Teacher violence from the perspectives of teachers and students and related factors: A survey in Southern Iran

Zahra Foghara Ardestani1, Maryam Saber1,*, Mahlagha Dehghan2,*, Abedin Iranpour3 and Hamideh Baniasadi4

1Department of Health Education and Promotion, School of Health, Kerman University of Medical Sciences, Kerman, Iran, 2Department of Critical Care Nursing, Razi Faculty of Nursing and Midwifery, Kerman University of Medical Sciences, Kerman, Iran, 3HIV/STI Surveillance Research Center, WHO Collaborating Center for HIV Surveillance, Institute for Futures Studies in Health, Kerman University of Medical Sciences, Kerman, Iran, 4Nursing Research Center, Kerman University of Medical Sciences, Kerman, Iran

Introduction: Teacher violence is defined as the intentional use of power by teachers against students in a variety of ways, including physical, verbal, psychological, and sexual assault. Victims of school violence are more anxious and insecure than other students. An in-depth and comprehensive study on the prevention of violence in schools is urgent and necessary. We conducted this study to determine teacher violence from the perspectives of schoolteachers and students and related factors.

Methods: We conducted this descriptive-analytical study on 313 teachers and 400 students in Ardestan, southern Iran, in 2019. We selected teachers and students using a census method and stratified random sampling, respectively. The research instrument was the school violence questionnaire.

Results: From the perspective of teachers, the mean score of teacher violence (5.7) was significantly lower than that of students (18.3). Male, young, single teachers with diploma and less work experience had significantly higher violence scores than other teachers (P < 0.001). We witnessed this trend in public boys’ schools as well (P < 0.001). The total mean score for teacher violence was not significantly different between male and female students. From the perspective of students, the mean score of teacher violence was significantly different (P < 0.001).

Conclusion: Our results suggest that education authorities and school principals should supervise public school teachers with less education, younger students, and boys’ schools and provide practical training to improve the communication and emotional skills among these teachers.

KEYWORDS
violence, teacher, student, education, schools
**Introduction**

Nowadays, school violence affects all members of the school community (Nabavi et al., 2017). According to WHO definition, violence is related to any physical, psychosocial and emotional pressure to anybody that lead to injury, hurt and any emotional problem (Yarigholi et al., 2018). Individuals under the age of 18 can develop violence in school (Pajuhi and Nadi, 2017). School violence comes from many sources, so you need to know a lot about them (Devries et al., 2021). On the other hand, many theories such as Bronfenbrenner’s theory believe that relationships are bidirectional, thus violence affect both teachers and students (Navarro and Tudge, 2022). Insults, fight, research on physical and psychological characteristics, socio-economic status, and religious or ethnic affiliation are all forms of violent incidents at school (Cascardi et al., 2018). School violence makes classrooms and school environments unhealthy, makes it hard for teachers to teach, and disrupts the relationship between students and teachers (Yang et al., 2021).

Different levels of school violence are available and teachers frequently use physical and emotional violence against children (McMahon et al., 2017). School violence sometimes associates with teacher’s disengagement, turnover, or emotional wellbeing. In many countries, it is not clear how school violence affects teachers’ profession (Mahdian et al., 2017). Verbal, physical, and psychosocial abuse are all forms of violence (Kord, 2018). many reasons such as teachers’ relation with other staffs, economical and emotional condition of the teachers, job satisfaction and etc. are lead to teacher violence against students, even student behavior against teacher lead to violence too (Ghaderzadeh and Ghaferi, 2016). Studies conducted on physical violence indicated that people, who were angry a lot and did violent behaviors, put a lot of pressure on their bodies, leading to prolonged problems in heart and the nervous system (Payne and Gottfredson, 2019). According to previous studies, aggressive students with no academic achievement provoke their teachers to act violently against them (Choi, 2021). Violence is mostly verbal and occurs frequently in schools with ethnic minorities from marginalized areas (López García et al., 2022). The middle and high schools around the world are full of students who have been the victims of violence from their peers, teachers or other school staff (Jiménez et al., 2021).

Negative consequences of violence include academic difficulty, low self-esteem, school avoidance, depression, and anxiety (Lester et al., 2017). An in-depth and comprehensive study on the prevention of violence in schools is both urgent and necessary (Koposov et al., 2021). Victims of school violence are more anxious and insecure than their peers, and their reaction is to cry and isolate themselves (Wijayaratne, 2020). Victims have low self-esteem and feel pessimistic, humiliated, ashamed, isolated, rejected and unattractive in front of their peers (Vaezi, 2018; Pandey et al., 2021). They have poor social skills and difficulties in their interpersonal relationships, such as social anxiety, loneliness, and fear of being judged negatively (Scharpf et al., 2021). Teachers play an important supportive role in preventing violence in schools, such as assisting students in their lessons (Ferrara et al., 2019). Schools are important places for the development of future students, so we conducted a study to determine teacher violence from the perspectives of teachers and students in elementary and secondary schools and related factors.

**Materials and methods**

**Study design and setting**

This descriptive-analytical study was performed on 313 teachers and 400 students in Ardestan, southern Iran, in 2020.

**Sample size and sampling**

The current study included both teachers and students. A census method was used to sample teachers with at least two years of work experience, with no emotional or psychological problems (self-administered). We invited 313 eligible teachers to participate in the study.

This study included students from elementary and secondary schools. Morgan table was used to select the sample size, so the students’ sample size was 331, but 400 students were considered based on the dropout probability. Stratified random sampling was used to select students. First, a list of schools in Ardestan city (including 84 schools) was prepared and then schools were randomly selected. Nine urban schools were selected for student sampling: two girls’ elementary schools, two boys’ elementary schools, two girls’ junior high schools, one boys’ junior high school, one girls’ high school, and one boys’ high school. We selected teachers from 20 schools, including two boys’ high schools, three boys’ elementary schools, three girls’ elementary schools, and three girls’ junior high schools.

**Measurements**

Study tools included a demographic characteristics form and the school violence questionnaire.

Demographic characteristics form consists of age, sex, marital status, level of education, school type, employment type, work experience, etc.

The School Violence Questionnaire assesses violent behavior among students and teachers. This questionnaire shows the teacher’s violent behavior toward students. This scale consists of 36 items based on a 6-point Likert scale.
Teachers had an average age of 36.7 years, ranging from 23 to 56 years, and an average work experience of 15.69 years. The majority of teachers in the present study were female (67.4%) and married. Seventy-three point five percent of the teachers participating in the study had a bachelor's degree (Table 1).

The mean age of students was 13.8 ± 2.42, ranging from 10 to 18 years. Fifty-nine percent of the students in the study were girls. Thirty-three point eight percent of the students were in elementary school, 38.4% were in junior high school, and 27.8% were in high school (Table 2).

The mean scores of teacher violence from the perspectives of teachers and students were 5.76 ± 9.74 and 18.30 ± 19.15, respectively, with a significant difference between teachers and students in this regard (Table 3). Among all the items of the Teacher Violence Questionnaire, the items of “ear twisting” and “standing on one foot in the classroom” were not significantly different from the perspectives of teachers and students. The other items received higher ratings from the students’ perspective than the teachers. From the perspective of teachers, teacher violence items scores ranged from 0.03 to 0.54. The most violent behavior, according to teachers, was “threatening to give low grades or fail students.” From the perspective of students, the teacher violence items scores ranged from 0.19 to 0.9. The most violent behavior, according to students, was “ignoring hand raisers or not answering students’ questions.” According to the expected range of the Teacher Violence Questionnaire, which was between 0 and 144, we found that teacher violence from the perspectives of teachers and students was very low (Table 3).

We found a significantly poor correlation between teacher violence, age (Spearman correlation coefficient = −0.13, p-value = 0.017), and work experience of teachers (Spearman correlation coefficient = −0.13, p-value = 0.02). The score of teacher violence was significantly different in terms of gender, marital status, level of education, and type of school (P < 0.001). Men had a higher mean score for teacher violence than women, and singles had a higher score than married people (P-value = 0.001) (P-value = 0.001). Teachers with a diploma had a higher rate of teacher violence than other teachers (P-value = 0.005) (P-value = 0.005). Teachers in boys’ state schools had higher levels of violence than teachers in other schools (P-value < 0.001).

We indicated a significantly direct and poor correlation between students’ age and teacher violence (Spearman correlation coefficient = 0.12 and P value 0.018). As students grew older, so did their views on the prevalence of teacher violence, and vice versa. The mean score of teacher violence was not significantly different from the perspectives of male and female students. The mean score of teacher violence was significantly different from the perspective of students at different levels (P < 0.001). The score of teacher violence from the perspective of junior high school students was significantly higher than that of other high school students (Table 2).
### TABLE 1  The relationship between characteristics of teachers and teacher violence.

| Variable                | Frequency (%) | Teacher violence | Statistical test | P-value |
|-------------------------|---------------|------------------|------------------|---------|
|                         |               | Mean SD          |                  |         |
| Gender                  |               |                  |                  |         |
| Female                  | 211 (67.4)    | 4.51 8.8         | Z = -4.63        | < 0.001 |
| Male                    | 102 (32.6)    | 8.33 11.05       |                 |         |
| Marital status          |               |                  |                  |         |
| Single                  | 36 (11.5)     | 7.5 7.82         | Z = -3.18        | 0.001   |
| Married                 | 277 (88.5)    | 5.53 9.86        |                 |         |
| Level of education      |               |                  |                  |         |
| Diploma                 | 4 (1.3)       | 10.0 3.46        | H = 12.68        | 0.005   |
| Associate degree        | 26 (8.3)      | 6.35 13.23       |                 |         |
| Bachelor                | 230 (73.5)    | 5.23 9.2         |                 |         |
| Above bachelor          | 53 (16.9)     | 7.45 10.32       |                 |         |
| Spouse's education level|               |                  |                  |         |
| Diploma                 | 60 (21.7)     | 3.82 7.16        | H = 3.39         | 0.34    |
| Associate degree        | 45 (16.3)     | 4.18 5.89        |                 |         |
| Bachelor                | 150 (54.3)    | 6.29 11.11       |                 |         |
| Above bachelor          | 21 (7.7)      | 7.71 14.04       |                 |         |
| Spouse occupation       |               |                  |                  |         |
| Education staff         | 57 (20.7)     | 6.96 10.67       | H = 5.67         | 0.34    |
| Worker                  | 8 (2.9)       | 3.25 4.92        |                 |         |
| Self-employed           | 82 (29.7)     | 4.27 9.44        |                 |         |
| Clerk                   | 76 (27.5)     | 5.29 9.61        |                 |         |
| Retired                 | 12 (4.3)      | 4.75 9.65        |                 |         |
| Unemployed              | 41 (14.9)     | 7.1 11.42        |                 |         |
| Grade                   |               |                  |                  |         |
| Elementary school       | 135 (43.1)    | 5.44 10.04       | H = 2.63         | 0.27    |
| Junior high school      | 88 (28.1)     | 5.94 9.96        |                 |         |
| High school             | 90 (28.8)     | 6.04 9.14        |                 |         |
| Type of school          |               |                  |                  |         |
| Girls' state school     | 172 (55.0)    | 4.98 10.36       | H = 18.61        | < 0.001 |
| Girls' private school   | 15 (4.8)      | 7.4 14.29        |                 |         |
| Boys' state school      | 120 (38.3)    | 6.79 8.15        |                 |         |
| Boys' private school    | 5 (1.6)       | 2.6 4.77         |                 |         |
| Type of employment      |               |                  |                  |         |
| Hired                   | 257 (82.1)    | 5.75 9.79        | H = 0.07         | 0.97    |
| Contract recruiter      | 11 (3.5)      | 6.82 10.39       |                 |         |
| Tuition                 | 45 (14.4)     | 5.51 9.53        |                 |         |
| Financial satisfaction  |               |                  |                  |         |
| Yes                     | 95 (30.4)     | 4.28 7.19        | H = 5.61         | 0.06    |
| Partly                  | 105 (33.5)    | 6.52 10.68       |                 |         |
| No                      | 113 (36.1)    | 6.29 10.6        |                 |         |
| School location         |               |                  |                  |         |
| Downtown                | 127 (40.5)    | 6.27 9.62        | H = 3.11         | 0.21    |
| Uptown                  | 147 (47.0)    | 5.71 10.62       |                 |         |
| Suburbs                 | 39 (12.5)     | 4.26 6.04        |                 |         |

SD: Standard deviation; Z = Mann-Whitney U test, H = Kruskal-Wallis test.

### TABLE 2  The relationship between characteristics of students and teacher violence.

| Variable                | Frequency (%) | Teacher violence | Statistical test | P-value |
|-------------------------|---------------|------------------|------------------|---------|
|                         |               | Mean SD          |                  |         |
| Sex                     |               |                  |                  |         |
| Girl                    | 236(59)       | 17.33 19.12      | Z = -1.52        | 0.13    |
| Boy                     | 164(41)       | 19.7 19.16       |                 |         |
| Grade                   |               |                  |                  |         |
| Elementary school       | 135(33.8)     | 14.69 17.02      | H = 17.33        | <0.001  |
| Junior high school      | 154(38.4)     | 22.16 20.62      |                 |         |
| High school             | 111(27.8)     | 17.33 18.36      |                 |         |

SD: Standard deviation; Z = Mann-Whitney U test, H = Kruskal-Wallis test.
TABLE 3  Comparison of teacher violence from the perspectives of teachers and students.

| Group | Teacher violence | Mann-Whitney test | P-value |
|-------|------------------|------------------|---------|
|       | Teachers         | Students         |         |
| Mean  | SD   | Mean  | SD   |         |         |
| (1). Pulling hair | 0.15 | 0.48 | 0.53 | 0.96 | -5.92 | < 0.001 |
| (2). Ear twisting | 0.17 | 0.47 | 0.2  | 0.61 | -0.2  | 0.84  |
| (3). Slapping in the face | 0.18 | 0.52 | 0.6  | 1.0  | -6.47 | < 0.001 |
| (4). Punching | 0.18 | 0.54 | 0.6  | 1.05 | -6.22 | < 0.001 |
| (5). Tapping the head | 0.14 | 0.5  | 0.42 | 0.89 | -5.33 | < 0.001 |
| (6). Smashing the heads of two students | 0.05 | 0.23 | 0.2  | 0.65 | -3.09 | 0.002 |
| (7). Hitting the student's head against the wall or table | 0.07 | 0.31 | 0.19 | 0.59 | -2.92 | 0.004 |
| (8). Kicking | 0.21 | 0.62 | 0.76 | 1.11 | -8.0  | < 0.001 |
| (9). Beating a student with a tool such as a stick or ruler, etc. | 0.18 | 0.53 | 0.42 | 0.92 | -3.58 | < 0.001 |
| (10). Throwing some objects at the student | 0.14 | 0.5  | 0.64 | 1.04 | -8.15 | < 0.001 |
| (11). Forcing students to stand on one foot in class | 0.17 | 0.5  | 0.25 | 0.68 | -1.22 | 0.22  |
| (12). Mocking a student with physical characteristics (height, weight, teeth, skin color, etc.) | 0.12 | 0.44 | 0.84 | 1/2  | -10.34| < 0.001 |
| (13). Mocking a student with a personal appearance (clothes, glasses, etc.) | 0.1  | 0.36 | 0.64 | 1.07 | -8.49 | < 0.001 |
| (14). Mocking the student's accent, dialect, pronunciation style | 0.13 | 0.41 | 0.66 | 1.09 | -7.94 | < 0.001 |
| (15). Mocking a first or last name | 0.08 | 0.34 | 0.66 | 1.14 | -8.64 | < 0.001 |
| (16). Offensively calling a student name or nickname | 0.13 | 0.43 | 0.69 | 1.11 | -8.62 | < 0.001 |
| (17). Blaming the whole class or group you are in. | 0.28 | 0.65 | 0.66 | 1.09 | -4.91 | < 0.001 |
| (18). Calling students with rude words (stupid, etc.) | 0.18 | 0.53 | 0.82 | 1.17 | -8.68 | < 0.001 |
| (19). Constantly searching for faults | 0.13 | 0.43 | 0.51 | 0.98 | -5.86 | < 0.001 |
| (20). Accusing a student for no reason | 0.13 | 0.43 | 0.43 | 0.9  | -5.45 | < 0.001 |
| (21). Having a scornful look at the student | 0.2  | 0.57 | 0.46 | 0.87 | -4.32 | < 0.001 |
| (22). Threatening to give low grades or fail students | 0.54 | 0.91 | 0.82 | 1.28 | -1.99 | 0.047 |
| (23). Humiliating students in front of their classmates (mocking homework or exam paper.) | 0.26 | 0.6  | 0.59 | 1.01 | -4.42 | < 0.001 |
| (24). Ignoring hand raisers and not answering a student's question | 0.32 | 0.66 | 0.9  | 1.22 | -6.89 | < 0.001 |
| (25). Giving additional duties as punishment | 0.44 | 0.88 | 0.72 | 1.3  | -3.56 | < 0.001 |
| (26). Restricting student's freedom (teacher does not allow the student to go outside the classroom during the break) | 0.23 | 0.58 | 0.75 | 1.11 | -7.47 | < 0.001 |
| (27). Creating a negative mindset in students about another student. | 0.15 | 0.47 | 0.54 | 1.0  | -6.27 | < 0.001 |
| (28). Complaining about a student to the school principal unfairly | 0.13 | 0.43 | 0.58 | 1.03 | -7.23 | < 0.001 |
| (29). Disclosing personal and private information | 0.17 | 0.5  | 0.35 | 0.84 | -2.93 | 0.003 |
| (30). Tearing personal belongings (books, notebooks or paintings.) | 0.13 | 0.44 | 0.34 | 0.8  | -3.9  | < 0.001 |
| (31). Making sex jokes with students | 0.05 | 0.34 | 0.31 | 0.87 | -5.45 | < 0.001 |
| (32). Getting the student to talk about sex | 0.03 | 0.28 | 0.2  | 0.7  | -4.55 | < 0.001 |
| (33). Calling students with sexual words | 0.04 | 0.34 | 0.2  | 0.66 | -4.82 | < 0.001 |
| (34). Making sexual cues with hand, arm, and eye movements. | 0.04 | 0.33 | 0.27 | 0.73 | -5.89 | < 0.001 |
| (35). Touching students inappropriately | 0.04 | 0.26 | 0.2  | 0.66 | -4.84 | < 0.001 |
| (36). Creating and promoting immoral rumors among students | 0.04 | 0.27 | 0.32 | 0.82 | -6.95 | < 0.001 |
| Total score | 5.76 | 9.74 | 18.3 | 19.15 | -11.39| < 0.001 |

SD: Standard deviation.

Discussion

Our results suggested that from the perspective of teachers, the mean score of teacher violence was significantly lower than that from students' perspective. Vaezi (2018) indicated that students’ experiences of violence in the education system took the form of “harmful education system,” “school dropout,” and “application of care strategies.” They emphasized the
importance of preventive measures against violence at different levels in the education system. Enactment of violence against persons act in the educational system, rehabilitation of injured children, reduction and control of violence in the educational system are effective and preventive measures (Vaeezi, 2018). Teachers considered lower average violence than students because they reported less violence and believed that students punishment was so useful for them to act better (Cluver et al., 2018), even those who experienced violence behaved more aggressively (Scharpf et al., 2021). Suryaningrat et al. (2020) found that aggressive behavior had a direct relationship with aging (Suryaningrat et al., 2020).

We revealed that from the perspective of students, the most violent behavior was “ignoring hand raisers or not answering students’ questions,” while from the perspective of teachers, the most violent behavior was “threatening students to give them lower grades or fail them.” Pajuhi indicated that from the perspective of the students, “blaming the whole class or the group that you are in” had the highest mean score of teacher violence. Rerkswattavorn and Chanprasertpinyo (2019) reported that many teachers tended to do verbal violence than physical violence (Rerkswattavorn and Chanprasertpinyo, 2019).

Our results suggested that men had a higher mean score of teacher violence than women and single people had higher scores than married people. Male teachers seem to have less self-control and violence control because they are less sociable and friendly (Pajuhi and Nadi, 2017). On the other hand, males are more use of aggressive behaviors than females, maybe this difference origin in culture that people expect men that they are tough and inflexible and women are more emotional and they are not nurtured to be harsh (Yarigholi et al., 2018). Also, teachers who are single, perhaps they do not complete their socialization process and they do not manage their behaviors. In addition to, married teacher maybe have children, thus they act compassionately and their patience are more than singles, because they learned formerly (Dehghan, 2016). Previous studies mentioned that emotional condition, teacher well-being, and stress level of teachers caused them to behave aggressively (Miles et al., 2016; Hecker et al., 2018). Working condition is one source of acting violently against students (Scharpf et al., 2021).

Teachers with diploma had higher violence than other teachers did. It should to mention that level of education of teacher is effect on violence, this result is originated that in university many course that belong to psychosocial problems and they learn how they can control their feelings or when they were placed with this situation how they can do the best, so teachers that have diploma and do not have academic education are more susceptible to use violence (Tuna and Aslan, 2018). Ceballos and Carvalho (2019) indicated that low physical work related to physical and verbal violence, theft and robbery, and low emotional ability had a relationship with physical and verbal violence, usage of a weapon, and some types of violence. We found a correlation between the physical, emotional, and future work ability of teachers and school violence, indicating the need to promote a safer environment for work inside the school and in society as a whole (Ceballos and Carvalho, 2019). Romero et al. (2018) demonstrated that teachers’ academic support from adolescents was low in poorly resourced schools. Secondary prevention programs in schools provide students with additional training and academic support in disadvantaged areas, so they can reduce violence and the socioeconomic consequences of adolescents’ school delay (Romero et al., 2018). Fabbri et al. (2021) demonstrated that teachers with low salary acted more aggressively (Fabbri et al., 2021). Devries et al. (2021) believed that economical condition, availability of facilities, a large number of students and supporting system for teaching affected teachers’ behaviors (Devries et al., 2021). Yang et al. (2021) indicated the significant and negative impacts of school violence on teacher professional engagement mediated by teacher self-efficacy. We can alleviate school violence by enhancing participation of school stakeholders and improving teacher–student relationships (Yang et al., 2021).

Public boys’ schools had higher violence scores than other schools. Shiribegi and Moradi (2017) found that the intensity of inappropriate interactions and coercion between male principals was different from female principals, so male principals were more violent and sometimes used illegal power to solve problems. Studies showed that boys’ different physical appearance, societal tolerance, and biological differences might explain some differences in levels of violence between males and females (Butchart et al., 2015; Golshiri et al., 2018). The type of communication between the education system and learners in public schools (vertical and top-down communication) may lead to perception of a higher level of violence in students. Kapa et al. (2018) reported that school personnel should enforce school rules and reduce negative issues in each school, such as student truancy and apathy. As high levels of support reduce instances of violence, these findings have important implications for school environments.

**Conclusion**

Our results indicated that teachers and students had different perspectives on violence. Teachers reported lower violence than students did because they were unaware that their behavior was a form of violence against students or they concealed their violence. In line with this finding, it should necessary that demographic characteristics of teachers like gender, marital status, level of education and etc. are considered and assess related factors more. Violence against children is a significant cause of physical and psychological problems. Governments should guide teachers how to communicate with students properly. Governments should enact a bill to protect
children. The adoption of the most effective teaching methods across the educational system and support of teachers to improve non-violent and positive strategies could be the best ways to protect children from all forms of violence in all settings, including schools.

**Limitation**

Fatigue and boredom of teachers in the last hours of the school time is one of the most common limitations in current study; therefore, to overcome this problem, we tried to attend before start of classes. Another limitation of this study was that some teachers did not care about us, thus we talked to them until they agreed to cooperate. All data were self-reported by teachers, so their self-enhancement biases might have affected the objectivity of the responses. Cultural traits, variation in school and educational management or other characteristics associated with the variance of teacher professional engagement may all be significant. Thus, any cause and effect implication remains unclear. On the other hand, this study is cross-sectional study that many factors may be neglected. Therefore, it is necessary to advance in longitudinal studies that allow for greater explanatory power.

**Data availability statement**

The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

**Ethics statement**

The studies involving human participants were reviewed and approved by Kerman University of Medical Sciences.

**References**

Butchart, A., Mikton, C., Dahlberg, L. L., and Krug, E. G. (2015). Global status report on violence prevention 2014. *Inj. Prev.* 21, 10. doi: 10.1136/injuryprev-2015-041640

Cascardi, M., King, C.H., Rector, D., and DePozzo, J. (2018). School-Based Bullying and Teen Dating Violence Prevention Laws: Overlapping or Distinct? *J. Interpers. Violence* 33, 31. doi: 10.1177/0886260518798357

Ceballos, A., and Carvalho, F. (2019). Violence Against Teachers and Work Ability: A Cross-Sectional Study in Northeast Brazil. *J. Interpers. Violence* 36:20. doi: 10.1177/0886260519881002

Choi, B. (2021). Cycle of violence in school: Longitudinal Reciprocal Relationship Between Student’s Aggression and Teacher’s Use of Corporal Punishment. *J. Interpers. Violence* 36, 20. doi: 10.1177/0886260517741627

Cluver, L., Meintjies, F., Toska, E., Orkin, F. M., Hodes, R., and Sherr, L. (2018). Multitype violence exposures and adolescent antiretroviral nonadherence in South Africa. *AIDS* 32:9. doi: 10.1097/QAD.0000000000001795

Dehghan, S. (2016). The role of educational managers in creating ethical climate and social support and its relationship with organizational performance. *Educ. Train.* 32:17.

Devries, K., Balliet, M., Thornhill, K., Knight, L., Procurer, F., N’Djoré, Y. A. B., et al. (2021). Can the ‘Learn in peace, educate without violence’ intervention in Côte d'Ivoire reduce teacher violence? Development of a theory of change and formative evaluation results. *BMJ Open* 10:13. doi: 10.1136/bmjopen-2020-044645

Fabbri, C., Rodrigues, K., Thornhill, K., Knight, L., Procurer, F., N’Djoré, Y. A. B., et al. (2021). Can the ‘Learn in peace, educate without violence’ intervention in Côte d’Ivoire reduce teacher violence? Development of a theory of change and formative evaluation results. *BMJ Open* 10:13. doi: 10.1136/bmjopen-2020-044645

Ferrara, P., Franceschini, G., Villani, A., and Corsello, G. (2019). Physical, psychological and social impact of school violence on children. *Ital. J. Pediatr.* 45:4. doi: 10.1186/s13052-019-0669-z
Ghaderzadeh, O., and Ghaderi, B. (2016). Multilevel Analysis of Violence: A Survey of Violence Survey of High School Students in Saqez. Strateg. Res. Secur. Soc. Order 5:19.

Golshiri, P. F. Z., Tavakol, A., and Heidari, K. (2018). Youth Violence and Related Risk Factors: A Cross-sectional Study in 2800 Adolescents. Adv. Biomed. Res. 7:8. doi: 10.4103/abr.abr_137_18

Hecker, T., Goessmann, K., Nikula, M., and Hermenau, K. (2018). Teachers’ stress intensifies violent disciplining in Tanzanian secondary schools. Child Abuse Negl. 76:10. doi: 10.1016/j.chiabu.2017.10.019

Jiménez, T. I., Moreno-Ruiz, D., Estévez, E., Callejas-Jerónimo, J., López-Crespo, G., and Valdivia-Salas, S. (2021). Academic Competence, Teacher–Student Relationship, and Violence and Victimization in Adolescents: The Classroom Climate as a Mediator. Int. J. Environ. Res. Public Health 18:16. doi: 10.3390/ijerph18031163

Kapa, R., Luke, J., Throp, D., and Gimbert, B. (2018). Teacher Victimization in Authoritative School Environments. J. Sch. Health 88:9. doi: 10.1111/josh.12607

Kopsoo, R., Isaksen, J., Vermeiren, R., Schwab-Stone, M., Stickley, A., and Ruchkin, V. (2021). Community Violence Exposure and School Functioning in Youth. Cross-Country and Gender Perspectives. Front. Psychol. 9:92402. doi: 10.3389/fpsyg.2021.692402

Kord, H. (2018). Investigating the Relationship between Principals’ Social Support with the Conscientiousness of Khash Secondary Education Teachers. Educ. Syst. Res. 9:12

Lester, S., Lawrence, C., and Ward, C. (2017). What do we know about preventing school violence? A systematic review of systematic reviews. Psychol. Health Med. 7:36. doi: 10.1080/13548506.2017.1282616

López García, A. I., Scharpf, F., Hoeffler, A., and Hecker, T. (2022). Preventing Violence by Teachers in Primary Schools: Study Protocol for a Cluster Randomized Controlled Trial in Haiti. Front. Public Health 9:797267. doi: 10.3389/fpubh.2021.797267

Mahdian, S., Hakimzadeh, R., Safaimovafed, S., and Salehi, K. (2017). Representing teachers’ perceptions and experiences of their social status: A phenomenological study. J. Fam. Res. 38:17.

McMahon, D., Martinez, A., Reddy, A., Espelage, L., and Anderman, E. M. M. (2017). The Wiley Handbook of Violence and Aggression, 2 Edn. Philadelphia: JohnWiley & Sons, 1928.

Miles, S. R., Menefee, D. S., Wanner, J., Teten Tharp, A., and Kent, T. A. (2016). The relationship between emotion dysregulation and impulsive aggression in veterans with posttraumatic stress disorder symptoms. J. Interpers. Violence 31:21. doi: 10.1177/0886260515570746

Nabavi, S., Afrom, G., Delavar, A., and Hosseiniian, S. (2017). Predicting The Mental Health of Teachers Based On The Variables of Self-Efficacy and Social Support. Iran. J. Health Educ. Health Promot. 5:9. doi: 10.30699/acadpuh.jhehp.5.2.129

Navarro, J. L., and Tudge, J. R. (2022). Technologizing Bronfenbrenner: Neo-ecological Theory. Curr. Psychol. 21:17. doi: 10.1007/s12144-022-02738-3

Pajuhi, T., and Nadi, M. (2017). Factor structure, validity, reliability and standardization of teachers’ violence scale (high school students and pre-university students of Ghacazar). Educ. Sci. Res. J. 10:10.

Pandey, A. R., Neupane, T., Chalise, B., Shrestha, N., Chaudhary, S., Dhungana, R. R., et al. (2021). Factors associated with physical and sexual violence among school-going adolescents in Nepal: Findings from Global School-based Student Health Survey. PLoS One 16:15. doi: 10.1371/journal.pone.0248566

Payne, A., and Gottfredson, D. (2019). Communal schools and teacher victimization. Aggress. Behav. 19:11. doi: 10.1002/ab.21826

Pişkin, M., Atik, G., Çınkır, Ş., Oğulmuş, S., Babadogan, C., and Çokluk, O. (2014). The development and validation of teacher violence scale. Eurasian J. Educ. Res. 56, 69–88. doi: 10.14669/eurj.2014.56.3

Rerkwatavorn, C., and Chanprasertpriyaw, W. (2019). Prevention of child physical and verbal abuse from traditional child discipline methods in rural Thailand. Heliyon 5:10. doi: 10.1016/j.heliyon.2019.e02920

Romero, R., Hall, J., and Cluer, L. (2018). Exposure to violence, teacher support, and school delay amongst adolescents in South Africa. Br. J. Educ. Psychol. 21–21.

Scharpf, F., Kirika, A., Masath, F. B., Mikinga, G., Ssenyonga, J., Nyarko-Tetteh, E., et al. (2021). Reducing physical and emotional violence by teachers using the intervention Interaction Competencies with Children –for Teachers (ICC-T): study protocol of a multi-country cluster randomized controlled trial in Ghana, Tanzania, and Uganda. BMC Public Health 21:1930. doi: 10.1186/s12889-021-11950-y

Shirbegi, N., and Moradi, O. (2017). Teachers’ experiences of inappropriate interactions with school principals. J. Sch. Adm. 5:22.

Suryaningrat, R., Mangunsong, F., and Riantoputra, C. (2020). Teachers’ aggressive behaviors: what is considered acceptable and why? Heliyon 6:9. doi: 10.1016/j.heliyon.2020.e05082

Tuna, S., and Aslan, H. (2018). The Relationship between Perceived Social Support and Organizational Commitment Levels of Primary and Secondary School Teachers. Univ. J. Educ. Res. 6:10. doi: 10.1186/s12889-2018-060519

Vaezi, K. (2018). Interpreting the student’s experiences of violence in the educational system. Social work Mag. 6, 5–13.

Wijayaratne, S. (2020). After the violence. J. Relig. Health 59:3. doi: 10.1007/s10943-019-00965-w

Yang, Y., Qin, L., and Ning, L. (2021). School Violence and Teacher Professional Engagement: A Cross-National Study. Front. Psychol. 12:15. doi: 10.3389/fpsyg.2021.628809

Yarigholi, B., Sobhani, M., Ghasabzadeh, J., and Rahimi, H. (2018). Teachers’ Experiences of Causes of Violence in Schools: A Phenomenological Study. New Educ. Thoughts 14:38.