



RESEARCH PAPER

Prevalence of Toxic Teaching in High Schools and its Impact on Psycho-Social Well Being, and Academic Progression of Students

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ABSTRACT

Toxic teaching is characterized by abusive behavior, harsh criticism, belittlement, and a lack of empathy on part of teachers towards students. This study explored the prevalence of toxic teaching in high schools and its impact on the psycho-social well-being and academic progression of students. This study is helpful for the teachers, Headmaster and District Education Officers in implementing future programme to eradicate toxic teaching practices and to promote effective teaching and learning environment. In view point of students and up to the knowledge of researcher this study has received less attention in Private and Public schools of Pakistan. The findings of our study align with previous research on the harmful effects of toxic teaching on students' learning and well-being. Previous studies (Bhatti et al., 1989) have shown that constant put-downs, mockery, or ignoring students' ideas can seriously damage their confidence and self-esteem. Through a mixed-method approach, data is collected from a diverse sample of high school students. The study assesses the frequency and nature of toxic teaching behaviors reported by students and analyzes their responses and academic outcomes. The findings of this study shed light on the detrimental effects of toxic teaching on students. It is recommended that there is an urgent need for interventions and support systems to create a positive and nurturing learning environment.

KEYWORDS Academic Progression, classroom participation, Intervention, Mental Health, Students' sentiments, Psycho-Social Well-Being, Self-Esteem, Toxic Teaching

Introduction

At Over the course of a career, a single toxic instructor prevents the learning of numerous students (Chait, 2010). Toxic teaching is characterized by demeaning pupils by humiliating, insulting, mocking, criticizing them harshly, and intentionally hurting their feelings (Sacco & Brethour 2006; Datta & Huang, 2017) and. According to (Simons-Morton 2003), students who are bullied or victimized are less interested in their academic work. A toxic teacher is one who goes above and beyond the bounds of disciplinary action to punish, manipulate, or denigrate a student (Twemlow et al., 2006). According to Osman, and Ishak (2011), a student's positive relationship with their teacher not only ensures that academic learning objectives are met, but it also supports the student's psycho-social well-being. Researchers have found that instructors may act in ways that make it difficult for them to fulfil their responsibilities as educators (Fields, 1996; Lewis, 2001).

Toxic instructors can cause a variety of issues for students, and some of their most vivid and lasting memories are the results of poor interactions with toxic teachers in an unfavorable learning environment (Walls, Nardi, von Minden, & Hoffman, 2002). By acting inappropriately towards the pupils, toxic teachers make it difficult for kids to learn or reduce their motivation to do so. Even if the student has more successful teachers in the years that follow, the harm caused by a toxic teacher persists (Behrstock-Sherrat, 2011). In addition, it is stated that teachers exhibit many behaviors that cause psychological pressure such as rejection, humiliation, ignoring, leaving alone, expectation above someone's developmental period and competences, intimidation, deprivation of support, lack of

emotional response, etc., through verbal or non-verbal communication techniques (Hyman & Perone, 1998; Brendgen, Wanner, & Vitaro, 2006; Chen & Wei, 2011).

Research studies has shown that teachers may exhibit many negative behaviors that prevent the fulfillment of the functions of the profession (Fields, 1996; Lewis, 2001; Kearney, Plax, Hays, & Ivey, 1991). Toxic teaching has been prevailing across the world and in Pakistan especially prevalent in High schools where schooling is mostly marks oriented. There is a need to explore level of toxic teaching practices in High schools and determine the effect of toxic teaching on psychological well-being of students. Despite overwhelming evidence that it is harmful to children, physical punishment is still widely used in Pakistan. Garner (2014) in the report of The United States Institute of Peace (USIP) declared that more than 70% of instructors in Pakistan believed that physical punishment is effective for student discipline.

Sanderson (2002) found that corporal punishment decreases students' motivation to learn and increases poor attitudes toward learning. Awan (2011) pleads that the students could not be forced to improve their academic performance through physical punishment and harsh behavior. Their performance can be enhanced through motivation and counseling. These seminars were created to assist instructors in developing empathy for the issues that their students face. Teachers were asked to examine collectively how factors such as stress, trauma, identity, power, and a skewed perception of the learning process affected their interactions with students and how aggressive behavior affects kids' mental health. The trainings also provided teachers with useful resources and methods for handling difficult behavioral and academic situations, disagreements, and emotions without suffering physically or emotionally (Jaffer & Jaffer, 2013).

According to study results shown by Boser (2001) students who receive physical punishment behave badly, and their academic progress gradually regresses. In contrast, students who receive psychological management grow interested in learning, exhibit good behavior, and improve their long-term performance regarding academic. Boser (2001) asserts that students who get physical punishment have unfavorable attitudes towards learning and, as adults, lack empathy for others. Research studies by Jyoti and Neetu (2013) have shown that toxic teaching prevents children from learning, hinders them from completing each of their key developmental responsibilities, and may even cause bodily harm to them. This investigates into the impact of toxic teaching on students' academic performance, psychological well-being, and social behaviors. According to Jyoti and Neetu (2013), toxic teaching prevents children from learning, hinders them from completing each of their key developmental responsibilities, and may even cause bodily harm to them. This research is being done to find out how toxic teaching affects students' academic performance, psychological health, and social interactions. In light of the significance of this topic, a recent study examined toxic teaching in high schools from the viewpoints of students, as well as its impact on students' psychological and social well-being as well as their academic development. Teachers continue to use toxic teaching tactics to maintain discipline and get students to work. (Akhtar & Awan, 2018), even where it is banned by U.N who has called corporal punishment a form of violence against children, and it damages the students' overall personality. As part of SDGS of 2015, world leaders made a commitment to end all forms of violence against children by 2030. According to Constitution of Islamic Republic of Pakistan 1973 article 37-A "No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment" (p.10). According to the United Nations Convention of the Rights of the Child (1989), Article 2, stated that Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination.

The aim of the study was to investigate prevalence of teachers' toxic behaviors and how they affect high school students' academic, psychological, and sociological well-being. Bullying, child abuse and neglect, and corporal punishment all fall under the category of

toxic teaching. Self-esteem and Sentiments have been used as indicators of the damaging consequences of toxic teaching on students' psychological well-being. Sociological set back of toxic teaching among students has been measured in terms of students' interpersonal relationship, absenteeism and violent behaviors which setback of toxic teaching on students' academic progression that has been measured in terms of classroom participation, attendance and grades.

Research Hypothesis

Ho1: There is no significant impact of toxic teaching on psychological well-being of students

Ho2: There is no significant impact toxic teaching on sociological well-being of students

Ho3: There is no significant impact toxic teaching and academic progression of students

Ho4: There is no significant difference in toxic teaching, psychological, social well-being and academic progression on the basis of student's gender.

Ho5: There is no significant difference in toxic teaching, psychological, social well-being and academic progression on the basis of student's school type

Ho6: There is no significant difference in toxic teaching, psychological, social well-being and academic progression on the basis of student's locality

Framework of Toxic Teaching

The framework of the study has been developed on the basis of previous researches. Researches have shown that American studies has proven the prevalence of toxic teaching (Baiden et al., 2020).The independent variable toxic teaching has been divided into three categories i.e. bullying, corporal punishment and child abuse and neglect.(Olweus,1973,1993;Farrington,1993).The dependent variables are psychological well-being (Watson; Clark; & Tellegen, 1993, Maklakov, 2001),sociological well-being (Costanza et al., 2007),and academic progression (S. Desai & A. Johnson, 2013).The indicators of psychological well-being are sentiments and self-esteem (Bhatti et al., 1989) ,sociological well-being have indicators interpersonal relationship (Wood & Bandura, 1989) ,absenteeism (Erbsstein, 2012),violent behaviors (Pajuhi and Nadi, 2017) and academic progression indicators are classroom participation(Pajares, 1996; Schunk, 1995),attendance Rogers & Feller (2018)and grades.Angel (2010)

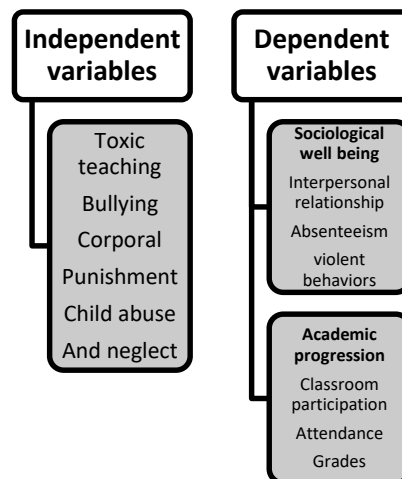


Figure 1: Framework of Toxic teaching

Toxic teaching

Frequent negative stress/trauma experiences affect a young child's normal brain development and functioning (Abell, 2021). A toxic teacher, according to Whitted and Dupper (2008), may have a history of openly disparaging or degrading students. They may make some students feel inadequate by doing things like shouting out students' grades in the middle of class or shaming them during a presentation. Additionally, they could actively or unconsciously push other students to exclude or mock particular pupils.

Bullying

Bullying behavior is described as an imbalance of power between two people in which the more powerful person repeatedly harmed the less powerful person (Book et al., 2012). Bullying occurs frequently in social animals, including chimpanzees (Goodall, 1986), fish (Alcock, 1988), chickens (Masure & Allee, 1934), and even fish (Alcock, 1988).

Corporal Punishment

Schools frequently utilized corporal and non-corporal punishments to manage pupils' behavior (Gershoff, 2002). Kamal had conducted surveys into Bangladeshi schools, specifically at Primary & Secondary Schools, and had witnessed the use of physical punishment there. He also determined which schools had been predominately the centers of power and authority on the part of the perpetrators. Due to factors including the absence of strategic rules, weak media coverage, and carelessness with regard to legal authorizations, it had become mostly dominant.

Child Abuse and Neglect

Teachers play an important role in discovering and reporting child abuse. The bond formed between instructors and their pupils can aid in the detection of child abuse. They constantly contact with children as a result of their professions, putting them in a unique position to detect signs of child abuse. Teachers accounted for 16.2% of all allegations of child abuse in 2003, according to the US Department of Health and Human Services (Crosson-Tower, 2003).

Psychological Well-Being

Two overlapping types of experience—hedonic (feelings) and eudaimonic (functioning)—have been used to characterize well-being (Huppert & So, Citation 2011). The first wave of positive psychology initially focused on the latter, hedonia, which was conceptualized as consisting of three aspects that make up one's overall "subjective well-being" (SWB); the presence of positive emotions, absence of negative emotions, and overall life satisfaction (Diener et al., Citation1999).

Sociological well-being

The degree to which students feel included and belong in their academic environment can be utilized to assess a student's social well-being (Pang, 2018). Furthermore, primary education (ages 6 to 12), according to authors such as Wrigley (2012), Niclasen et al. (2018), and Mowat (2019), is arguably the most important educational stage in terms of students' social well-being.

Academic Progression

Teachers are essential to the educational process because they help students prepare for their future occupations, teach moral and ethical principles, disseminate

academic knowledge, and help students improve their skills. These positions are intimately tied to ideas about the qualities that a teacher ought to possess (Işk et al., 2010; Wimberley et al., 1978).

Literature Review

This thematic literature review explores the prevalence of toxic teaching practices in high schools and its impact on the psycho-social well-being and academic progression of students. Toxic teaching refers to harmful instructional methods, negative classroom environments, and unhealthy teacher-student dynamics that can negatively affect students' psychological and social development. The review synthesizes existing research on this topic, highlighting key findings, identifying common themes, and offering insights for future research and educational practices. Frequent negative stress/trauma experiences affect a young child's normal brain development and functioning (Abell, 2021). A toxic teacher, according to Whitted and Dupper (2008), may have a history of openly disparaging or degrading students. They may make some students feel inadequate by doing things like shouting out students' grades in the middle of class or shaming them during a presentation. Additionally, they could actively or unconsciously push other students to exclude or mock particular pupils. In terms of social learning theory, Albert Bandura (1977) agrees with the behaviourist learning theories of classical conditioning and operant conditioning. He does, however, provide two key ideas: There are mediating mechanisms that exist between inputs and responses. Observational learning is the process through which behaviour is learned from its surroundings. People learn through imitating and observing others, according to Albert Bandura's Social Learning Theory. In the context of toxic teaching, this theory can be applied to understand how teachers who have been exposed to toxic teaching practices themselves may replicate those behaviors in their own classrooms (Kochenderfer-Ladd & Pelletier, 2008).

It's crucial to review the founding principles of critical pedagogy and investigate its contemporary applications as it becomes increasingly commonplace in American education (Kincheloe, 2008). Critical Theory criticises conventional theory rooted in positivism and argues for justice and liberation ever since "criticism" first emerged from the theoretical/foundational work of the Frankfurt School of Critical Social Theory (Proctor & Rivera, 2022). Paulo Freire's work has impacted critical pedagogy, which emphasises the value of developing critical consciousness and challenging power structures. In the context of toxic teaching, this framework suggests that oppressive teaching practices may stem from a lack of awareness and reflection on power dynamics within the classroom (Andrews et al., 2023). Teachers who do not encourage critical thinking, open dialogue, or diverse perspectives may contribute to toxic teaching.

Bullying behavior is described as an imbalance of power between two people in which the more powerful person repeatedly harmed the less powerful person (Book et al., 2012). Bullying occurs frequently in social animals, including chimpanzees (Goodall, 1986), fish (Alcock, 1988), chickens (Masure & Allee, 1934), and even fish (Alcock, 1988). It is adaptive because it facilitates access to physical, social, and/or sexual resources. Contrary to common belief, and in contrast to victims (Hawker & Boulton, 2000) or bully-victims (Mynard & Joseph, 1997), adolescent bullies do not appear to experience many negative impacts from bullying other than an increased inclination to participate in antisocial behaviours (Berger, 2007). Basic research has shed light on the causes, consequences, and risk factors of bullying and victimization for the past 20 years.

Schools frequently utilised corporal and non-corporal punishments to manage pupils' behaviour (Gershoff, 2002). Kamal had conducted surveys into Bangladeshi schools, specifically at Primary & Secondary Schools, and had witnessed the use of physical punishment there. Due to the use of corporal punishment and the pupils' reactions to it, the learning environment has been harmed, as is obvious from the explorations. Students

engage in some immoral acts in response to corporal punishment, and the rate of absenteeism also rises as a result of the use of corporal punishment. Additionally, corporal punishment also contributes to psychological stress, fears about losing confidence, and a lack of competence.(2023's Akhtar & Awan).

According to Burnett (1999), a teacher's classroom attitudes—that is, their views towards the students as individuals—are more significant to the pupils than any other factor. The results showed that self-esteem and the perceived teacher attitudes and their sub-dimensions were weakly and negatively correlated, while the sub-dimensions of the attitudes towards learning scale were moderately positive and weakly correlated ($p < 0.05$; $p < 0.01$). The degree to which students feel included and belong in their academic environment can be utilised to assess a student's social well-being (Pang, 2018). Furthermore, primary education (ages 6 to 12), according to authors such as Wrigley (2012), Niclasen et al. (2018), and Mowat (2019), is arguably the most important educational stage in terms of students' social well-being because what they experience at this level of education may influence their development in later stages such as middle school, high school, and college. Violence is defined by the WHO as any physical, psychosocial, or emotional pressure applied to another person that results in harm, suffering, or any type of emotional issue (Yarigholi et al., 2018). Violence can emerge in schools among people under the age of 18 (Pajuhi and Nadi, 2017). It has been extensively planned by academics around the world (Bond and Bedenlier, 2019; Bond et al., 2020) that student involvement is one of the aspects that contributes to a learner's academic success and intellectual evolution in education (Kahu and Nelson, 2017). According to Allen et al. (2013), the teacher-student relationship fosters an emotional bond in the student and contributes to student accomplishment. Absenteeism, in the eyes of the Ministry of National Education (MoNE), is the practise of skipping class without a valid reason (MoNE, 2015b). Along with academic failure, absenteeism is one of the two main reasons students repeat classes (MoNE and UNICEF, 2013). In many areas, including academic achievement, social growth, and school discipline, absenteeism is important. Teachers play an important role in discovering and reporting child abuse. The bond formed between instructors and their pupils can aid in the detection of child abuse. They constantly contact with children as a result of their professions, putting them in a unique position to detect signs of child abuse. Teachers accounted for 16.2% of all allegations of child abuse in 2003, according to the US Department of Health and Human Services (Crosson-Tower, 2003). Terr (1990, p8), in one of the first longitudinal studies of traumatized children, defines trauma as "When a person is assaulted from the outside by a sudden, unexpected, overwhelming acute emotional blow or a succession of blows," adding that "traumatic events are external, yet they soon become assimilated into the psyche." International trauma experts have recently agreed that childhood abuse and neglect, family violence, or exposure to multiple adversities can result in later psychological, cognitive, and behavioral problems, particularly if not detected early (Kasiram and Khosa, 2008).

Teachers are essential to the educational process because they help students prepare for their future occupations, teach moral and ethical principles, disseminate academic knowledge, and help students improve their skills. These positions are intimately tied to ideas about the qualities that a teacher ought to possess (Işk et al., 2010; Wimberley et al., 1978). An effective and good teacher is one who is knowledgeable about the subject matter, is aware of the students' areas of strength, inspires them, allows them to express themselves, and is tech-savvy (Darling-Hammond, 2008).

According to Erdodu (2013), the second most important element determining a student's academic progress is the attitudes and behaviors of the teachers. The academic performance of students is significantly impacted negatively by teachers' weak knowledge and abilities, hostile and demeaning behavior, and other factors, claim Broeckelman Post et al. (2015). Sürücü and Ünal (2018) discovered that professional interest, fair attitudes, lesson preparation, enthusiasm, content dominance, and consistent behaviors among teachers increased student motivation while violence, a lack of knowledge, uncontrolled classroom

management, speech disorders, student discrimination, and professional excitement decreased student motivation. According to e.Ulug, M. et al. (2011), a teacher's negative attitude can take many different forms, including biasness, retaliation, a lack of interest in the subject matter, favoritism, frustration, harshness, strong disciplinary measures, unpredictability, and narrow-mindedness. The present study aims to investigate one element of the aforementioned negative attitude, namely favoritism, and makes the assumption that a teacher's upbeat demeanor positively impacts student learning, academic success, and all other facets of personality.

Material and Methods

The research methodology employed in this study aimed to investigate the impact of toxic teaching on the sociological well-being, psychological well-being, and academic progression of high school students in Sargodha, Punjab, Pakistan. The study utilized a mixed-method design Convergent Parallel Design, to collect both quantitative and qualitative data simultaneously. Mixed method design is an approach to research in which both quantitative and qualitative data are collected, analyzed, and integrated, thereby drawing interpretations based on the combined strengths of both sets of data (Creswell, 2015a; Creswell and Plano Clark, 2011). The independent variable, toxic teaching, encompassed indicators such as bullying, child abuse and neglect, and corporal punishment, while the dependent variables included psychological well-being (measured by self-esteem and sentiments), social well-being (evaluated through interpersonal relationships, absenteeism, and violent behaviors), and academic progression (assessed by classroom participation, attendance, and grades). The research tool, a questionnaire comprising 63 closed-ended questions, was validated through expert opinion and piloting, demonstrating satisfactory reliability. Data analysis involved descriptive and inferential statistics using SPSS for quantitative data and thematic analysis for qualitative responses.

Results and Discussion

Summary Statistics

Table 1
Frequency and percentage on demographic of students

Sr. No.	Demographics	Frequency	Percentage
1	Male	98	32.7%
	Female	202	67.3%
	Total	300	100.0%
2	13-14	31	10.3%
	14-15	59	19.7%
	15-16	88	29.3%
	16-17	122	40.7%
	Total	300	100.0%
3	Public	192	63.8%
	Private	109	36.2%
	Total	300	100.0%
4	9 th	116	38.7%
	10 th	184	61.3%
	Total	300	100.0%
5	A	186	62.0%
	B	71	23.7%
	C	20	6.7%
	D	23	7.7%
	Total	300	100.0%
6	100	104	34.7%
	90	65	21.7%
	80	38	12.7%
	70	67	22.3%
	60	26	8.7%
	Total	300	100.0%

The table 1 data showed a balanced demographic of 300 individuals, with 98 males and 202 females, making up 32.7% and 67.3% of the total population, respectively. Most

attend public 2schools, with 192 attending and 36.2% attending private schools. Students are mainly in 9th and 10th grade, with 62.0% receiving "A" grades.

Table 2
Regression Analysis of the Impact of Toxic Teaching on Students' Psychological Well-Being

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.836 ^a	.698	.690	9.08676

- a. Predictor: (Toxic Teaching)
b. Psychological well being

The table 2 presented the results of a regression analysis examining the impact of toxic teaching on the Psychological Well-Being (PW) of students. The R-square value, which is 0.698, indicates that approximately 69.8% of the variance in students' psychological well-being can be explained by the predictor variable, toxic teaching. These results collectively suggest a significant and substantial impact of toxic teaching on students' psychological well-being.

Table 3
Variance in Psychological Well-Being Predicted by Toxic Teaching

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	6690.348	1	6690.348	81.027	.000 ^b
	Residual	2889.922	35	82.569		
	Total	9580.270	36			

- a. Predictor: (Toxic teaching)
b. Dependent Variable: (Psychological Well-being)

Table 3 showed that toxic teaching significantly predict Psychological Well-being ($R^2 = .698$), $F = (1,35)81.027$, $p = .000$). R square value showed that , in overall, 69.8 percent variance in Psychological well-being was explained through toxic teaching

Table 4
Toxic Teaching as a Significant Predictor of Students' Psychological Well-Being

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta(β)			Lower Bound	Upper Bound
1 (Constant)	13.319	4.572		2.913	.006	4.037	22.601
	TT	.685	.076	.836	9.002	.000	.530

- a. Dependent Variable: PW

TT: Toxic Teaching, PW: Psychological well-being Note $N = 300, P < .001$

Table 4 demonstrates Toxic teaching significantly predict psychological well-being of students where ($\beta = .836, p = .000$) shows that there is a significant impact of Toxic teaching on psychological well-being of students.

Table 5
Regression Analysis of the Impact of Toxic Teaching on Students' Sociological Well-Being

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781 ^a	.611	.599	12.10345

- a. Dependent Variable: SW (Sociological Wellbeing)
b. Predictor: TT

Table 5 presented the results of a regression analysis examining the impact of Toxic Teaching on the sociological well-being of students. The R-square value indicates that approximately 61.1% of the variance in students' sociological well-being can be explained

by the predictor variable, toxic teaching. These results collectively suggest a significant and meaningful impact of toxic teaching on students' sociological well-being.

Table 6
Variance in Sociological Well-Being Predicted by Toxic Teaching

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8036.617	1	8036.617	54.860	.000 ^b
	Residual	5127.275	35	146.494		
	Total	13163.892	36			

a. Dependent Variable: (sociological Well-being)

a. Predictor: toxic teaching

Table 6 showed that toxic teaching significantly predict sociological Well-being ($R^2 = .611$), $F = (1,35)54.860$, $p = .000$). R square value showed that, in overall, 61.1 percent variance in sociological well-being was explained through Toxic teaching

Table 7
Regression Coefficients of Toxic Teaching as a Significant Predictor of Students' Sociological Well-Being

Model		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	20.314	6.090		3.336	.002	7.951	32.678
	TT	.750	.101	.781	7.407	.000	.545	.956

Table 7 demonstrates Toxic teaching significantly predict Sociological well-being of students where ($\beta = .781$, $p = .000$) shows that there is a significant impact of Toxic teaching on Psychological well-being of students

Table 8
Regression Analysis of the Impact of Toxic Teaching on Students' Academic Progression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.732 ^a	.536	.523	5.76549

The table 8 showed the outcomes of a regression analysis investigating the influence of Toxic Teaching on students' Academic Progression. The R-square value of 0.536 signifies that approximately 53.6% of the variance in academic progression can be explained by the predictor variable, toxic teaching. These results collectively indicate a significant and meaningful impact of toxic teaching on students' academic progression.

Table 9
Variance in Academic Progression Predicted by Toxic Teaching

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1344.461	1	1344.461	40.446	.000 ^b
	Residual	1163.431	35	33.241		
	Total	2507.892	36			

a. Dependent Variable: (Academic Progression)

b. Predictor :

Table 9 showed that toxic teaching significantly predict Academic Progression ($R^2 = .536$), $F = (1,35)40.446$, $p = .000$). R square value showed that, in overall, 53.6 percent variance in Academic Progression was explained through Toxic teaching

Table 10
Regression Coefficients of Toxic Teaching as a Significant Predictor of Students' Academic Progression

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	10.617	2.901	3.660	.001	4.728	16.507
	TT	.307	.048	.732	6.360	.209	.405

Table 10 demonstrates Toxic teaching significantly predict Academic Progression of students where ($\beta=.732, p=.000$) shows that there is a significant impact of Toxic teaching on Academic Progression of students.

Table 11
Results of the Study on Toxic Teaching Analyzed by Demographic Variables

Variable	Groups	N	Means	SD	T	P
Toxic Teaching	Gender					
	Male	93	3.003	1.00998	5.752	.000
	Female	207				
	School Type					
	Public	192	1.6900	.592	.636	.525
	Private	108				
	Locality					
	Rural	177	1.690	1.4100	.492	.554
	Urban	123				

The table 11 presented the results of a study on toxic teaching, analyzing its association with various demographic variables. The variable toxic teaching was measured using a scale, and its mean score was 3.003, with a standard deviation of 1.00998. The first grouping variable, gender, exhibited a statistically significant difference in toxic teaching scores between males ($M = 3.003$) and females ($M = 3.003$), $t(298) = 5.752, p < .001$. There were no significant differences found between the school type groups in toxic teaching scores ($M = 1.6900, SD = 0.592$). Lastly, the locality variable, classified as rural and urban, did not exhibit a significant distinction in toxic teaching scores ($M = 1.690, SD = 1.4100$). These results suggest that toxic teaching experiences may differ based on gender but not necessarily on school type or locality.

Table 12
Qualitative Analysis Using Thematic Analysis

Questions	Themes	Categories	Frequency	Percentage
How your teachers express your anger on you?	Teachers' expressions of anger	Verbal Expressions	7	33.3%
		Non Verbal Expressions	5	
		Coping Mechanism	3	
		Sarcastic Remarks	5	
	Stern Discipline	Giving Detentions	2	29%
		Assigning Extra Work	5	
		Took Strict Disciplinary Actions	8	
	Emotional Detachment	Lack of Empathy	6	15.6%
		Emotional Distress	4	
Individual Approaches	Create Learning Difficulties	10	22.1%	
	Outbursts of Frustration	12		
	Expressing disappointment	8		
Total			20	100%

How you feel when you get insulted by the teacher?	Hurt and Embarrassed	Fear and Intimidation	6	27.8%	
			Anxiety and Stress		9
			Lowered Self Esteem		3
	Demotivated and Disheartened		Negative Feelings	2	11.1%
			Loss of Confidence	3	
			Fear of Failure	2	
	Negative Impact on Academic Performance		Lack of Engagement	4	38.2%
			Negative Impact on Goal Setting	1	
			Apathy Towards Learning	3	
			Fear of Public Speaking or Participation	4	
	Deterioration of Self-Confidence		Impaired Concentration	5	22.8%
			Reduced Memory	2	
			Decline in Motivation	2	
			Escaping Learning Environments	3	
			Decline in Grades	3	
			Negative Self-Perception	3	
			Avoidance of Academic Risks	8	
	Self-Doubt	2			
	Fear of Judgment	3	22.8%		
	Limited Goal Setting	1			
	Less Creativity and Critical Thinking	3			
Total			20	99.9%	
How does your relationship suffer with teacher when you got scolded?	Erosion of Trust	Strained Relationship	7	24.2%	
			Trust and Respect		5
			Weakened Communication		8
	Reduced Engagement		Change in behavior		55.8%
			Become Hesitant to Share Thoughts	3	
			Ask less Questions	4	
			Anxious About Participating in Class Activities	3	
	Negative Perception		Demotivated	2	21.9%
			Resistance to Learning	6	
			Feelings of Resentment		
		Less Cooperative	5		
		Disobedient	4		
	Culture of Negativity	1	21.9%		
	Seeing Teacher As Unfair Or Hostile	3			
		7			
Total			20	99.9%	
How does your relationship effect with classmates after punishment?	Social Isolation	Alienation	5	45.3%	
			Peer Perception		2
			Potential for Bullying		4
			Change in Social Dynamics		9
Total			20		
	Peer Pressure	Teasing	4	54.6%	
			Negative Interactions		3
			Lack of Empathy		2
			Escalating Conflicts		7
Total			16	99.9%	

The table 12 presents an analysis of how teachers express anger towards students, categorized into two primary themes: "Stern Discipline" and "Emotional Detachment." Under the "Stern Discipline" theme, various subcategories reveal that teachers commonly

express anger through strict measures such as giving detentions, assigning extra work, and taking strict disciplinary actions, collectively constituting the majority (approximately 33.3%) of anger expressions in this theme. Conversely, the "Emotional Detachment" theme suggests that some teachers display anger by exhibiting emotional detachment, including a lack of empathy, emotional distress, or creating learning difficulties for students, with occasional outbursts of frustration and disappointment. Emotional detachment accounts for about 15.6% of the total anger expressions. This table underscores the multifaceted ways in which teachers express anger, with an emphasis on the prevalence of stern disciplinary actions as well as the significance of emotional detachment as an anger expression approach.

The table 12 provided illustrates the emotional and psychological impact on students when they are insulted by their teacher. It is organized into different categories that represent various emotional and cognitive responses to such insults. These categories encompass feelings of hurt and embarrassment, demotivation, disheartenment, negative effects on academic performance, and fear/intimidation. The frequencies and percentages associated with each category offer insights into the prevalence and severity of these responses. Notably, the data suggests that insults from teachers can have a profoundly negative impact, with the most prevalent effects being a decline in self-confidence (38.2%) and feelings of fear and intimidation (27.8%), followed by demotivation and disheartenment (22.8%), and adverse effects on academic performance (11.1%). This table highlights the significant repercussions of teacher insults on students' well-being and academic progress, underscoring the importance of maintaining a supportive and respectful classroom environment.

The table 11 illustrates the impact of being scolded by a teacher on the student-teacher relationship. It outlines various consequences that can arise from such scolding's, including an erosion of trust, reduced engagement, and a negative perception of the teacher. Specifically, the data suggests that scolding can result in a strained relationship, reduced trust and respect, and weakened communication between students and teachers. Furthermore, scolded students may exhibit changes in behavior, becoming hesitant to share their thoughts, asking fewer questions, and feeling anxious about participating in class activities. They may also become demotivated, resistant to learning, and experience feelings of resentment, which can lead to less cooperation, disobedience, and a negative view of the teacher as unfair or hostile. Overall, the table highlights that scolding can significantly strain the student-teacher relationship, with the most notable consequences being reduced engagement (55.8%) and a decline in trust and respect (24.2%), ultimately impacting the overall learning environment.

The table 11 illustrates the repercussions of receiving punishment on a student's relationships with their classmates, delineating two primary categories of consequences. In the "Social Isolation Category," it is evident that punishment can lead to varying degrees of social isolation, alienation, changes in peer perception, and an increased potential for bullying, affecting 45.3% of students. Conversely, the "Peer Pressure Category" underscores that punishment often results in peer pressure, teasing, negative interactions, a lack of empathy from peers, and escalating conflicts, and impacting 54.6% of students. This table reveals that punitive measures in educational settings can significantly disrupt a student's social dynamics, potentially leading to isolation or intensified peer pressure, both of which have implications for their social well-being and overall school experience.

Overall, the table provides valuable insights into the emotional and social implications of teachers' expressions of anger, insults, scolding, and punishment on students. It underscores the importance of creating a positive and supportive classroom environment to promote healthy teacher-student and peer relationships, allowing students to thrive academically and emotionally. The data serves as a reminder for educators to adopt empathetic and constructive approaches in their interactions with students, fostering an

atmosphere of respect, trust, and understanding to enhance the overall educational experience.

Table 12
Integration of mixed method research through joint display

Quantitative Descriptive Variables					Qualitative Data				
Sr #	Variables	Indicators	Mean	SD	Questions	Themes	Categories	Frequencies	%age
1	Bullying		10.920	3.763		Teachers' expressions of anger	Verbal Expressions	7	33.3%
							Nonverbal Expressions	5	
							Coping Mechanism	3	
							Sarcastic Remarks	9	
							Giving Detentions	3	
	Toxic teaching	Child Abuse and Neglect	23.540	8.306	How your teacher expresses anger on you?	Stern Discipline	Extra Work	4	15.6%
							Took Strict Disciplinary Actions	10	
							Emotional Detachment	12	
							Individual Approaches	8	
							Lack of Empathy	8	
2	Psychological Well Being	Sentiments	24.320	6.054	How you feel when you get insulted by the teacher?	Hurt and Embarrassed	Fear and Intimidation	6	27.8%
							Anxiety and Stress	9	
							Lowered Self Esteem	3	
							Negative Feelings	2	
							Demotivated and Disheartened	4	
	Self Esteem		22.563	6.958		Negative Impact on Academic Performance	Loss of Confidence	7	11.1%
							Fear of Failure	4	
							Lack of Engagement	4	
							Negative Impact on Goal Setting	2	
							Apathy Towards Learning	2	
					Deterioration of Self-Confidence	Reduced Memory	3	22.8%	
						Decline in Motivation	1		
						Concentration	3		
						Participation	3		
						Fear of Public Speaking or	1		

Integration is as an intentional process by which the researcher brings quantitative and qualitative data together in one study (Creswell, 2015a). By intentionally integrating data, the researcher can access knowledge or insights unavailable to a quantitative or qualitative study undertaken independently (Fetters and Freshwater, 2015; O’Cathain et al., 2007). Researchers can achieve Mixed Method Research integration through the philosophical, research design, methods and data collection, and/or during the interpretation and reporting levels of the research.

Integration at the interpretation and reporting level can be either through narrative, data transformation, joint displays, and visualization, for example, using Geographic Information System (GIS) mapping (Fielding and Cisneros-Puebla, 2009; Jones, 2015), or a combination there of (Fetters et al., 2013). For example, Beck et al. (2009) describe the quantitative and qualitative findings in the discussion, thereby integrating data through a narrative. Tarn et al. (2013) illustrate transformation of data in their intervention study where qualitative data were transformed into quantitative data and then merged with quantitative survey results in a combined analysis. Panda et al. (2015) illustrate the use of joint display as a way to bring data together through visual means in a convergent study. In this study researcher integrated the results of quantitative and qualitative data analysis at the level of interpretation through joint display Panda et al. (2015)

Discussion

Bullying behaviors by teachers, whether direct or indirect, further contribute to the negative learning environment. The use of physical punishment in schools worsens the problem, affecting students' overall personality, regardless of their background. Toxic teaching impacts students' psychological well-being, social situation, and academic performance, resulting in absenteeism, lack of interest in learning, and potential dropout. Building positive relationships between students and teachers is crucial for academic success and fostering healthy development.

The SPSS software used and test apply Pearson correlation, the R² value is statistically significant at $p < 0.01$, indicating a significant relationship between toxic teaching and psychological well-being. However, only 55% of the variance can be explained by toxic teaching. The study examined how toxic teaching affects indicators such as bullying, child maltreatment, and physical punishment. Most participants agreed that toxic teaching leads to these problems, although some were unsure. Regarding mental well-being, most participants agreed that toxic teaching affects emotions and self-esteem. In terms of social well-being, participants agreed that toxic teaching impacts relationships, skipping school, and violent behavior, although there was disagreement on these indicators. In terms of academic progress, participants agreed that toxic teaching negatively affects participation in class, with some disagreement. Overall, the study shows that toxic teaching has negative effects on psychological well-being, social well-being, and academic progress, but there are different opinions among participants.

The study's findings on the impact of toxic teachers on students' learning and well-being align with previous research in the field. Studies such as Bhatti et al. (1989) have shown that constant put-downs, mockery, or ignoring students' ideas can seriously damage their confidence and self-esteem. Toxic teaching, characterized by behaviors like degradation, insults, and unfair criticism, corroborates these findings. Such negative actions hinder students' engagement in academics and can lead to psychological and emotional harm (Smith & Smith, 2020). Furthermore, the use of physical punishment in schools, a practice prevalent among toxic teachers, has been widely criticized for its negative effects on students' overall personality and well-being (Gershoff et al., 2016). Toxic teaching, which includes psychological punishments, has been shown to cause psychological pressure, lower

self-esteem, and damage relationships (Jones & Karsten, 2019). These findings underscore the significance of addressing toxic teaching practices in educational settings.

The study's quantitative findings, as demonstrated by the use of SPSS software and Pearson correlation, reveal a statistically significant relationship between toxic teaching and students' psychological well-being. This aligns with previous research highlighting the negative impact of teacher behaviors on students' mental health (Ford & Nichols, 2019). However, the study also recognizes that only 55% of the variance in psychological well-being can be explained by toxic teaching, indicating the complex nature of this issue (Hastings et al., 2019). The study's qualitative findings, including the emotional impact of toxic teaching and its repercussions on student-teacher relationships and peer interactions, complement the quantitative data. Previous research has shown that students who experience teacher anger and negative emotions are more likely to exhibit behavioral issues in the classroom (Myers & Pianta, 2008). This underlines the importance of promoting positive and supportive teacher-student interactions to foster a healthy learning environment (Henderson et al., 2021).

Moreover, the study's exploration of the impact of toxic teaching on indicators such as bullying, child maltreatment, and physical punishment resonates with existing literature on the subject (Swearer et al., 2010). The majority of participants agreed that toxic teaching leads to these problems, highlighting the need to address these issues collectively. Similar agreement was observed regarding the negative effects of toxic teaching on mental well-being, social well-being, and academic progress (McCoy & Raver, 2019). Briefly, this study contributes to a growing body of research on the negative effects of toxic teaching practices on students' well-being and academic success. It underscores the need for comprehensive training programs for teachers and the importance of fostering positive teacher-student relationships. The findings call for clear policies and procedures to address toxic teaching behaviors and emphasize the significance of integrating initiatives focused on students' social and emotional development into the curriculum (Jones & Karsten, 2019; Gershoff et al., 2016). By taking these steps, educational institutions and policymakers can create environments that prioritize the well-being and success of all students.

Conclusion

The study concluded the prevalence of toxic teaching in Pakistan's high schools to a greater extent, where mostly boys fall prey to toxic teaching. The study also found that toxic teaching is linked with students' psychological and sociological well-being. Toxic teachers engage in damaging behaviors such as bullying, corporal punishment and child abuse and neglect which hinder students' academic progression. Bullying actions by teachers worsen the learning environment. The study underscores the importance of establishing positive connections between students and teachers to foster positive development and academic success. Students victimized by toxic teachers were low achievers. Additionally, study demonstrates that students commonly encounter verbal expressions of anger from teachers, leading to fear, anxiety, and strained relationships. Punishment also has a negative impact on relationships with classmates, contributing to social isolation and changes in social dynamics. Overall, the study emphasizes the necessity of addressing toxic teaching in educational settings and promoting positive interactions between teachers and students for the well-being and academic progression of students.

Recommendations

1. Offer extensive training programs for teachers to enhance their teaching skills and create a supportive classroom environment.
2. Encourage positive connections between teachers and students through effective communication and understanding.

3. Develop explicit policies and procedures to tackle harmful teaching behaviors and prevent bullying.
4. Incorporate social-emotional learning programs into the curriculum to foster emotional well-being and interpersonal skills.
5. Provide counseling services and establish peer support groups to increase support for students.
6. Engage parents and guardians in advocating for a nurturing educational atmosphere.
7. Regularly assess the prevalence of toxic teaching and implement targeted interventions accordingly.

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