used to examine the data.

RESULTS

Table 1: Mean, Standard Deviation of Teacher Acceptance-rejection questionnaire, Personality assessment questionnaire and their Subscales for n=500

Scales	Mean	Standard Deviation
TARQ	67.48	11.58
Hostility/Aggression	10.57	4.12
Indifference/Negligence	10.69	3.82
PAQ	90.14	2.21
Negative Self Esteem	0.32	0.35
Negative World view	10.32	3.16

Table 2: Regression Analysis of Teacher Negligence and Student Negative World-View

Model	Sum of Squares	df	Mean Square	F	P
Regression	161.497	1	161.49	16.62	.000
Residual	4838.015	498	9.715		
Total	4999.512	499			

Table 3: Beta Weights of Predictor Variables in the Model

Coefficients			
Beta	Std. Error	t	p
8.478	.474	17.902	.000
.227	.056	4.077	.000

*p<.05

Table 3 showed that teacher negligence has positive significance effect on student negative world view

Table 4: Regression Analysis of Teacher Hostile Aggression and Student Negative Self-esteem

Model	Sum of Squares	Df	Mean Square	F	p
Regression	2.081	1	2.081	0.441	0.507
Residual	2349.941	498	4.719		
Total	2352.022	499			

Table 5: Regression Co-Efficient

Beta	Std. Error	t	p
14.031	.267	52.478	.000
-.016	.024	-.664	.507

*p<.05

Table 5 showing that teacher hostile aggression is insignificant Predictor (F= 0.441), (t = -0.664), ($\beta = -0.016$) (P = 0.507)

DISCUSSION

The regression analyses conducted in this study aimed to investigate the impact of perceived teacher negligence, hostile aggression on student world-view and self-esteem. The first model of this study focused on teacher negligence and its association with students' negative worldview. Finding revealed a significant relationship (F=16.62, p<.000), indicating that teacher negligence significantly predicts students' negative worldview ($\beta=0.180$, p<.000). This result supported by meta-analysis shows that rejected children are more subject to develop a negative worldview, which is characterized by the belief that other people and the outer world are cruel, aggressive, or dangerous (Khalique 2017). Conversely, the second model, which examined teacher hostile aggression and its influence on students' negative self-esteem, did not yield significant findings (F=0.441, p=.507), suggesting that teacher hostility is not a significant predictor of students' negative self-esteem. The finding indicate that although negligent teaching behaviors nurture the perception of a negative world among learners, it is not the case with hostile teacher attitude

towards student self-esteem. These results imply that while negligent teaching practices may contribute to students' negative perceptions of the world, hostile teacher behavior does not significantly affect students' self-esteem. The perception of interpersonal acceptance plays a crucial role in influencing self-esteem. Baldwin and Sinclair (1996) found that when individuals perceive acceptance from others as being contingent on their achievements and successes, their self-esteem tends to be more unstable. This instability arises because their sense of worth is tied to external validation, which can fluctuate based on performance and outcomes. Conversely, when acceptance is perceived as unconditional, self-esteem is more stable. In this case, individuals feel valued for who they are rather than for what they accomplish, leading to a more consistent and resilient sense of self-worth. This suggests that fostering an environment where acceptance is unconditional can promote healthier and more stable self-esteem (Baldwin & Sinclair, 1996). Furthermore, our study did not thoroughly investigate the underlying processes that facilitate the relationship between hostile aggression and its detrimental effects on students' negative self-esteem. It is conceivable that these connections may influence students' self-esteem by enhancing their self-esteem. Similar to research, rejection has historically been motivated by the rejected children's defects, which have a major impact on social maladjustment and an individual's behavior and personality (García Bacete et al., 2017). Conversely, perceived acceptance-rejection appears to explain 26% of the variance in self-esteem positive worldview, and behavior functioning (Khalique 2017) Understanding these mediators is vital for grasping how interventions focusing on perceived teacher acceptance or rejection lead to change. With a deeper insight, educators can refine their practices to better support student well-being and behavior.

IMPLICATIONS

Professionals and practitioners who are working on issues in school-setting relations, children's psychological adjustment, and personality dispositions may find value in the study's findings that perceived teacher hostility and aggression have significant negative impacts on children's self-esteem and worldview.

LIMITATIONS OF THE STUDY

The study's findings are limited due to its limited sample size and the need for a broader study across different socioeconomic backgrounds to better understand perceived teacher rejection and its impact on student self-esteem and world view.

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