

Factors Contributing to the Demotivation of Teachers in Public and Private Sector Universities: A Comprehensive Analysis (An Augmented Review)

**Ghulam Abbas¹, Abdullah Hassan Hashmi², Syeda Mona Hassan³, Maiha Kamal⁴,
 Seemab Jaffery⁵ and Ghulam Rasool Zahid⁶**

Abstract

This study intends to investigate the factors contributing to the demotivation of teachers in private and public sector universities in Pakistan. Motivating university teachers can play a key role in enhancing the educational quality and performance of students; however, the complex interaction of several factors negatively affects teachers' enthusiasm in Pakistan, leading to demotivation, poor performance, or decreased job satisfaction. One of the significant factors causing demotivation is injustice financial incentives which do not reflect the qualifications/workload of educators. Bureaucratic hurdles, sectarianism or other social groups' divisions prejudices, lack of appreciation and recognition, harassment, cyberbullying, lack of micromanagement or transparency, inadequate funding, poor infrastructure, and lack of access to modern technology and teaching tools, can also have a profound negative impact leading to demotivation. Teachers who have access to professional development opportunities (i.e. learning/training programs, seminars, conferences, etc.) stay motivated, and hence, perform better. Universities having loyal leadership that nurtures open communication and offers clear guidelines contribute to enhanced teacher morale and motivation. Moreover, teachers with permanent employment conditions particularly in private institutions tend to have a good focus on long-term career goals and, therefore, deliver quality knowledge, whereas insecurity may lead to anxiety and decreased level of commitment. Using online research data and review surveys, this review article identifies key factors such as insufficient recognition, lack of professional development opportunities, high workload, sectarianism and/or social group divisions, limited administrative support, and insufficient compensation, etc. for demotivation of teachers in universities. Furthermore, recommendations are also provided for university policymakers and administrations to address these challenges to create a supportive environment that fosters motivation and engagement among university teachers.

Keywords: Factors, Motivation, Teachers, Harassment, cyberbullying, Universities, Pakistan

¹ Department of Animal Production, Riphah College of Veterinary Sciences, Pakistan

² University Institute of Food Science and Technology, University of Lahore, Pakistan

³ Department of Criminology and Forensic sciences, Lahore Garrison University, Lahore.

⁴ Faculty of Agriculture, University of Agriculture Faisalabad, Pakistan

⁵ Police Service of Pakistan, Joint Director General Intelligence Bureau Islamabad, Pakistan

⁶ University of Agriculture Faisalabad, Sub campus Toba Tek Singh, Pakistan

Corresponding Author: ghulamabbas_hashmi@yahoo.com

Introduction

Teaching is a very noble and respectable profession throughout the world as teachers play an important role in shaping and developing generations and societies. No doubt, teachers deserve the top respect in any society because they not only convey knowledge but also impart values, cultivate creative thinking, and lead students toward becoming responsible citizens. Their dedication, patience, and influence extend far beyond the classroom, impacting the very foundation of society. Without teachers, progress in education, innovation, and human development would be impossible, making them vital to the growth and success of any community. Respecting teachers is essential for fostering a culture that values learning and excellence. But, in public/private sector universities several factors contribute to demotivating the teachers, affecting their overall performance and job satisfaction. Therefore, understanding these factors is important for making strategies to improve retaining and motivation of teachers. Most of the public/private universities hire teachers on a contract basis which does not guarantee job security leading to uncertainty and anxiety (Basoukou and Kougioumtzis, 2016) and lessening job security. In public/private sector universities salaries are lower than public universities causing financial stress demotivation, dissatisfaction, and decreasing teachers' devotion to their work. The absence of adequate infrastructure and teaching resources also interrupts effective education/knowledge delivery causing decreased satisfaction in the workplace (OECD, 2009). Too much workload, i.e. administrative responsibilities and saturated class sizes, lead to stress factors decreasing motivation. Lack of transparent pathways for career improvement and imperfect access to skill development programs/opportunities for further education reduce teachers' innovation (Day & Gu, 2007) which leads to demotivation and unproductivity (Ingersoll, 2001).

The autocratic management and administration approach results in demotivating teachers by restricting their independence and input producing feelings of undervaluation and dishonor if their work is not recognized and appreciated. Sometimes poor relationships between teachers with colleagues may create a negative working environment (Johnson *et al.*, 2017) which can also lead to challenging student behaviors and difficulty in managing discipline in the classroom affecting motivation and teachers' performance (Kyriacou, 2001). High pressure to meet strict performance criteria and societal expectations result in devaluing the teaching profession which can cause demotivation among teachers.

In some instances teachers may face the challenges of disrespect from their colleagues, often disguised as jokes and/or rumors in academic environments. What may begin as lighthearted teasing can quickly worsen into harmful behavior that undermines a teacher's professional reputation and self-esteem. When colleagues joke at someone's expense or spread false rumors, it not only makes the work environment toxic but also abolishes trust among peers. This type of disregard can be especially destructive in university sets where mutual support and collaboration are needed for both institutional and individual success. Such types of voices, whether intentionally or through unintentional gossip, can damage a teacher's trustworthiness,

making educators feel separated or isolated and affecting their confidence, motivation, and general performance, as they have to spend a large portion of energy to deal with unnecessary conflicts to defend their reputation rather than centering on their primary responsibilities. This emotional tension leads to increased stress, a drop in job satisfaction, and even a choice to leave the university, affecting not only the individual educator but also the academic community. Therefore this article aims to explore the factors contributing to the demotivation of teachers in universities also recommending promptly suggestions to maintain a supportive and positive work environment for faculty members.

1-The Impact of Administrative Reporting and Evaluation on Teacher Likeness and Dis-likeness

The reporting and evaluation processes conducted by university administrations may have a strong impact on a teacher's professional career influencing job satisfaction, motivation, and performance. However, if administrative reports/evaluations are biased and based on favoritism, this can lead to a sense of injustice, feelings of hatred and unfairness resulting in negative outcomes, interpersonal conflicts, and demotivation (Peterson, 2000; Kyriacou, 2001; Stronge & Tucker, 2003; Popham, 2013). Teachers who are reported by unfair evaluations to higher authorities are deprived of professional development chances impeding their growth (Day & Gu, 2007) which can lead to a toxic work environment tension amongst colleagues and erosion of trust between administrators and teachers. Hence, dissatisfied and demotivated teachers become less effective in the classes, which can negatively affect continuity and learning outcomes for students (Ingersoll, 2001).

1.1-Strategies for Improvement

Developing clear and transparent criteria for evaluations can ensure fairness and consistency (Danielson, 2007) in the evaluation process. The provision of ongoing support opportunities and regular training of administrative staff on how to evaluate unbiased can decrease prejudice and favoritism and may help prevent unbiased evaluation of teaching staff (Stronge, 2006). For this multiple measures including self-assessments, peer reviews, and student feedback can provide a relatively more balanced overview of teacher performance. Arranging regular, creative feedback rather than depending only on semester evaluations can support teachers constantly. Ensuring that all teachers have access to professional development opportunities can help mitigate feelings of favoritism and promote growth (Desimone, 2009). Moreover, the implementation of mentorship programs may support hardworking teachers, developing a more helpful and cooperative environment.

2-Prejudices and Wrong Reports About Talented Teachers by Administration in Public/private Sector Universities in Pakistan

Currently, public/private sector universities are growing rapidly in Pakistan contributing pivotal role in enhancing higher education in the country. However, there are some issues related to the creation of wrong/biased reports by the administration about talented teachers which is a significant concern. Such practices have a severe negative impact on the quality of education and also demotivate the teaching staff (Iqbal, 2017). Prejudices might be based on regional backgrounds or ethnicity and teachers who belong to minority ethnic groups or from less preferred regions might be dishonestly assessed. Similarly, gender discrimination and opposite political affiliation (Parveen, 2020) of teachers also lead to unfair evaluations and cause limited career opportunities. The absence of standardized criteria for transparency in evaluation (Aithal and Aithal, 2023) may lead to inaccurate reporting and manipulation of the evaluation data (Shaukat & Chowdhury, 2020), where personal preferences of administrator under-evaluation by untrained evaluators (Ashraf *et al.*, 2015), and/or power show within the administration of university affect the actual results of reports (Ahsan & Rana, 2020). Thus, unjust and biased evaluations/reports may deprive talented teachers of their rights leading to stopping their promotion opportunities (Iqbal and Ali, 2024), lessening moral values and job satisfaction resulting in brain drain from the institutes even from countries.

2.1-Strategies for Improvement: Biased reports about talented teachers by public/private sector university administrations in Pakistan are a hot issue that needs urgent consideration. Addressing these concerns through implementing standardized and clear evaluation criteria (Aithal and Aithal, 2023), administrative training on fair evaluation techniques (Ashraf *et al.*, 2015), ensuring transparency in evaluation (Ahsan & Rana, 2020), and establishing an independent review committee (Parveen, 2020) can help to develop a reasonable and motivating learning environment at universities eventually enhancing the education quality (Iqbal, 2017).

3-Crimes Violating Teachers' Respect and Legislation and Role of Social Media in preventing these crimes in Pakistan's Public/private Sector Universities

Teachers play a pivotal role in the development and shaping of society by providing good future citizens (students). However, within public/private universities in Pakistan, violating teachers' respect crimes has come to be a rising issue damaging the dignity of teachers. This crime not only has weakened the self-respect of educators but also disrupted legislation destined to protect them. Talented teachers sometimes have to face verbal abuse from higher authority (owners), administrators, students, parents, and even colleagues. This abuse includes insulting remarks and threats that weaken a teacher's self-respect and authority (Yusri *et al.*, 2024; Hussain, 2016). Incidents of physical attacks against teachers (although less common) are severe, causing a deep impact on victims and the education environment (Hussain, 2016). Undue access to digital media and cyberbullying sometimes has become a source of online harassment, false blame, and defamatory posts platforms against teachers. Female teachers particularly

face sexual harassment including inappropriate touching, and romantic expressions or remarks perpetrated by their colleagues and/or students (Naseer & Niaz, 2019). Victims' teachers suffer from anxiety, stress, and depression leading to tension and less interest in work, and the reputation of teachers is severely damaged causing difficulties in career development (Usama, 2024).

4- Legislation Protecting Teachers

The act "The Protection Against Harassment of Women at the Workplace Act, 2010" provides a context to protect female teaching staff from harassment, necessitating institutions to create an inquiry committee to take action against culprits (Aurat Foundation, 2011). Pakistan Penal Code (PPC) deals with assault, defamation, and criminal terrorization, and can be applied to protect teaching staff from verbal and physical abuse (Government of Pakistan, 1860). Various public/private sector universities have their codes of conduct and policies that outline procedures to handle complaints and guarantee the dignity and safety of teachers (Higher Education Commission, 2019). Presently the innovation and advancement in investigation departments have made it possible to get the most reliable results out of any crime scene (Bisma and Abbas, 2024).

Many teachers do not know their legal rights and protection accessible to them, leading to underreporting of incidents (Sutopo, 2019; Shaukat & Chowdhury, 2020). Universities may sometimes fail to take adequate action against perpetrators due to internal politics, fear of bad publicity, or lack of proper mechanisms. Societal norms and cultural factors may discourage teachers, especially women, from speaking out against abuse and harassment (Ahmed *et al.*, 2012; Zafar, 2017). Conducting regular workshops and seminars to educate teachers about their rights and the legal protections available to them can empower them to take action against abuse (Sutopo, 2019). Universities should strengthen their internal complaint and redressal mechanisms to ensure swift and impartial handling of incidents (HEC, 2019). Providing legal support and counseling services for teachers who are victims of abuse can help them navigate the legal process and seek justice (See Table 1). Promoting a culture of respect and zero tolerance towards abuse in educational institutions can help prevent such crimes and protect teachers' dignity.

Table 1: legislations to protecting teachers in Pakistan

Aspect	References	Impact on Teachers	Description
Pakistan Penal Code (PPC)	Pakistan Penal Code	Guarantees protection and legal redress for teachers subjected to violence or abuse.	Includes provisions that criminalize assault and harassment, providing a ground for legal action.

Aspect	References	Impact on Teachers	Description
Punjab Free and Compulsory Education Act (2014)	Punjab Education Foundation Act 2016	Allows teachers job security and protection from wrongful and unfair termination.	Confers free education and includes provisions for the protection of teachers' rights.
Educational Institutions (Security) Act (2015)	Khan and Baig (2018)	Increases safety and security for teachers in schools and universities.	Enforces higher security measures in educational institutions, creating a protecting environment for both teachers and students from violence.
Sindh Prohibition of Corporal Punishment Act (2017)	Filiz, (2011)	Reduces cases of physical abuse in schools.	Prohibits corporal punishment in educational institutions, ensuring a safer environment for teachers and students.
Protection Against Harassment of Women at the Workplace Act (2010)	Bukhari, (2020)	Promotes a safer working environment for female teachers.	Extends to educational institutions, providing mechanisms to address harassment complaints.
Khyber Pakhtunkhwa Right to Public Services Act (2014)	KPK right to public Act, 2014	Improves working conditions and administrative support.	Guarantees timely provision of public services, including in education, protecting teachers' administrative rights.
Higher Education Commission (HEC) Policies	HEC, 2024;	Establishes/sets standards and procedures for solving complaints.	States guidelines on how to handle cases of harassment and ensure safety in the educational environment.

6- Role of Social Media to Prevent Crime Against Teachers

Social media can intensify harassment cases, making it easier for culprits to spread harmful content widely and quickly. The anonymity provided by digital platforms can embolden individuals to commit crimes against teachers without fear of immediate consequences (Beezer, 1981). False information and defamatory content about teachers can be rapidly disseminated, damaging their reputation and professional standing (Usama, 2024). Utilizing digital and social media to run awareness campaigns about the importance of respecting teachers can help legal repercussions of crimes against them (Bukhari, 2020). This can help in building a more supportive community. For this,

implementing online reporting systems where teachers can report instances of harassment or abuse quickly and anonymously be established and monitored/managed by dedicated staff to ensure timely action (Iqbal, 2017). Universities can employ digital tools to monitor social media for harmful content related to their staff. Advanced algorithms and AI can flag potentially harmful posts for review (Wei, 2024). Strengthening legal frameworks and institutional policies to address cyberbullying and online harassment must ensure that teachers are aware of these policies and are able to use these effectively. Creating online support networks and communities for teachers where they can share experiences, seek advice, and receive emotional support. The Higher Education Commission (HEC) of Pakistan has initiated several digital platforms to report harassment and provide support to teachers. These platforms have been effective in creating a safer environment (HEC, 2019) for teacher. However, these networks should also provide legal and psychological assistance (Maher *et al.*, 2013). Campaigns like #RespectTeachers have been launched on social media to promote the dignity of teachers and raise awareness about the issues they face and these campaigns have garnered significant attention and support (Sutopo, 2019). Some universities have developed comprehensive digital policies that include strict actions against online harassment. These policies are regularly updated to keep pace with the evolving digital landscape (Ashraf *et al.*, 2015).

7- Harsh and Criminal Attitude Against Teachers in Public/private Universities: Control and Prevention Using Digital and Social Media

The role of teachers is fundamental in shaping the future of societies. However, in both public and public/private universities, teachers often face various forms of challenges, including harassment, encounter abuse, and defamation (Yusri *et al.*, 2024). Although, the rise of digital/social media presents both challenges and opportunities in addressing these issues. The effects of physical attacks are severe causing long-lasting negative impacts on the victims (Hussain, 2016). The privacy and widespread use of social media have led to an increase in cyber-harassment of teachers who are subjected to online harassment, defamatory posts, and false complaints. Male as well as female teachers sometimes face sexual harassment, with females being more susceptible to this crime (Naseer & Niaz, 2019). Social media platforms can increase cases of harassment, making it the work of criminals easier to spread hurtful content rapidly (Baloch, 2018) thus encouraging individuals to spread propaganda (false information) against teachers (Beezer, 1981) damaging their professional standing and reputation (Usama, 2024).

Strategies for Control and Prevention Using Digital and Social Media

Utilizing digital/social media to launch awareness campaigns about the importance of respecting teachers and the legal repercussions of crimes against them can help in building a more respectable community. For this every university should implement an online support network systems and communities where faculty can report

harassment/abuse anonymously and manage to take timely action (Iqbal, 2017; Maher *et al.*, 2013) using advanced AI-based algorithms to flag these harmful posts against faculty members (Wei, 2024) is indispensable. There is a need to make strong legal frameworks and/or institutional strategies to prevent online harassment incidents by educating teachers on how to utilize these policies effectively (Rashid, 2019). Several digital platforms have been started by the Higher Education Commission (HEC) of Pakistan where teachers can report harassment. These platforms proved successful in creating a protective environment for the peaceful working of teachers (HEC, 2019). Social media campaigns like #RespectTeachers should be launched on social media (SMS, Twitter, WhatsApp, Facebook Instagram, etc.) to promote the self-respect of faculty (Sutopo, 2019). Some universities vigilantly have developed wide-ranging updated digital policies against online harassment (Ashraf *et al.*, 2015).

8- The Impact of Administrative Reporting and Evaluation on Teacher Likeness and Dislikeness: A Review

The evaluation/reporting processes led by university administrations considerably influence teachers' job satisfaction, motivation, and general performance. Yet, administrative reports/evaluations sometimes are flawed/biased leading to negative outcomes due to interpersonal conflicts, personal opinions, and/or favoritism rather than work performance or facts leading to feelings of dissatisfaction, demotivation, and hatred among faculty members (Popham, 2013). False reporting, either through understatement or overstatement of work performance, is severely harmful to teachers' careers (Peterson, 2000). Discrepancies in evaluation standards across faculty members or departments lead to a sense of injustice (Stronge & Tucker, 2003), erode trust (Day & Gu, 2007), demotivate teachers (Kyriacou, 2001), hinder their future career and growth (Day & Gu, 2007) also affect student learning hence reducing collaboration and effectiveness of universities. High turnover rates resulting from unfair evaluations can disrupt the learning environment and continuity for students (Ingersoll, 2001). To ensure clear, fair, and consistent criteria for evaluations (Danielson, 2007) regular training of administration staff is necessary to teach them techniques about how to avoid unbiased evaluation (Stronge, 2006). Using multiple procedures to evaluate teachers including student feedback, self-assessments, and peer reviews, can provide balanced judgment. Ensuring all teachers have equal professional development opportunities may help to produce feelings of fairness and consistency (Desimone, 2009). Implementation of mentorship programs at universities can support struggling teachers to develop a more collaborative/supportive and ethical learning environment.

9- Prejudices and Wrong Reports About Talented Teachers by Administration in Public/private Sector Universities in Pakistan

Presently public/private universities are growing rapidly in Pakistan contributing significantly to the higher education status of the country. However, prejudices related

to ethnicity, sect, and regional backgrounds cause the creation of biased evaluation reports about talented teachers is a very hot issue of significant concern impacting the overall education quality (Iqbal, 2017). Teachers who belong to minority ethnic, ideologies, certain political groups, or those of less favored regions are assessed unfairly due to a lack of standard evaluation criteria (Parveen, 2020). Similarly, females face gender biases and unjust evaluations, particularly in places where males are in privileged positions, this leads to changing student feedback, classroom reports, and subjective assessments (Aithal and Aithal, 2023; Shaukat & Chowdhury, 2020). Power struggles to get dominance within the university also lead to prejudices and favoritism, where favorite teachers are promoted and some intellectual teachers are downgraded just to let them down due to their position with powerful figures (Ashraf *et al.*, 2015) and such unjust and wrong favoritism demotivate the talented teachers also decreased their morale (Iqbal and Ali, 2024). Continued prejudice and injustice cause high attrition rates motivating talented teachers to seek a better job elsewhere depriving the institutions of valuable honest human resources. Therefore there is a dire need to conduct training programs for administration about how to follow clear/standardized criteria of evaluation to reduce prejudice and bias in assessments of faculty (Aithal and Aithal, 2023) and to conduct more objective evaluations (Ashraf, 2019). Ensuring transparency in evaluation processes by sharing criteria and feedback mechanisms with teachers can build trust and fairness (Ahsan & Rana, 2020). Establishing independent review committees to oversee evaluations and address grievances can mitigate the effects of prejudices and wrong reports (Parveen, 2020).

10- Sectarianism and Wrong Reports About Talented Teachers by Administration in Public/private Sector Universities in Pakistan

Discrimination amongst teachers based on religion or sect is a deeply rooted universal issue in many social institutions, as well as in public/private sector universities of Pakistan (Ashraf, 2015). This can considerably affect the evaluation/reporting processes, leading to undue scrutiny and biased/inaccurate assessments of teachers belonging to minority sects (Abbas and Haider, 2021). Such practices can weaken the morale and efficiency of highly talented educators, limiting the progress and professional development of victim teachers, thus affecting the quality of education (Iqbal, 2017; Rossein, 2016; Iqbal, 2017). Wrong reports related to sectarianism and prejudices about talented teachers in public/private sector universities are a great challenge to the educational system in Pakistan (Ahmad, 2017; Muhammad, 2014). To address the issue a multifaceted approach is required that it must include clear, transparent, and consistent standardized assessment criteria, training of administrators, the establishment of an independent review committee (Peterson, 2000), and promoting diversity within the administration can help lessen sectarian biases and create a more equitable fair work environment (Maher *et al.*, 2013).

Sectarianism refers to extreme attachment to a specific sect and/or party, most prevalent in religious societies. It involves discrepancy, prejudice, and hate due to dissimilarity in beliefs, political/social sphere identities, or practices within a larger social group. Discrimination based on religious sects is one of the rising issues in Pakistan posing significant inferences for peace, social cohesion, and stability in social institutions, including public/private sector universities in the country (Muhammad, 2014). Sectarianism discrimination significantly influences the evaluation/reporting processes, inaccurate portrayals and undermining the morale of talented faculty members (See Table 2) thus reducing the overall efficacy and quality of higher education (Iqbal, 2017). University administration may become biased based on the religious affiliations of teachers especially where certain sect dominates the administration hierarchy, leading to subjective and biased reporting (Abbas and Haider, 2021) and hampering teacher-student relationships of teachers belonging to minority sects due to undue misreporting and scrutiny (Rossein, 2016). Wrong reports of teachers by the administration due to sectarianism issues may hinder career development opportunities and limit the professional growth of affected teachers hence such types of unfair and inhuman practices lead to destructing talented teachers, simultaneously depriving the institutes of valued brain resources. Implementing transparent, objective-based, consistent, and standardized evaluation frameworks may help to lessen the effects of sectarian biased reports (Ahmad, 2017). Regular training programs for evaluators can raise awareness about the devastating effects of sectarianism and help to promote fair and transparent reporting. To supervise evaluations and to ensure a justice and fair report about teachers' performance, universities should establish independent review committees (Peterson, 2000; Muhammad, 2014), this will help to reduce sectarian biases and equitable work environment (Maher *et al.*, 2013).

Table 2: -Effect of sectarianism in Pakistan on teachers' honor in public and private universities

Aspect	References	Impact on Teachers Honor	Description
Nature of Sectarianism	Ahmed, 2020	Contributes to mistrust and division amongst teachers of different sects within academic communities.	Understanding and harmonization amongst sectarian divisions
Impact of Sectarianism on Student-Teacher Relationship	Javed, 2019;	Creates a hostile or favoritism and biased environment based on sect.	Sectarianism also influences the relationships between students and teachers based on their religious and ideological differences.
Effects on Professional Relationships	Ali, 2021; Khan and Baig (2018)	Weakens mutual respect and collegiality, and harms teacher honor.	Sectarian biases affect collaboration among faculty members and create a non-cooperative environment.

Aspect	References	Impact on Teachers Honor	Description
Public Perception and Media Influence	Cerita, 2012; Khan and Baig (2018)	Teachers, who are seen through the lens of the sectarian identity rather than their professional skills and qualifications may lead to negative stereotypes that lessen the teachers' honor.	Media representation of sectarian issues amplifies sectarian tensions which affect the public perception of teachers of different sects.
Influence on Curriculum and Research	Khan and Baig (2018)	Diversity of thought is critical for nurturing innovation, open debate, and creativity, However, sectarianism confines diversity of thought and can compromise the academic integrity of teachers.	Educators avoid and hesitate the exchange topics/ideas that could be seen as controversial thus the role of sectarian views in shaping academic content and research agendas.
Legal Framework	Filiz, 2011	Provides recourse (Counseling services, legal recourse, and peer support networks) for teachers facing sectarian bias.	Overview of laws related to discrimination and harassment in educational institutions.
Institutional Responses	Cerita, 2012	Promotes an inclusive culture and protects teachers' dignity.	Strategies that universities can adopt to mitigate sectarian tensions.
Best Practices for Inclusivity	Filiz, 2011	Enhances overall academic culture and protects teachers' honor.	Initiatives to foster respect and collaboration across sectarian lines.

11- Teachers' Rights in Public/private Sector Universities and Social Media

Teachers play a crucial role in the educational landscape, however their rights, within the workplace are important to conduct a learning environment. Continuous professional development opportunities are a right that enables teachers to keep up to date with new teaching methods, technologies, and advancements in their field (Vera, 2019). All teachers have the right to fair and unbiased employment conditions including a safe/respectful working environment, proper contracts, suitable working hours, fair compensation, academic freedom to foster a culture of critical thinking and/or innovation, free from harassment, violence, and access to benefits like health insurance and retirement plans. Teachers' rights are protected by various policies and workplace protection regulations (Johnson, 2017). Teachers of public/private universities face job insecurity (Ghaffar, 2020) and high workloads due to administrative policies whereas these institutes prioritize profit over staff welfare (Rossein, 2016). The extensive use of social media has led to significant privacy concerns and violations causing negative

comments, false allegations, and defamation of respected teachers (Johnson, 2017; Rajbhandari and Rana, 2022). Keeping professional boundaries on the negative side of digital media is challenging this can create potential conflicts (Erstad & Silseth, 2023). Despite the potential challenges, digital media also help to enhance professional networking, engage with the community, and share education resources (Vera, 2019).

Devising sound policies/regulations about the use of social media, privacy protection (Ghaffar, 2020) and regular training programs on privacy protection, digital literacy, and cyberbullying can circumnavigate the challenges (Rossein, 2016). Moreover, developing robust support systems, like peer-support networks, counseling services, and legal assistance, can help teachers deal with issues related to their basic rights (Erstad & Silseth, 2023). For this, professional associations and teachers' unions can play a key role in advocating teachers' rights (Ghaffar, 2020; Smith & Doe, 2020; Johnson, 2017).

12- The Role of Higher Management in Preventing Propaganda Against Teachers in Public/private Sector Universities

Teachers in public/private sector universities play a vital role in shaping the educational experience and outcomes for students. However, they can be targets of propaganda and defamatory campaigns, which can undermine their professional reputation and effectiveness. Higher management, including university administration and leadership, has a critical role in preventing and addressing such propaganda. Propaganda against teachers can take various forms, including false accusations, smear campaigns, and the spreading of misinformation through digital and social media (Rajbhandari and Rana, 2022). Propaganda can originate from students, parents, colleagues, or external parties with personal grievances or malicious intent. In some cases, it may be fueled by internal politics within the university (Johnson, 2017). Propaganda can severely damage a teacher's professional reputation, making it difficult for them to maintain authority in the classroom and advance in their career. Continuous exposure to false accusations and negative campaigns can lead to stress, anxiety, and depression among teachers, impacting their overall well-being and job performance (Usama, 2024). An environment where teachers are frequently targeted by propaganda can lead to a decline in educational quality, as it fosters a toxic atmosphere and reduces teachers' motivation and engagement (Iqbal, 2017).

Higher authority should enforce transparent and a zero-tolerance policy towards defamation to stop spreading false information (Ghaffar, 2020) to create a mutually respectful culture within the university (Erstad & Silseth, 2023). Early detection of propaganda by authority through timely monitoring of social or digital media platforms may help to take timely action (Wei, 2024). Providing robust support systems, such as counseling services, legal assistance, and peer support networks, can help teachers cope with the effects of propaganda and defend their rights (Sutopo, 2019). When instances of propaganda are identified, management should act swiftly and decisively. This includes investigating the claims, taking disciplinary action against perpetrators, and publicly

supporting the targeted teachers (Beezer, 1981). Regular training and awareness programs for both staff and students on the importance of integrity, the impact of false accusations, and the proper use of digital media can prevent the spread of propaganda (Rossein, 2016). The administration also established a rapid response team to address any incidents of propaganda. This initiative led to a significant decrease in false accusations and improved the overall atmosphere (Johnson, 2017). The university teachers' Associations combined with legal experts should arrange workshops on awareness of legal rights and digital safety to protect themselves against defamatory campaigns and seek legal recourse if necessary (Ghaffar, 2020).

13- Teachers' Rights and Legislation: Ensuring Fair Treatment, Job Security, and Professional Development

Teachers play a pivotal role in shaping the future of society through education. However, to perform their duties effectively and with dedication, they must be protected and supported through robust rights and legislation against discrimination based on, religion, race, gender, disability, or age. Anti-discrimination laws make sure that teachers are promoted solely on their contributions and performance to promote equivalent opportunities for all faculty members ensuring professional development only based on merit. Laws should command universities to keep safety standards for any hazards quickly to maintain a safe working environment. Regular salary reviews and minimum wage laws can help ensure that faculty members receive timely and fair payment for their work. The provincial Government education laws followed by the Minimum Wages Act have set minimum standards of wages, which should be obeyed by public/private universities. Tenure laws offer job security to teachers by protecting them from sudden dismissal. Clear employment contracts protect the teachers' rights and in cases of dismissals, he/she is authorized to owe process, as well as the right to be heard and/or to appeal decisions. Laws should protect faculty from being unethically dismissed without solid and just reason i.e. due to political reasons or budget cuts etc. In case of restructuring, the law should make sure that teachers receive sufficient support, including golden handshake pay and help to find new jobs.

Teachers should provide the right to ongoing professional improvement opportunities to boost their skills to stay up-to-dated with educational development. Legislation can provide rights to teachers for professional development and regular training programs. For this Governments and public/private universities should allot funds for the professional development of teachers through granting paid leaves, scholarships, grants, etc. for attending conferences, training workshops, seminars, and short courses.

For career advancement, a clear pathway should be established allowing faculty to progress in careers based on their achievements and experience including opportunities for higher education and leadership roles. Legislation should encourage

the acknowledgment of teachers' work through public acknowledgment, honors, and awards to boost their determination and inspire excellence. Academic freedom lets teachers teach, research, and publish independently without unnecessary interference which helps promote innovation, critical thinking, and intellectual dissertations. Teachers should be entitled to fair rewards according to their qualifications, responsibilities, and experience including allowances, attractive salaries, pension schemes, and health benefits. Teachers have the right to work in a safe and respectful environment free from harassment, discrimination, and violence. The Harassment of Women at the Workplace Act, 2010 must be followed at universities by establishing sound mechanisms for redress of complaints linked to harassment and prescribing penalties for criminals.

The Constitution development guarantees fundamental rights i.e. right to equality, speech freedom, and the right to fair employment. Civil Servants Act, of 1973 applies to faculty members in public sector universities to regulate the recruitment, retirement benefits, terms of service, and disciplinary actions. Each provisional assembly in Pakistan has its education act that governs education-related matters like the responsibilities and rights of teachers, educational standards, and curriculum development. Different labor laws e.g. Occupational Safety and Health Act, the Minimum Wages Act, Industrial Relations Act, indirectly protect teachers' rights by warranting reasonable wages, the rights to make trade unions, and workplace safety.

Despite present laws, the application and putting into practice teachers' rights can be unpredictable due to political pressure, bureaucratic hindrances, limited resources, and lack of awareness. Continuous efforts are needed to build the capacity of educational institutions, administrative bodies, and teachers themselves to understand and uphold their rights. There is a need for awareness programs and encouragement campaigns to train teachers about their basic rights and empower them to proclaim these rights effectually.

14- Defamation of Teachers Due to Personnel Grudges from Administration and Strategies to Avoiding the situation

Defamation of teachers based on grudges from the administration may lead to unfair treatment, unjust accusations, and negative attitudes toward the targeted teachers that severely affect the educational environment and weaken the professional honor of teachers (Smith & Doe, 2020). The effects of defamation include a stained professional career, diminished morale, and psychological distress, amongst teachers ultimately affecting the quality of education at public/public/private universities (Iqbal, 2017). Developing sound policies and transparent procedures that sketch prospects for professional conduct comprising guidelines on courteous communication, conflict resolution, and non-discrimination (Erstad & Silseth, 2023) to address complaints ensuring that teachers have opportunities to report discriminating treatment without any

fear (Johnson, 2017). Leadership/higher authority should play role models to promote a culture of fairness and respect throughout the institution by encouraging mutual respect, accountability, and collaboration among teachers, administrators, and staff. Establishing clear criteria for evaluation, avoiding personal biases, conducting training sessions on cultural sensitivity, diversity, and moral decision-making for all employees (Rossein, 2016), and providing organized feedback mechanisms that allow for positive criticism and unceasing improvement may restore the respectful environment at universities. Review committees, regulatory offices, and ethical boards should monitor decisions, and actions (Vera, 2019) and review colleague's opinions on administrative actions (Sutopo, 2019; Beezer, 1981). Promoting fairness, respect, and accountability at all levels of the organization, counseling, and legal assistance (Usama, 2024; Rajbhandari and Rana, 2022) and promoting awareness about the effect of online behavior on the professional repute of universities can make a helpful environment where faculty feel the respect (Wei, 2024).

15- Promoting a Culture of Respect and Fairness for Teachers in Public/private Sector Universities of Pakistan

The development of a culture of respect and fairness for teachers is essential to enhance a conducive learning environment and ensure the professional satisfaction, retention, and well-being of educators and overall institutional success (Erstad & Silseth, 2023). Establishing a comprehensive easily accessible policy that defines possible behaviors, responsibilities, and rights of teachers and guidelines on academic freedom, non-discrimination, and professional conduct amongst students, teachers, and administrators through orientation programs, university websites, and handbooks may successfully help to ensure clarity and reliability (Ghaffar, 2020). Administrators should encourage an open-door policy, welcoming teachers to express their concerns, feedback, and suggestions without fear of retaliation (Rossein, 2016). Offering regular faculty meetings to increase communication, discussing matters related to research and teaching, sharing updates on institutional developments, arranging workshops on professional development, and arranging seminars/conferences to support teachers can enhance teaching skills and academic growth. For academic excellence provision of resources in different disciplines (research facilities, grants, publication incentives, etc), mentorship (awards for research excellence, etc) for teachers to engage in research, and establishing clear criteria for evaluation, promotion, and tenure decisions for the researcher (Sutopo, 2019) can encourage multiethnic and multicultural landscape at universities of Pakistan (Beezer, 1981; Johnson, 2017).

16- Avoiding a One-Man Show in Public/private Sector Universities to Promote a Culture of Respect and Peaceful Working Environment

In public/private sector universities, the prevalence of a one-man show leadership style results in a lack of transparency, reduced morale amongst employees, and resist

change and innovations, poor collaboration, prevent institutional growth, and a disruptive environment amongst faculty/staff (Smith, 2020). Universities should establish councils consisting of diverse stakeholders to take part in decision-making related to curriculum development, academic policies, and institutional planning (Jones, 2019). Encouraging leaders to pursue input and feedback from faculty and staff on important matters, and transparent communication channels like newsletters, social platforms, and consistent town hall meetings of all stakeholders can be helpful to institutional development (Ergün, 2020). Ensure relevant information and policies through central portal systems for clarity and responsibility in the decision-making procedure. Stopping a one-man show in universities needs an intensive struggle to promote leadership development workshops for administrators and senior faculty to enhance their skills in conflict resolution delegation and team building, and empower faculty and staff to make decisions within areas of their expertise, stimulating a sense of accountability and ownership (Vera, 2019). By encouraging team-based projects and interdisciplinary teamwork universities can promote innovation and a sense of responsibility among faculty/staff. Higher authorities of universities should establish effective mechanisms to resolve conflicts and address criticisms rationally and neutrally to create a pleasant work environment. Administration should remain flexible and bent on adaptability to changing educational trends and external challenges, and be aware of the desires of stakeholders.

17- Comparative Evaluation of Propaganda of Dishonesty in Assessing Teachers' Credentials During Job Sessions

Assessing teachers' performance during the job is an important process in universities to maintain education quality and standards (Iqbal, 2017). However, propaganda campaigns of dishonesty against certain teachers in universities can damage the reliability of these evaluations. Propaganda of dishonesty refers to biased narratives aimed at disbelieving a teacher's honesty, experience, qualifications, or professional reputation at job place. This propaganda may be due to personal biases, institutional politics, and/or external pressures which lead to biased evaluations and unfair hiring (Fatima and Miran, 2023). Emphasizing objective evaluation criteria like teaching experience, educational qualifications, professional certifications, and research contributions (Ergün, 2020) and utilizing standard performance/evaluation metrics can ensure reliability/fairness in the evaluation process. For this higher authority should establish perfect guidelines/procedures (Vera, 2019) to nurture open communication between administrators, selection committees, and candidates to clarify expectations (Jones, 2017). To address clashes and allegations of dishonesty, institutes should establish conflict resolution mechanisms (Smith, 2020). Whilst conducting job meetings or evaluating teachers make sure that institutional policies, ethical guidelines, and legal standards should be strictly followed. By protecting teachers' rights against unfair conduct through institutional and legal support, universities can maintain fairness/transparency in promotion and hiring decisions.

18- Effect of Academic cannibalism on Teachers' performance

Academic cannibalism, a term used to describe hostile and destructive behaviors among university faculty members, is a significant issue that undermines the integrity and productivity of academic institutions. This phenomenon often manifests through actions such as professional jealousy, sabotage, undue criticism, and exploitation. Professional jealousy arises when colleagues envy each other's successes, leading to attempts to discredit or undermine accomplishments. Such behaviors create a toxic work environment, stifling collaboration and innovation essential for academic growth (Darling-Hammond, 2000).

The competitive environment in academia exacerbates these behaviors. The pressure to publish and secure funding, often described as the "publish or perish" culture, can lead to intense rivalries among faculty members. The scarcity of resources, such as limited funding opportunities, further heightens this competition. This competitive pressure can drive faculty members to engage in unethical behaviors to advance their careers at the expense of their colleagues, leading to a climate of distrust and hostility within academic departments (Vera, 2019).

Institutional culture plays a crucial role in either mitigating or exacerbating academic cannibalism. Poor leadership and inadequate conflict resolution mechanisms can foster environments where toxic behaviors flourish. Conversely, institutions that promote a culture of collaboration and mutual support can help reduce instances of academic cannibalism. Transparent evaluation and promotion processes, coupled with effective leadership, are essential in creating a fair and supportive academic environment.

The impacts of academic cannibalism are profound and far-reaching. For individuals, it can lead to increased stress, anxiety, and burnout, significantly affecting mental health (Desimone, 2009). Professional reputations can be damaged, and career progression stalled, leading to reduced job satisfaction and higher turnover rates among faculty members. For institutions, the consequences include decreased research productivity, erosion of academic integrity, and a tarnished reputation, which can hinder the ability to attract and retain talented faculty.

Addressing academic cannibalism requires a multifaceted approach. Promoting a collaborative culture through team-based research projects and formal mentorship programs can help mitigate competitive pressures (Darling-Hammond, 2013). Leadership training focused on conflict resolution and ethical conduct is crucial in fostering a supportive academic environment (Vera, 2019). Additionally, providing access to mental health resources and professional development opportunities can support faculty well-being and career growth. By implementing these strategies, academic institutions can create a more inclusive and productive environment, benefiting both faculty members and the institution as a whole.

19- Conclusion

Exploiting digital technology to prevent defamation and propaganda against teachers, while simultaneously enhancing crime control, presents a strategic approach that benefits the entire educational community. By integrating advanced monitoring tools, clear policies, educational campaigns, support systems, and enhanced security measures, educational institutions can create a safer and more respectful environment for both teachers and students. As technology continues to evolve, these strategies must be regularly updated and adapted to address emerging challenges and maximize their effectiveness. Teachers' rights in Pakistan are protected by a framework of laws and regulations aimed at ensuring their fair treatment, job security, and professional development. While significant strides have been made, challenges remain in the effective implementation and enforcement of these rights. By addressing these challenges through better enforcement mechanisms, capacity building, and advocacy efforts, Pakistan can create a more supportive environment for teachers and enhance the quality of education in the country (Iqbal, 2017).

Teachers' rights and legislation are crucial for creating a supportive and fair environment that allows educators to focus on their primary role of teaching and nurturing students. By ensuring fair treatment, job security, and opportunities for professional development, we can empower teachers to reach their full potential and contribute positively to society. Robust legislative measures are essential to protect and promote the interests of teachers, ultimately leading to a stronger and more effective educational system.

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