

Verbal Abuse by the Teacher and Student Classroom Participation, Academic Achievement and Problem Behavior in Tbilisi Public Schools

Zhana Kvachadze and Marika Zakareishvili



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Abstract

Objectives: the present study seeks to determine to what extent is the relationship between verbal abuse by a teacher, class participation, academic achievement and problem behavior in the Tbilisi public schools.

Method: Survey design was used and questionnaires were administered to gather information: the “Pupils self-reporting questionnaire of verbal abuse by the teacher” was worked out in the framework of this study. Two well tested questionnaires, “The student participation questionnaire” (Finn 1991) and “Problem behavior measurement scale” (Gresham & Elliott, 1990) were translated from English into Georgian and modified based on our research problems. Research was conducted in ten public schools from all (10) districts of Tbilisi including both, central and outskirt parts. 384 seven and ten graders and twenty teachers participated in the study.

Results: The study found out, that different forms of verbal abuse by a teacher take place in Tbilisi public schools. Public humiliation, as one of the four forms of verbal abuse discussed in the present study was stated by the students at the highest rate. The number of students who reported their not active participation in the class activities was quite high. The percentage of pupils with low academic achievement and problem behavior (externalized and internalized) was also not low. Verbal abuse by a teacher appeared to be positively connected to externalized problem behavior and negatively related to the academic achievement and students’ class participation. No correlation was found between students’ class participation and problem behavior. However, strong connection appeared to be between non participation and externalized problem behavior.

Seemingly unexpected results were found about relation between the students’ classroom participation and academic achievement. High per cent of children with low academic achievement and low per cent of students with high academic achievement proposed to be high participants in class.

Conclusion: The present study like past empirical findings show that existence of verbal abuse by a teacher decreases the level of students’ class participation. On the

contrary it can rise problem behavior in the class and hinder students' academic achievement.

The negative connection between the class participation and academic achievement was explained by the supposition that students' grading process in Tbilisi schools is still based on the old assessment criteria like understanding and memorizing the subject matter by students. Class participation stays ignored by teachers and is not reflected in the marks. On the other hand, students with low academic achievement could be subjunctive when proposing about their participation in class and overestimate their level of participation.

Dedication

To not yet born baby Sesilia Sarishvili who inspired us with her existence all the time with us...

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Abbreviations

IDPs	Internally Displace Persons.
MOES	Ministry of Education and Science of Georgia.
PB	Problem Behavior Measurement Scale.
SES	Social Economic Status of Families.
SP	Student Class Participation Questionnaire.
VA	Pupils Self-Reporting Questionnaire of Verbal.
UNESCO	The United Nations Organization of Educational, Scientific and Cultural Organization.

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Chapter 1: Background of the study

1.1 Introduction

Dignity of the student and his/her full participation in the school life is the main objective of the contemporary system of education (UNESCO, 2004). A school role/obligation became to provide not only literal education for students but also protect their rights as active participants; support their class socialization and emotional development (ibid). Consequently, the role of the teacher is seen as role of facilitator, who interacts with children, recognizes their individuality and dignity and supports their learning and development by encouraging students' full participation in class and school related activities (UNESCO, 1994).

Interaction between teacher and pupil is crucial for student's learning (Crooks et al. 2007). Furthermore, in nowadays world when aggression and violence happens often in child's surrounding teacher became responsible to protect children's dignity and facilitate pupil's skills of peaceful conflict resolution (UNESCO, 2004).

However, sometimes teacher themselves become a source of violence towards children that hinders their participation in class (Birch & Ladd 1997, Garbarino 1978). At the same time, many researchers found, that problematic teacher child relationship and low level of class participation is related to poor academic performance, such as low academic achievement and problem behavior (Finn 1989; Fredricks et al. 2004; Mullen et al. 1996).

The present study aims to examine how problematic teacher child relationship influences students proper functioning in Tbilisi schools. More particularly, how verbal abuse by the teacher is connected with children's class participation, his/her academic achievements and problem behavior. The importance of this study is evidenced by well-established findings that verbal abuse by the teacher has been

linked to adverse development outcomes such as decreased academic performance, poor self-esteem and increases in the drop out rate (Elbedour et al. 1997). Thus the research problem of our study is:

To what extent is it a relationship between verbal abuse by the teacher and pupils class participation and academic achievement and problem behavior in Tbilisi public schools.

1.2 Policy and legislation in Georgia

Implementation of the new education standards in Georgian education system has start since 2004 (MOES, 2007). Development of education system was connected with reforms. It caused changes in governing and funding of the system, the philosophy of education was changed as well (ibid).

The most important principals in “Georgian National General Education Goals” are: increase pupils participation in classroom setting, give them free choice, facilitate their creativity and develop value of proper citizen (Parliament of Georgia, 2004).

The implementation of the goals in general education level (mainstream education) was started by government simultaneously on different issues: National Curriculum, Books, Assessment strategies, National Examination and Teacher's Professional training and development (MOES, 2005). This last issue is one of the most important, because a teacher is one who is directly connected with the child and can support or impede pupils' learning and development (MOES, 2006). Unlike soviet system where the teacher was an authoritarian leader of the class, the new system of teaching has the goal of organizing child centered education (National Curriculum & Assessment centre, 2008). Child centered education is for the student placed in the centre of the educational setting, where the student is seen as active participant and powerful stakeholder of his own education and educational system in general. For making this principal stronger several steps were taking by the government:

(1) *Making policy*. In 2008 “Professional standards for teachers” were adapted by the Ministry of Education and Science of Georgia. This set of standards obliges teachers to be aware of their responsibilities in the process of pupils’ social and emotional development, protect pupils from school violence, facilitate positive relationship among them and provide their full participation in the class-work (Teacher professional development center, 2008). The valuable statement in the document is that teachers have to use positive communication skills as a tool for motivating children to be fully involved in the learning process (ibid).

Furthermore, in 2008 the Ministry of Education and Science of Georgia worked out a draft version of the code of conduct for teachers. This is the first regulative document in Georgia, which clearly defines bans and administrative punishments in case teachers break rules. It is important to underline, that according to this document one of the most severe violation of rules is considered to be verbal and emotional abuse by a teacher towards a child.

(2) *School autonomy*. A significant step in the educational reform was granting schools autonomy (MOES, 2005). This gives an opportunity to teachers to be free and creative in learning process and take into the account individuality of students and their learning capabilities.

Thus, the aim of this study was to examine a verbally abusive interaction of a teacher towards a child, it’s influence over child’s participation, academic achievements and problem behavior in class, having as a background recent changes in the Georgian general education system.

1.3 Changes in Georgian education system

Currently the general education system in Georgia is represented by following stages: primary education (age of 6-11 years); basic education (age of 11-14 years); secondary education (age of 15-17 years). According to the Georgian Constitution primary and basic education is universal and mandatory (Parliament of Georgia,

1995). Therefore the demand of population and correspondingly of the Constitution on the accessibility to the primary and basic education are fulfilled. The interests of the national minorities of Georgia are also taken into account (MOES, 2007).

However, still in Georgia exists vulnerable strata which is excluded from meaningful participation in education. For instance, children with special needs (physical, psychological, mental disabilities, street children and children from low SES and IDPs (ibid).

To provide education for all and reach individual student's potential a new curriculum was created for all the levels of school education. The new curriculum was introduced to the teachers by the Ministry of Education and Science allover Georgia.

External evaluation of the ongoing reforms in the education system shows that teachers gained positive attitudes towards new curricula, they try to use active teaching methods, appreciate children's individuality, significant numbers of teachers are noting that their freedom of choice has increased by adoption of the new curriculum (MOES, 2007). Most teachers understand that new curriculum better facilitates their ability to teach all levels of students at the same time. However, still there are many barriers for effective teaching in Georgian schools (ibid). The factor most frequently mentioned by teachers is class size. In focus group discussions with teachers, respondents emphasized that large class sizes is one of the biggest challenges that they face in practice. Because of a shortage of funding, some schools are not able to split classes of 38 to 40 students and a large number of students at the lesson make it very difficult to approach each student individually and meet their needs (MOES, 2007). Many studies show that small class size creates favorable circumstances for worm teacher-child relationship and children's classroom participation (Achilles & Finn 2002, Finn et al. 2003) and in the contrary "Risk factors for serious school violence include larger school size" (MOES, 2007).

To solve the abovementioned issue the low which is for decreasing the number of students in the class from 40-45 to 25-30 was brought in. Since the educational stakeholders expect small class size offers the favorable environment for close and

positive relationship between teacher and a child and supports student full engagement.

1.4 Statement of research problem

One of the most significant environments for the child is a school, where the student can be self-realized, and powerful agent who can influence and change the school milieu in his own behalf. Another powerful player in the same setting is the teacher, who fosters student's feeling of belongingness to school environment, and helps them to benefit from educational setting as much as possible.

Hence, inappropriate relation between child and teacher may serve as a significant barrier for students' participation and self realization in school. Negative relationship between a child and a teacher can be explained in different ways. Sometimes it may take a form of abuse by a teacher. Strict regulations have been created against physical punishment in education system. However, psychological abuse that means to expose a child to violence by humiliating, neglecting or terrorizing him/her (Shumba 2002, Geaser 2002) still exists in schools. Psychological abuse is less evident, but very dangerous (Crooks & Wolfe 2007). One of the frequently used forms of psychological abuse is verbal abuse by a teacher towards children. " Many adults mention past incidences of verbal abuse by the teacher as the most overwhelming negative experience in their lives" (Brendgen et al. 2006, p. 1585). Moreover, researches show that teachers' verbal abuse is not only a "Bad memory", it also has a significant influence over students' academic achievement and problem behavior (Brendgen et al. 2007).

Study was conducted recently in Georgia and 1300 children of age from 10 to 17 were interviewed in different regions of the country. Subject of the interviews was whether these children experienced physical, psychological and sexual abuse by adults and other children or not. It appeared that verbal abuse by a teacher is not uncommon in Georgian reality (Shapiro et al. 2007).

24.8% of respondent children stated high rate of physical abuse, 26.9% stated high rate of psychological victimization in the schools. However, the most common types of psychological victimization were verbal put downs: shouting, swearing, threatening with bad marks, calling names, insulting and making child feel stupid (Shapiro et al. 2007).

Above mentioned research shows that verbal abuse by a teacher towards children exists in Georgian school reality. Under these circumstances and based on outcomes of several other researches (internationally) it was challenging for the present study to observe if there is any connection between verbal abuse by a teacher towards children and their classroom participation, behavior and academic outcomes in Tbilisi public schools. Consequently the research problem of our study is:

To what extent is there a relationship between verbal abuse by the teacher and pupils' class participation and academic achievement and problem behavior in Tbilisi public schools.

Based on the research problem of the study, the following questions will be answered:

- (1) To what extent verbal abuse by the teacher is connected to academic achievement and problem behavior in Tbilisi public schools.
- (2) To what extent student participation in classroom activities is related to academic achievement and problem behavior in Tbilisi public schools.
- (3) To what extent is there a relationship between verbal abuse by the teacher and student classroom participation in Tbilisi public schools.

1.5 Significance of the study

The outcomes of the present study may be useful for the following:

- ✓ The present project is the first study in Georgian reality, which gives an overview of existence of verbal abuse by the teacher towards children in Tbilisi public schools and its connection to school related outcomes.
- ✓ The outcomes of the study may be used by educational stakeholders in planning and running trainings for school personnel.
- ✓ The policy makers may use the findings of the study while planning school related policy documents and regulations, to improve quality of education and implement the child centered approach in Georgian school setting.

1.6 Overview of the thesis

The thesis is consist of five chapters. Two of the given sections are concentrated more on expressing the context of the study and the theoretical perspective it is based on. Rest of the chapters (3-5) are focused on what kind of methods where used to feet the research question, how data were realized and what results were obtained.

Chapter 1 gives an overview of importance of running this study.

Chapter 2 describes what is the theoretical base of the study (previous related researches and relevant theories). How the concepts (variables) are defined.

Chapter 3 answers the questions: why the used method was chosen? How it fits our research problem and questions? What statistical procedure was relevant?

Chapter 4 deals with the question what results where obtained and how they suit together with the theoretical presumptions and previous researches.

Chapter 5 concludes main findings of the thesis and gives recommendations for future studies.

Chapter 2: Theoretical overview

2.1 Student class participation

Human development is a process of people's active participation in their surrounding and socio-cultural activities of their communities. Rather than individual development being influenced by his environment, people develop as they participate enthusiastically in it. This statement of Barbara Rogoff (2003) can be interpreted that, a child as a developing human being is not a passive body constantly being influenced by his/her surrounding and culture. He is rather a significant part of the environment and an active participant in his own development and learning. As the child participates, he/she modifies the world around him and at the same time is modified by it. This is a process of human development and participation is considered to be of major importance (ibid).

It is essential to mention, participation with others in joint activities is especially important for development and learning. Involvement in joint activities requires that the participants can take others' perspectives, be able to moderate their understandings and behavior in order to suit other practices. To be more precise, when people participate in joined activities and try to accomplish things together, they also try to "bridge" their different perspectives and understandings; cooperate efforts; moderate their behavior in order to suit others. Such mutual acting and understanding occurs between people in interaction. Modifications in each participant's perspective are necessary to complete things together. The modifications are process of development (Rogoff 2003).

Moreover, whilst interaction, people can serve as guiders for others, mostly for younger or less experienced ones. This fact of "guided participation" was also described by Rogoff (2003). In the process of guided participation guiders help children to acquire new skills and knowledge and consequently, learn and develop.

Vygotsky (1978) describes the importance of guiding within the school system. In the process of communication a teacher helps a child's potential abilities to develop. In particular, one of the main role of a teacher as a guider is to help students to solve the task, which they are not able to do independently, but can perform, when are guided. During the guiding process, teacher can give to a student a clue, explain or model a way, how the task is meant to be solved. Such means of teaching used by the guider enables the student to solve tasks which otherwise are beyond his abilities. This level of potential abilities or development of the child determined through problem solving under adult guidance is known as the zone of proximal development (ibid). "What is in the zone of proximal development today will be the actual developmental level tomorrow" (p.87). That is, what the child can do under adults assistance at the moment, will be able to do independently in the future. Thus, participation in joint activities with a guider is very important to child's potential abilities to develop.

Participation in class, as an important aspect of students learning and development, is one the key concept in the present project

2.1.1 Defining student classroom participation

Participation is regarded as behavioral component of student's engagement or involvement in school activities (Finn 1993). In other words, participation is student's behavioral engagement in class or school. There are also two other components of school engagement: Emotional engagement which is attachment or identification with school (ibid). To be emotionally engaged in school means to have "ties" and "bonds" and the feeling of identification with school. Another form of engagement is cognitive engagement in school. That is psychological and cognitive investment in learning (Fredricks et al. 2004). All forms of school engagement are essential to the student to be successful in school. However, behavioral engagement (participation) in class is regarded as "minimal essential condition" (Finn 1989, p.127) for learning in class. To be able to study and benefit from learning, the student is supposed to follow

class rules and demands. Particularly, complete class assignment, do homework, study, memorize, respond to requirements and questions posed by the teacher and so on. All these behaviors listed above are seen to be participatory behaviors in class. Small children, as soon as they enter the school are supposed to exhibit such kinds of participatory behaviors. As children grow their participation may take more elaborated forms. If the student, for example, in the first grade is mostly concentrated on class rules, in the upper grades he becomes more independent and autonomous and starts to take initiative in his own education.

To describe different forms of participation and its elaboration from grade to grade, Finn (1989) has identified four levels of participation:

The first level – respond to requirements –is when student participation is mostly expressed by following teachers and class demands. Learners attend the class, attend to teachers, respond to directions or questions posed by the teacher (ibid). All these participatory behaviors occur in the primary grades and remain essential throughout the school years (Finn 1993). Students, who fail to meet these basic requirements of classroom, are likely to experience immediate learning difficulties as well as more severe behavior problems in later years (Finn and Rock 1995).

The second level participation –initiative taking - is when students increases his independence in class. It means that the student not only completes class rules, but takes initiation in learning process and invests a lot in his own education. In other words, the student tries to get information on his own and extend his knowledge. For this purpose he poses questions in class, initiates dialogue with the teacher before, during or after classes, display enthusiasm by doing more class work or homework than is required, is persistent when confronted to academic difficulties and the like.

The third and fourth levels involve participation in school-related activities like athletics or school governance. These two levels of participation, since they concern out of class participation are not the interest of our study.

2.1.2 Student classroom participation related to gender

Students' gender was one of the background information for this project. It is interesting to investigate whether there is any connection between child's class participation and gender. This kind of relationship was explored by several studies. Voelkl (1997) investigated the antecedents of students' identification with school. Namely, he explored on longitudinal pattern of academic achievement and classroom participation among 1335 African –American and white students. Findings showed, classroom participation and academic achievement were significant predictors of identification of white female students (ibid).

Another study conducted to measure 4 graders participation in classroom activities showed correlation between gender and the level of participation. Particularly, female youngsters exhibited higher level of participation on average than males (Finn, 1991).

Both these researches were done in different cultural contexts, therefore it is interesting to discuss these findings in comparison with the present study outcomes in terms of data presentation and analytical part.

2.2 Student's academic achievement

In the present study academic achievement is not considered in its broad understanding, it is defined only as grades gained by a student on different school subjects. Grades were chosen as indicators since they offer a very concrete measurement of student performance. Moreover grading is the area that is directly influenced by the teacher's attitude towards a student (Birch & Ladd 1997, Hamre & Pianta 2001). Therefore, "teacher's' grades rather than standardized test scores should be more related to student-teacher relationships as grades are more subjective and the student-teacher relationship may play a more important role in assigning grades process (DiLalla et al. 2004).

2.2.1 Student's classroom participation and academic achievement

Student's classroom participation is positively related to improvement in academic achievement (Ladd, Bush & Seid 2000; Finn 1898; Finn 1991; Finn 1993).

Participation in the early grades is related to school performance and behavior in the later years (Finn 1991, Valiente et al. 2008). Particularly, students in the primary grades can fail to participate in class activities due to lack of interest, inattentiveness or different kinds of learning problems. The student who finds difficult to study, memorize, respond to teachers' questions or display other participatory behavior, is more likely to fail in academic achievement and gains low marks in different school subjects. Over the year students' non participation or disengagement which is accompanied by low grades may evolve into problem behavior, like, truancy, dropping out of school etc. (Finn 1991). On the contrary, participation reflects an internal motivation and learning –goal orientation of the learner that directs ones behavior and effort towards classroom tasks and demands (Dweck 1989; Gottfried et al. 1994 cited in Valiente et al. 2008). Students, who are highly involved in class activities, are high in effortful control. Effortful control is student's ability to regulate attention, delay gratification and be persistent when doing difficult academic tasks and the like. The student high in effortful control has high academic competence and is tend to gain high grades. This student is less likely to fail in school performance or display disruptive behavior in class.

Finn (1993) concludes that the connection between academic achievement and school engagement – as exhibited through attendance, classroom behavior and participation outside the regular program – is strong and consistent. Study conducted on different racial-ethnic groups (Asian or Pacific Islander; Hispanic, regardless of race; Black and White, not of Hispanic origin) showed a strong linear association of participation with academic achievement. That is, the higher the participation level is, the higher academic scores (average) are. These results remained unchanged when SES (Socio Economic Status) of the student's family was controlled. Besides, it appeared that association of participation with academic achievement was equally

characteristic of girls and boys and of all ethnical groups which participated in abovementioned study. That is, regardless the gender and race high level of participation appeared to be a strong determinant for high academic achievement in schools. These findings of Finn serve as a powerful argument for connection between student's academic achievement and school participation.

To describe how academic achievement is regulated by student school participation Finn (1989) had developed Participation – Identification model (PI) of school engagement:

✓ *PI model*

To understand PI model several steps should be discussed:

(a) Participation in class activities leads a child to high academic achievement -

In light of PI model, most children, as they enter the school, are willing to participate in class activities. That is, learners in the primary grades try to adhere to classroom rules and norms, attend to the teacher, respond her questions and requests and the like. Under favorable circumstances, the student who participates, is tend to be succeeded in academic performance (do academic tasks well and shows socially accepted behavior). Consequently, he is likely to be awarded with high grades. By favorable circumstances the following is meant: (1) The student is skilled enough to learn and respond to class demands. Children, who are cognitively mature, exhibit higher level of participation and academic achievement in class (Reynolds and Bezruczko 1993 cited in Ladd et al. 2000); (2) Instructions given in class should correspond to student's abilities (is not difficult to understand); (3) Teacher creates the class environment, that meets different needs of the learner.

(b) Students with high academic achievement are likely to develop a feeling of identification with school - A pupil, who often is rewarded for his effort to follow rules and participate in class, feels comfortable and is tend to develop positive affection towards the school. In other wards, the student emerges to be not only behaviorally, but also emotionally engaged in school. As mentioned earlier, to be

emotionally engaged means to have a feeling of identification with school (identification with school is regarded as emotional component of engagement, or emotional engagement, whilst participation is seen as behavioral engagement). Finn (1989) argues, that “identification with school” consists of feeling of “belongingness” and “value”. The first one primarily implies, that the student feels like a part of the school and as if the school is a part of the student. The second (“value”) means that the student thinks, school is important to him and consequently he values school related activities and outcomes.

(c) Feeling of identification with school positively influences student class participation in turn - Not surprisingly, the Student with strong feeling of identification with school, who thinks that he belongs in school and values school activities is motivated to participate in class. This student is more tend than his peers to follow enthusiastically class rules; take initiative during the lesson, ask questions, seek information in encyclopedia etc.

Thus, as we can see, the developmental cycle is created, named as PI model. Within this cycle high level of student class participation accompanied with high academic achievement leads the student to the feeling of identification with school. The latter in turn influences student’s class participation in a positive way.

The unrestricted movement of developmental cycle is crucial for the child to learn and develop. Furthermore, it should be taken into account that, children do not enter the school with already existed feeling of identification with school. However, they start as willing participants and the feeling of identification develops gradually as an outcome of high level of participation and high academic achievement linkage.

✓ *LPA model*

Ladd Bush and Said (2000) are critical to Finn who states that school participation accompanied by high grades brings about student’s feeling of identification with school (1989). They developed a model called “School liking – Participation - Academic Achievement” (LPA model).

First of all it is important to underline, that the concept named as *Identification* by Finn is synonym with *School liking* by students in LPA model. It is so, because children who feel positively about school are tend to develop “ties” or “attachment” to school and emerge to be emotionally engaged in school activities. Attachment or emotional engagement represents Student’s identification with school (Voelkl 1997).

The LPA model was created on base of the study conducted by Ladd et al. (2000). The aim of this study was to assess to what extent students early sentiments towards school determine student’s classroom participation and academic achievement. School liking was viewed as one of several “entry” factors. “Entry factors” means that students develop emotional sentiments towards school (they like or dislike the school) early in kindergarten or in primary grades soon as they enter the grade school. It appeared that school liking along with other “entry” factors (family background, parents’ education, student’s preacademic preparation etc.) determines student’s willingness to participate in class activities. Students who like school are more tend to adhere class rules and demands and participate in class activities. High level of class participation itself leads the student to high academic achievement.

Thus, as it can be seen, the study by Ladd and colleagues (2000) found more support for the premises that children’s initial school liking fosters classroom participation and academic achievement. No support was found for the contention that early participation and academic achievement increases school liking or identification with school as it was described by Finn (1989). Thus, school liking is a cause rather than a consequences of early classroom participation. Moreover, the same study (by Ladd et al. 2000) found out, that the sentiments children develop early in the school year are likely to persist over time.

These findings of Ladd and colleagues (2000) is very important to take into account. If school liking in primary grades is significant determinant of student school participation and academic achievement over the school years, more effort should be taken in primary grades to evoke students positive feelings towards school. Yet very little is done to prepare children for school transition (ibid). In school where there are

increased academic and other demands small children if they fail to meet such demands can easily get frustrated. These children probably are less likely to develop positive feelings towards school and consequently, are less motivated to participate in class.

The study by Ladd et al. (2000) is also interesting for our research, since, in spite of the fact that it criticizes the PI model by Finn (1989), it supports the premise (like PI model), that class participation is a strong determinant for student's academic achievement.

2.3 Verbal abuse by the teacher

In the past, most societies permitted physical punishment of children by teachers. There were no legal statements or scientific works for defining and preventing different forms of child abuse (Garbarino 1978). Since the middle of XX century issues related to the child protection from any kind of abuse have been brought up and regulations protecting children's rights have been created (ibid). Consequently, the concept of child abuse has been discussed broadly.

Many scholars conceptualized abuse of children as a range of behaviors and conditions such as: (1) **physical abuse** - a form of abuse which causes feelings of pain, injury, or other physical suffering. It may be expressed as striking, punching, slapping etc. towards the child (Crooks & Wolfe 2007), (2) **child sexual abuse** is a form of child abuse in which a child is abused for the sexual enjoyment of an adult or older adolescent (Hamarman & Bernet 2000) and (3) **psychological (emotional) abuse** that is most severe part of child abuse (Crooks & Wolfe 2007) because "it is not visible by physical injuries, however, persists long and destroys child's normal development" (Shumba 2001, pg.784). Therefore, emotional abuse is not a way of mistreating the child by harming him/her physically (Glaser 2002). It is more about a child abuse by: isolating, terrorizing, over-pressuring, rejecting and abusing verbally (Hamarman & Bernet 2000, Crooks & Wolfe 2007). The priority of the present study

is only verbal abuse out of forms of the psychological abuses listed above.

Particularly, the study targets verbal abuse by a teacher towards children. This form of psychological abuse is considered by the scholars (Garbarino et al. 1986, Glaser 2002) as the most frequent form of abuses in the school education system (Brendgen et al. 2007, Olweus 1996, cited in Brendeg et al 2006). For example Branam (1972) states in his research that teachers are involved more often than others (even parents) in personality conflicts with children and their humiliation in front of class.

Casarjian (2002) gives a general definition of the term verbal abuse by the teacher as: "teachers verbal attacks on the students character or ability" (Casarjian 2000, cited in Brendeg et al.2007, p.27). This definition by Casarjian (2002) is used in the present study, since it gives general understanding that "teachers verbal attacks" are influencing important parts of a child personality, like abilities and character.

"Verbal attacks" are the ways of how verbal abuse is expressed. The present study groups frequently used "verbal attacks" under the following five categories of verbal abuse: **"Verbal put downs and name calling"** – under this dimension several scholars combine teasing, name-calling, or yelling at the child (Casarjian 2000, Garbarino et al. 1986). For example calling the child rude names like "dummy", "stupid" etc. **"Threats"** - implies inappropriate threats towards the child for trying to control his /her behavior. Like harassed a student to withdraw him/her from the class or school (Krugman& Krugman 1984, Shumba 2002). **"Negative Predictions"** - Is discussed as saying to child that he/she will never be successful in school or even in life (Schaefer 1997). **"Ridiculing and teasing"** – Is argued to be sarcastic comments about child's mistakes, and sometimes even on student's appearance (Garbarino et al. 1986, Schaefer 1997). **"Shaming and public criticizing"** - Discussing child's weak point in front of the class, comparing the one to other children and often criticizing him publicly (Schaefer 1997).

Each of the above mentioned negative verbal activities by a teacher pay an impact on "child's character and ability" by depriving child's self-esteem. This might cause impediments to the development of self-actualization tendencies in the class (Branam

1972) and barrier child's proper functioning like hindrance pupils participation and exhibition of socially accepted behavior.

2.3.1 Prevalence of verbal abuse by the teacher

Olweus (1996) examined the prevalence of verbal abuse by the teacher in a sample of 2,400 Norwegian students in the grades 6-9. He found that only a small minority 1.67% of students appear to become victims of verbal abuse by the teacher (Olweus 1996 cited in Brendgen et.al 2007).

The same results came out of the study done by Casarjian. 11% of 700 North American students indicated more than 31 incidences of psychological abuse by the teacher over the course of the school year (Casarjian 2000). Moreover, only about one fourth (2.7%) of this eleven percent reported being specifically the target of verbal abuse from a teacher.

Brendgen et al. (2006) also found out that the majority of children do not become the target of verbal attacks. In addition to this finding his study showed that about 15% of children are at high risks to become an object of verbal abuse by a teacher, and this risk relates the most children who are regarded as trouble makers in the class.

Based on the all above mentioned we can make a conclusion that only a small number of pupil are object of verbal abuse by a teacher. At the same time the children who show problem behavior or have difficulties in learning are more likely to be at high risk of becoming a victim of verbal abuse by a teacher (Brendgen et al. 2006; Olweus 1996, cited in Brendgen 2006 ; Casarjian 2000).

The interesting connections were found between age of a child and verbal abuse by a teacher. According to the studies' results the age of verbal abuse victims vary from study to study. Smith (1999) states that the average percentage of students being verbally abused decreases with age, dropping from 15% in 2nd grade to 5% in 9th grade (Smith 1999, cited in Chapell et.al 2004). In another research the pattern of decreasing verbal abuse with age in primary and secondary schools was not detected

and verbal abuse by the teachers appears to be a common thing among adults as well (Chapell's et al. 2004). It means that we can not state firmly that children from low grades are more abused by the teacher than adults, this phenomena is stable in time and can occur even on the high education levels.

In line with age and verbal abuse connections, number of other studies defined links between gender and verbal abuse. It appeared, that boys rather than girls more frequently experience verbal abuse by the teacher (Casarjian 2000, Brendgen et al. 2006). Although girls are less frequently abused, it seems that they are more sensitive towards rough verbal expressions by the teacher than boys. Impact of verbal abuse on females is so dramatic that it has more negative influence on academic achievements rather than in the case with boys. Sometimes girls even fail to obtain high school diploma (Brendgen et al. 2007).

In Georgia one research has been done to explore on psychological abuse. Psychological abuse from parents and teachers towards children and peer-to peer was measured in the school, home and residential institutions. Population of this study was 1300 children from 93 schools of age 10 to 17 from Tbilisi and different regions of the county (Shapiro et al. 2007).

The study showed that 42.7% of children report to be psychologically abused in Tbilisi. Children from regions reported to experience psychological abuse more frequently 49,2% than children from Tbilisi. Boys appeared to be victims of abuse more often 50,7% than girls 44,3% ; Children of age 12-13 emerged to be most frequently abused 50,5% compared to other age groups.

The number of children being psychologically abused in Tbilisi (42.7%) is relatively high than it was in Casarjian (2000) and Olweus (1996) studies. The reason might be that psychological abuse was explored not only in schools but also in homes and residential houses and the perpetrators were meant to be not only teachers, but parents and other adults too.

As it was underlined above the prevalence of verbal abuse varies from culture to culture (Brendgen et al. 2007). However, in most cases it is directed towards small percent of children who are regarded as problem behavior students. Verbal abuse correlates with gender. Male students experience more often verbal abuse than females. The data did not indicated considerable differences between age groups concerning experiencing verbal abuse.

2.3.2 The connection between verbal abuse by the teacher and academic achievement

Teacher's abusive interaction with students creates unfavorable milieu for learning process. Even in case, when children are able to deal with academic tasks, they can fail and gain low grades because of non-supportive and unfriendly classroom environment. A number of studies show that verbal abuse by a teacher is one of the serious factors that influences child's academic achievements. Aggressive victims of abuse had lower grade point averages than all other groups of children (Toblin et al. 2005). Moreover, repeated verbal abuse by the teacher in the elementary school was significantly related to low academic achievement during early adolescence (Brendgen et al. 2006, Glaser 2002). Furthermore, verbal abuse by the teacher was negatively related to individuals' probability of having a high school diploma by the age of 23 (Brendgen et al. 2007).

We also know that teacher-child closeness and teachers' emotional warm tone when interacting with the children can significantly enhance student's school achievement (DiLalla et al. 2004).

The effect that verbal abuse by the teacher may decrease child's academic achievement can be discussed in several ways:

A pupil's permanent attribution about teachers' negative verbalizations increases level of anxiety in children (Chapell 2004). A student who permanently gets sarcastic remarks about his/her mistakes (in academic tasks) is more likely to experience a feeling of anxiety towards school activities (Beck et al. 1992). Anxiety per se influences academic motivation and decreases academic outcomes of the

child (Hughes et al. 1999). Feeling of anxiety is characteristic for 88% of children who are verbally abused by the teachers (Krugman & Krugman 1984). This is a quite a high percentage and underlines how harmful verbal abuse can be for students' school functioning. It is important to bare in mind that a teacher is the position of making assessment of students academic competence. That means, the student receives feedback about his academic performance only from the teacher. Nobody else like parents, peers or others can give different view about the same matter. The fact that teacher is the most powerful in assessing child's academic competence increases probability that students anxiety will rise when the teacher uses verbally abusive expression towards him/her (Achenbach et al. 1987).

It can be assumed that verbal abuse by the teacher may increase child's feeling of anxiety and decrease his motivation to be actively involved in the school activities, that often becomes a cause of a low academic outcome. Additionally, the fact that teacher is the only one who is capable to assesses the child's academic competence makes stronger his/hers influence on pupil's academic achievement.

2.3.3 The connection between students' classroom participation and verbal abuse by the teacher

Several studies have showed that there is the correlation between warm teacher-child relationship and students' classroom participation (Birch & Ladd 1997, Hamre & Pianta 2001). The same authors point out that abusive interaction of the teacher with children disengages students from learning opportunity.

Glaser (2002) has stated, that "Failing to promote the child's social adaptation" (p. 704) is discussed to be one of the fatal results of verbal abuse. Mis-socialization and failure to provide adequate cognitive stimulus and/or opportunities for experiential learning is meant under the failure of social adaptation (ibid).

Krugman & Krugman (1984) found that children who experience frequently verbal abuse by the teacher were likely to be at risk for further behavioral, emotional, and social maladjustment. These children failed more often on important learning

opportunities with regard to academic content. Failing out on learning opportunity is the same as failing to take advantage of constructive strategies for learning which is considered by Finn (1993) as non participatory behavior. Such as skipping classes, being unprepared, exceptionally passive or withdrawn etc. All these non participatory behaviors hinder the student to take advantage of learning environment.

On the other hand, having warm and open communication with the classroom teacher may foster greater involvement or engagement of a child in school. (Birch & Ladd 1997). A conclusion can be that verbal abuse by the teacher diminishes students opportunity to benefit from learning process and his engagement in class, which can lead to students' reduced classroom participation. This can be illustrated as in figure N 1

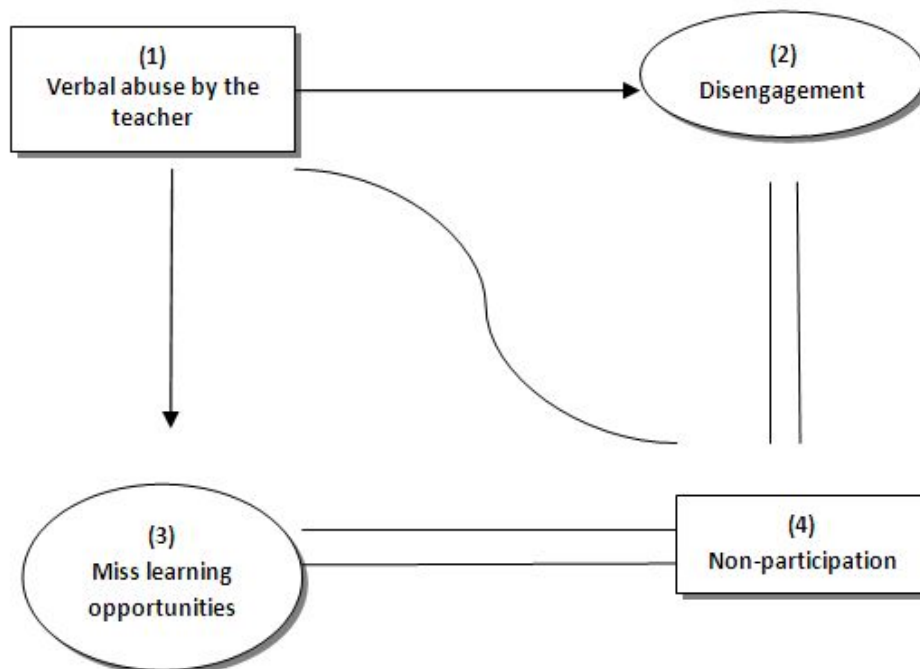


Figure 1: Relation between verbal abuse and participation

The figure N 1 shows that: verbal abuse leads to disengagement of the pupil from the class situation (connection 1-2) (Birch & Ladd 1997, Hamre & Pianta 2001). Verbal abuse also can hinder child's opportunity to benefit from the learning process (connection 1-3) (Krugman & Krugman 1984, Glaser 2002). According to Finn (1993) disengagement as well as missing learning opportunities are discussed as non participatory behaviors (connection 2-4 and 3-4). It means that, on the one hand, verbal abuse is connected with both disengagement and missing learning opportunities (connections: 1-2, 1-3). Thus disengagement and missing learning opportunities are regarded as non participatory behaviors (connections: 2-4, 3-4). Hence, it can be concluded that verbal abuse is related to non participatory behavior (connection 1-4).

2.4 Problem behaviour in class

Definition of problem behavior varies depending on the theoretical bases that defines the understanding of the phenomena. Mostly the debate is fueled by the argument whether behavior is determined mainly by situational factors or by personality characteristics that remain consistent across situations and time (Achenbach et al. 1987). Psychodynamic theory for instance is more focused on personality aspect while discussing the behavior and assumes that children should deal with id, ego and super-ego conflicts. From the behavioral theory perspective behavioral deviance is maladaptive behavior that has been learned and maintained through the effects of reinforcement and punishment (Apter 1982). All cited theories disagree upon the premise which factor, situational or personal influences behavior. However, all of them agree that behavior is changeable across situation.

In the present study behavior is considered to be related to the environmental factors to a high degree. If behavior is appropriate to the context it is considered as a norm. For example, expression of aggression in a conflict situation will not necessarily be regarded as problematic. The same activity becomes problematic when it is exhibited: "in the wrong places, at the wrong time, in the presence of the wrong

people, and to an inappropriate degree" (Reiner 1980, cited in Apter, 1982, p. 12). It means that the environment and the observer "who is in position of power" can define it as problematic (Ullman & Krasner 1969, cited in Apter 1982). In the class situation, it is the teacher who is in power to define child's behaviors as problematic.

These idea is well developed by Barker (1968) and later by Gump (1975) in the ecological network model. The model consists of three nested systems or levels. The first level and the basic environmental unit is the behavior setting that consists of physical milieu, a program of activities, inhabitants, and location in time and space. A child in a behavior setting (such as classroom) is component of the setting and is also significantly influenced by the expectations, constraints and opportunities available in that setting (Barker 1968 and Gump 1975, cited in Apter 1982). Therefore in any behavior setting, disturbing behavior is seen as the product of the interaction between the child and elements of the setting (ibid).

A child that is not properly understood by the other member of a setting, can lead that he/she is permanently receiving inappropriate feedbacks. These inappropriate feedbacks makes behavior more and more problematic. Several studies show that teachers' interactions with aggressive-disruptive children is often angry, critical, and punitive (Brendgen et.al 2006).

As Cooper assumes: " What the child is communicating when they act out or withdraw is that something is wrong in their world and that they want or need help to sort the problem out. Ironically their cry for help often appears to take the opposite form, and comes out as an aggression" (Cooper 1999, p.11). Teachers do often not notice the real reason which lies behind aggression. For example challenges in learning, emotional difficulties or environment which fails to meet children's needs. Thus, teachers try to deal with only problem behavior that is visible that again can reinforce the-student's misbehavior.

Children have different ways to react towards an intolerant environment. Their behavior can vary from extremely aggressive manner (externalized behavior) up to severe depressed mood and isolation from the setting (internalized behavior).

Externalizing problem behavior consists of negative emotions directed against others, such as anger, aggression, frustration, and fear (Halonen et al. 2006). The prevalence of externalizing disorders among children varies between 2% and 15%, depending on how the behavior is measured and how the behavior is defined (Hinshaw 1992). In some studies, externalizing problems include only antisocial behavior while in others, hyperactivity and attention deficit are included (Rapport 2001).

Internalizing problem behavior is characterized by negative emotions directed at oneself rather than others (Halonen et al. 2006). Often it is difficult to identify internalized problem behavior, since it is less visible than externalized (Ialongo et.al 2001).

In the present study the definition of problem behavior by Gresham and Elliott (1990) has been used. As it covers both forms of problem behavior: Externalized - “inappropriate behaviors involving verbal or physical aggression towards others, poor control of temper and arguing” and Internalized – “behaviors indicating anxiety, sadness, loneliness and poor self-esteem” (Gresham and Elliott 1990, pg.4)

2.4.1 The connection between verbal abuse by the teacher and students’ problem behavior

Many studies document that verbal abuse by the teacher may increase misbehavior of the child in the class. Children who are frequently verbally abused are more verbally and physically aggressive, have worst self-concepts and suffer with more behavior problems (Gabarino 1978). Teachers hostile responses provide the children with a model of aggressive behavior as an acceptable means of social interaction (Brendgen et al. 2006, Chapell 2004).

Opposite a positive interaction between the teacher and the children reduces behavioral problems in the classes (Hughes et al. 2001). Study showed that whilst working with children’s problem behavior teachers were more likely to reduce disturbing behaviors in students when they used positive interaction strategies (ibid).

“Violence begets Violence” and permanent verbal attacks is not a good strategy to control student’s behavior in class (Olweus 1993, cited in Chapell 2004, p. 55).

Two explanations on how verbal abuse by the teacher may increase problem behavior are given. According to the first one, children who are verbally abused by the teacher, are mistreated and even isolated by peers too. (Ladd et al. 2000). Birch & Ladd (1997) show that at elementary grades, children tend to accept peers who have supportive interactions with teachers, and reject those who have conflicted interactions. The reaction of the student of rejection and isolation can result in problem behavior in class: some became aggressive, others - depressed and withdrawn (Haynie et al. 2001, cited in Toblin et al. 2005).

According to the second explanation the link between verbal abuse by the teacher and child problem behavior might be mediated through student’s feeling of competence (Hamarman & Bernet 2000, Glaser 2002, Wigfield & Eccles 2000). Experiences of verbal abuse from the teacher’s side may generally weaken children’s self-concept in regard to scholastic and behavioral competence. A sense of low competence per se may cause children’s negative beliefs about their abilities to be successful in the class. Consequently, the student may behave in accordance with these negative beliefs. So the created vicious cycle (figure N 2) eventually leads to academic failure and serious behavior problems (Wigfield & Eccles 2000)

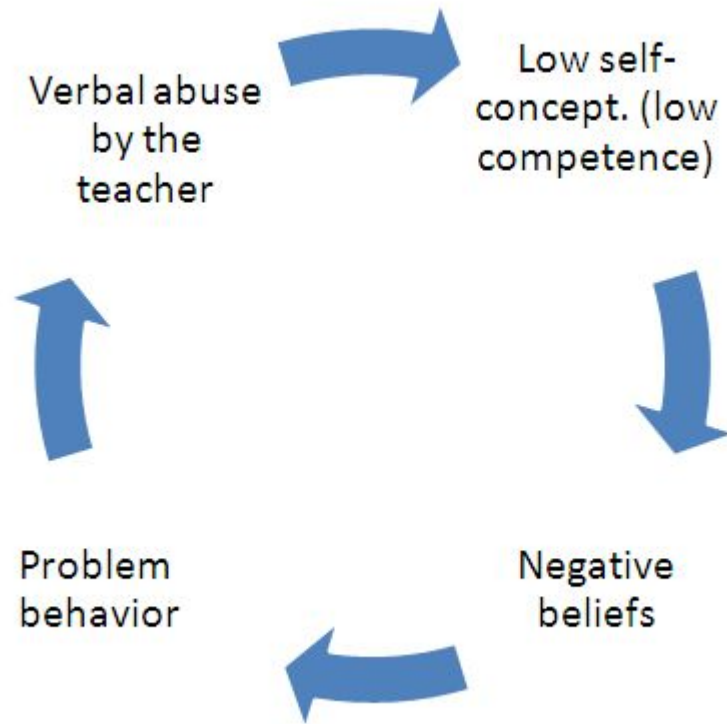


Figure: 2 Vicious Cycle

On one hand, humiliation is related to child isolation from the group and can lead to problem behavior. On the other hand, verbally abused child appeared to be engaged in a vicious cycle where child's decreased self esteem and negative beliefs in his own abilities permanently provokes his misbehavior.

2.4.2 The connection between participation and problem behavior

First of all it is important to mention, that participation is considered as behavioral component of students engagement in classroom/school activities and the absence of participatory behavior per se may be considered as problem behavior. Thus, Non participatory behaviors can be described as (a) failing to take advantage of constructive strategies for learning, or else (b) engaging in negative behaviors that impede learning. (Finn , 1993)

Over the years, a pattern of nonparticipation accompanied by low or failing grades can evolve into blatant problem behavior including truancy, dropping out of school, and even juvenile delinquency (Finn 1991).

Ladd, Bush and Said (2000) relate problem behavior by children to their basic dislike or mistrust of school. Children, who dislike school initially may be less inclined to embrace the student class rules and norms. These children are less likely to develop a feeling of identification with school. Consequently, they do not act in a responsible manner in class and are more likely to avoid, resist, or withdraw from classroom rules, and responsibilities.

According to Bernstein and Rulo (cited in Finn, 1989) academic and learning problems are significant causes of problem behavior. History of low grades and academic failure accompanied by embarrassment and frustration leads to an “impaired self-view” by the student. Self-view is operationalized as general self-esteem - “personal judgment of worthiness that is expressed in the attitudes the individual holds towards himself “ (Coopersmith 1981, cited in Finn 1989, p. 134). An impaired self-view in turn may lead the youngster’s to the oppositional behavior. Oppositional behavior may take the form of disrupting the instructional process, skipping class, or even committing delinquent act or school drop out.

Overall, we have the picture of multiple connections between pupil’s classroom participation, academic achievement and problem behavior. Low level of participation may be caused by student’s initial dislike towards school. Nonparticipation in school/class related activities is associated with poor academic achievement. The history of low grades on the one hand impacts student’s self-view in a very negative way and might become a cause for problem behavior. On the other hand, (within PI model) the same grades are related to the feeling of identification with (“attachment” and “bonding” to) school by the student. Within the scopes of “social control theory (Hirschi 1969; Liska & Reed 1985, cited in Finn 1989) the connection between “bonding” and behavior is very important since the ties, links, bonds etc. to conventional institutions “function to control or inhibit the behavioral expression of deviant motivation” (Liska & Reed, 1985, cited in Finn 1989 p. 547). When these bonds are weakened, the individual is free to engage in deviant behavior

(Finn 1993) or appears to be at risk of the emotional and physical withdrawal from school (Voelkl 1997).

As a conclusion, participation can be related to problem behavior in two ways:

(1) participation is related to academic achievement, the latter is connected to self view. Low self view per se leads to problem behavior.

(2) Participation is related to students school attachment, and losing the ties to school also provokes misbehavior in children.

Chapter 3: Methods

3.1 Research design

Survey design is a good strategy to get an overview about a phenomena by getting systematic information about cases on the same characteristics and comparing them (Vaus 2002). It is an appropriate quantitative measurer of variables like: opinion about problem behavior, verbal abuse, class participation and academic achievement. Survey gives an opportunity to compare variables from different groups and to generalize findings from sample to the population (Gall et al. 2003).

The survey design was decided to be appropriate for the study because it aims: (1) to get an overview about occurrence of verbal abuse, problem behavior, student class participation and academic achievement in Tbilisi public schools. (2) To compare and connect those variables to each other. (3) To generalize findings. Finally (4) survey is time consuming and our project has time limitation.

The design of the study is exploratory and at the same time confirmative.

Questionnaire method had been employed.

3.2 Instruments

Three different measurement scales were used in the present study. Two of them are well-tested reliable scales. These scales have been translated and modified based on our research problems. The third scale that measures verbal abuse by the teacher towards the child was constructed by us.

3.2.1 Pupils self-reporting questionnaire of verbal abuse by the teacher (VA scale).

“Peer nomination” technique (Brendgen et al. 2007) is one of the most often used method for defining the phenomena of verbal abuse by the teacher. This technique is criticized on ethical issue, because it asks children to name their classmates who are frequently victims of verbal abuse by the teacher.

For ethical reasons we decided to construct the scale and directly ask children their opinions to what extent they experience verbal abuse by the teacher.

The “ISPCAN child abuse screening tool-children’s institutional version (ICAST-CI)” (The International Society for the Prevention of Abuse and Neglect, 2006) was used on bases in creating the VA scale. ICAST-CI - screening tool was constructed to gather knowledge about the occurrence of psychological, sexual and physical violence against children (ibid) in different cultures. This instrument was used in Georgia to map evidence of different forms of abuse in schools. Several questions from ICAST-CI (English version) were translated and used in the VA scale as well.

The **VA** scale (Appendix 1.1) consists of 22 items that measure 5 main topics of verbal abuse by the teacher. These topics are: (1) “Verbal put downs and name calling”, (2) “Threats”, (3) “Negative predictions”, (4) “Ridiculing and teasing”, and (5) “Shaming and public criticizing”. The reason of choosing particularly these five dimensions was that they were most often named by the scholars as different components of the concept verbal abuse. These different topics try to measure different evidences of verbal abuse by the teacher towards the child:

The first factor “**Verbal put downs & name calling**” (measured by 4 items: 5, 10, 15, 20) reflects a part of verbal abuse that is connected to labeling children with unpleasant words (e.g. “Gives you names like: dummy, silly, stupid or incapable”) or swearing on them (e.g. “Swears on you to make you embarrass”) (Casarjian 2000, Garbarino et al. 1986).

The second component named as **“Threats”** (measured by 4 indicators: 1, 6, 11, 16) is related to the element of verbal abuse that frustrates child by uttering a threat on him to be expelled from the class/school and be given bad marks (e.g. “Threats you with bad marks”) (Krugman & Krugman 1984, Shumba 2002).

The third factor **“Negative predictions”** (measured by 5 indicators: 4, 9, 12, 19, 22) mostly reflects teacher’s verbal behavior that stresses on child’s ability to be successful particularly in school activities or generally in life (e.g. “When you are talking about your future planes she says you will be unsuccessful”) (Schaefer 1997).

At the same time the forth factor **“Ridiculing and teasing”** (measured by 5 indicators: 3, 8, 13, 14, 21) illuminates teachers teasing expressions towards a child while he wants to show initiative or makes some mistakes (e.g. “Taunts you if you do task wrong”) (Garbarino 1978; Giovanni 1989; Schaefer 1997).

The fifth factor **“Shaming and public criticizing”** (measured by 4 indicators: 2, 7, 17, 18) is related with making children ashamed because of criticizing them in front of the class and discussing their mistakes publicly (e.g. “Compares you with other kids”) (Hart et al. 1987, Schaefer 1997)

The indicators in the questionnaire are measured by the frequency of occurrence categories: “Never”, “Sometimes” , “Often” and “Very often” .

3.2.2 Problem behavior measurement scale (PB scale)

“Problem behaviour measurement scale” (Appendix 1.3) is the part of “Social Skills Rating System” (SSRS) by Greshman and Elliott (1990). PB scale includes two behavioral rating forms: teacher and parent versions. The teachers’ form for secondary school students was used in the present study. It consists of 12 questions. One half of the items (6) measure Internalized problem behavior and another 6 items are responsible for measuring Externalized problem behavior. In the original version of BP scale three answer categories - “Newer”, “Sometimes” and “Very often”-

correspond to each question, in our research we made some changes with the answer categories that will be discussed in details afterward.

3.2.3 The student participation questionnaire (SP scale)

The “Student participation questionnaire” was created by Finn in 1991. It consists of 28 items. Originally this is a teacher rating scale that assesses the form and extent of participation in school and classroom related activities among elementary grade students. The scale consists of three subscales:

(a) The “Effort taking subscale.” This subscale consists of 13 indicators. It measures the first level of participation, such as students’ willingness to adhere classroom norms and rules, be prepared for the class, complete assigned work etc.

(b) The “Initiative taking subscale” consists of 8 indicators. This subscale is about students growing independence within the school. It measures to what extent student shows initiation regarding school related activities (for instance, initiates question, dialogue with the teacher, does more than assigned work etc.)

(c) The “Non participatory behavior subscale” consists of 4 indicators. This subscale assesses disturbing behaviors in class. These behaviors are: acting restless during the class, talking too much with classmate, being reprimanded often, and interfering with peers work.

Three questions out of 28 evaluate pupil’s attitudes towards school (“I think that school is important”). These three questions are called the “value questions” and are considered as a separate dimension for purpose of scale analysis. This is so, because the “value questions” “differ both, in the construct they are intended to assess and in the greater inference that the rater makes in judging this aspect of the youngster’s behavior” (Finn 1991, p. 399). In the present study it appeared that correlation between value questions was very low and did not load as a separate scale. However, 2 value questions out of three will be discussed separately in data presentation part.

To all 28 items correspond a set of responses where the five alternative answers are ordered from lowest qualification to highest.

The “Effort” and “Initiative” subscales contain statements of different directions and measure existence as well as absence of participatory behavior in class. For example questions with positive directions in the “Effort subscale” measure to what extent children take effort in class (e.g. “Pays attention in class”). Questions with negative directions in the same subscale measure absence or low level of effort taking activities in class (e.g. “Comes late to class”).

The “Non participatory behavior subscale” contains questions only with positive directions and assesses existence of disruptive behavior in class (e.g. “Annoys and interferes with peers work”).

3.2.4 Academic achievement

One of the gains of educational reforms in Georgia was establishing new assessment system in schools. Different from the old system of student evaluation in class which assessed mostly students’ abilities to memorize and do academic tasks correctly, the new system requires of teacher to base student assessment on observation in class. It means, not only academic tasks and tests performed by the students is evaluated, but also students’ abilities, to participate in group work, discussions, express ideas, listen to others while discussions and the like (National Curriculum& Assessment center, 2008).

10 score system is used for grading the student. The range from 1 to 5 is equal to academic achievement below average. Points 6-7 correspond to average, and points from 8 to 10 is equal to academic achievement above average.

One item investigated on student’s overall academic achievement built by grades in different school subjects (above average, average, below average) in the present study. This item goes together with the “Problem behavior measurement scale”. However, it is not a part of any subscale from this questionnaire but is discussed separately.

3.3 Population and sample selection

3.3.1 Sample selection

The sample of this study was 7th and 10th graders from 10 Tbilisi public schools (424 in total. 228 from 7th grade and 196 from 10th grade). In order to have a representative sample, which according to David De Vaus (2002) is a sample in which the profile of the sample is the same as that of the population, multistage cluster sampling procedure has been used. The criteria was to choose one school from one region. This strategy helped us to choose purposefully schools from all (10) existed regions of the city including both: central and outskirt parts. Random sampling was run. School from each region and classes from each school were randomly chosen. And finally questionnaire were distributed to all pupils from the selected classes.

3.3.2 Population

Population of this study is 7th and 10th graders from Tbilisi public schools. The total number of seventh graders in Tbilisi public school is 13478. From this number 48% (6475) are female and 52% (7003) - male students. In tenth grade total number of students is: 13680 with – 51% (6958) females and 49% (6722) males (MOES, 2008).

The distribution of children according grade and gender in the sample and population are almost the same: percentage of seven graders is 54.2 (N 384) in the sample and in the population – 49.6% (N 27158). There was 45.8 per cent of ten graders in the sample and 50.4 per cent in the population. The distribution of children according gender was as follows: 52.6% (N 384) of girls in the sample and 49.5% (N 27158) in the population; 47.4% of males in the sample and 50.5% in the population. Such equal distribution of participants in the sample and population gives us the opportunity to generalize findings.

3.4 Data collection procedures

3.4.1 Pilot study

Pilot study was carried out to see if it was necessary to improve the instruments and the procedures of collecting data.

Pilot study took two working weeks (25.09.08 – 08.10.08) including handing out the questionnaires and discussing the results. The results were discussed together with two psychologists, who had experience in using different kinds of measurement scales within the school environment.

48 respondents took part in pilot study. From this group 25 were 7 graders, 21 - 10 graders and two head teachers. In Georgian public schools every class after the fifth grade has a head teacher who is responsible for academic and administrative issues in the class. Teachers who participated in the project had minimum one year working experience with this particular class. So, they were familiar with each child's academic, behavior and other needs.

During the piloting children and teachers were asked to comment on scales and underline every vague, ambiguous and embarrassing words or expressions.

The pilot study showed that generally, a few pupils indicated that they sometimes are victims of verbal abuse by the teacher and/or show low level of participation in class. While discussing these findings we came to the conclusion that a child might give dishonest responses while filling up the questionnaires because: Firstly, their confidentiality was not secured properly. Students were writing their names on the sheets. So that for further study we decided to use children's identification numbers instead of names. Secondly, some questions seemed to be asked in a rude way. Hence, these items regarding verbal abuse by the teacher were made milder and 2 questions were eliminated. At the same time some concepts were underlined by the students as vague and not understandable, such concepts were clarified and made plainer.

Some pupils had difficulties to understand the frequency table of The “Student participation questionnaire”, because there were three answer categories (“Never”, “Sometimes”, “Always”) and five related digits (from 1 up to 5). To avoid ambiguity when choosing the response we gave names to all five digits (1-“Never”; 2-“Seldom”; 3-“Sometimes”; 4- “Often”; 5-“Always”).

Regarding to the PB measurement scale very few changes were recommended by the teachers, as a result only one item was slightly reconstructed.

3.4.2 Entering the schools

Gathering data from the field took one month from 13 October to 5 November and required several procedures: (1) Getting permission from the Ministry of Education and Science of Georgia to carry out the study; (2) Informing school administration and teachers about the purpose of the study and presenting the instruments. (3) Handing out the questionnaires along with instructions of how to fill in them. (4) Informing children that their participation was voluntarily and very important at the same time, also their confidentiality would be strictly defended.

To secure confidentiality the pupils received envelopes with their identification numbers on them. Children were asked to put the answer sheet into the envelope and close it after they fill in.

Identification numbers consisted of:

- School number
- Class number: N-1 was given to grade 7 in all schools. N- 2 – grade 10.
- Children’s numbers from the school register.

Teachers were instructed to use the same identification numbers (from the register) as it was put on the envelopes to be able to match data from the teachers and students’ sheets.

3.4.3 Response rate

450 questionnaires were distributed to children totally. From them 424 were returned, only 384 was used for analyzing since 40 questionnaires were useless due to not matching identification numbers between the teacher's and student's forms and for many unanswered items. Consequently, response rate for our study was 85.4%.

3.4.4. Statistical procedures of data analysis

SPSS (Statistical package for social sciences), version 16 was used for analyzing the data. The statistical procedure was done by both descriptive and inferential statistics.

✓ Preparation data for analysis

Before starting statistical analyzing process it is essential to organize data "in such a way that this concepts are appropriately measured for the final analysis" (Vaus 2002, p. 163).

Preparation data for analyzing takes several steps from coding variables and putting them into SPSS (Connolly 2007). However, in this case we will not discuss all the steps we have been through, but will describe how we collapsed answer categories and calculated scores for each scales and subscales.

Four answers grid were used for the VA and PB scales. Namely, each item in these scales is measured by the frequency of occurrence: "Never" (1), "Sometimes" (2) "Often" (3) "Very often" (4). In case of the SP scale five answers grid was used "Never" (1), "Seldom" (2) "Sometimes" (3), "Often" (4) and "Always" (5)

However, to make analyzing of data easier and at the same time reflect more to the form of variables (Vaus 2002) in these particular cases we collapsed different types of answers into three larger categories. These categories were "No threats" "Some threats" and "Threats" for the VA and SP scales and "No problems", "Problems" and "Some problems" for the PB scale. All these categories were extracted by summing scores on each item. Each of these categories will be discussed separately in details:

(1) **“No threats”** category - contains “Never” and “Sometimes” answers for verbal abuse and problem behavior measurement scales and “Never”, “Seldom”, and “Sometimes”, for participation measurement scale. This means, children who always give answer “Never” or “Seldom” gather low scores and emerge in the “No threats” group.

(2) **“Threats”** category – consists of “Often” and “Very often” responses for the VA and PB scales. Children who always response “Often” and “Very often” (“Often” and “Always” for the SP scale) gather high scores and belong to the “Threats” group.

(3) **“Some threats”** category – contains all kinds of responses from “Never” to “Very often” (“Never” to “Always” for the SP scale). Children, who give mixed answers, appear to be in the “Some threats” group. For example, if take the VA scale, students who propose that they experience some types of verbal abuse by teacher “Often” and other types of verbal abuse “Never” or “Sometimes” belong to the “Some threats” group.

To demonstrate, how the scores for scales and subscales were calculated we will provide an example on one particular subscale. The way of calculating scores remained the same for all scales: The VA scale contains 22 items. 1 point is assigned for “Never” answer category, 2 – for “Sometimes”, 3 – for “Often”, 4 – “Very often”. Consequently, the lowest range for the scale is from 22 to 44 (22×2) and is equal to lowest level or absence of verbal abuse by the teacher. Scores from 66 (22×3) to 88 (22×4) corresponds to the highest range indicating the high evidence of verbal abuse; and the middle range from 45 ($44 + 1$) to 65 ($66 - 1$) shows that students experience some kinds of verbal abuse often, some of them – seldom and some of them – sometimes.

Having such broader categories of answers gives us better opportunity to make comparisons between the groups.

✓ Data analyzes

Cronbach's alpha coefficient has been used to check reliability of the scales. For the scale to be reliable Alpha coefficient should be no less than 0.7 (Vaus 2002). All three scales (total) used in present study have Alpha coefficient above 0.7 which indicates that all scales are reliable.

A frequency analysis was done for each item to get more detailed information about each indicator. We built our assumptions on valid percentages given in the output. In discussion part we commented items which were proposed by the participants of the study at high rate.

The objective of the study was to seek connections between the target variables. For this purpose: (1) Pearson correlation coefficient was used to see the correlation between verbal abuse, problem behavior and student classroom participation. (2) Chi-Square has been calculated to find connections between academic achievement and verbal abuse, and academic achievement and participation. In addition Spearman's rho has been calculated to see whether there is negative or positive correlation between academic achievement and student class participation. (3) Independent Samples T-test has been used to see the extend verbal abuse and participation are related to the background variables of this study, like student's gender, grade and school district (central or outskirt).

Besides, the factor analysis was run to explore the smallest number of factors that best represent inter relation among the sets of variables (Pallant 2007).

3.4.5 Constructing scales

Building scales consists of the following steps: (a) constructing rough scales; (b) selecting the best items; and (c) creating the final scales (Vaus, 2002). In the present study one (VA) scale was created by us, it refers to exploratory part of our research because we were seeking for the new patterns in our sample. Two well tested scales (PB and SP) have been used as well, that concerns confirmative part of the research

because already defined factor in other cultures are examined in the new context. In this chapter it will be illustrated how VA questionnaire was constructed and what kind of changes had been done regarding PB and SP well-tested scales.

Step I - Constructing rough scales:

For constructing rough scales of the “**Pupils self-reporting questionnaire of verbal abuse by the teacher**” (VA scale) the concept of verbal abuse by the teacher was scrupulously defined. The model was created to clarify on the concept more precisely and build the VA scale on it (figure N 3)

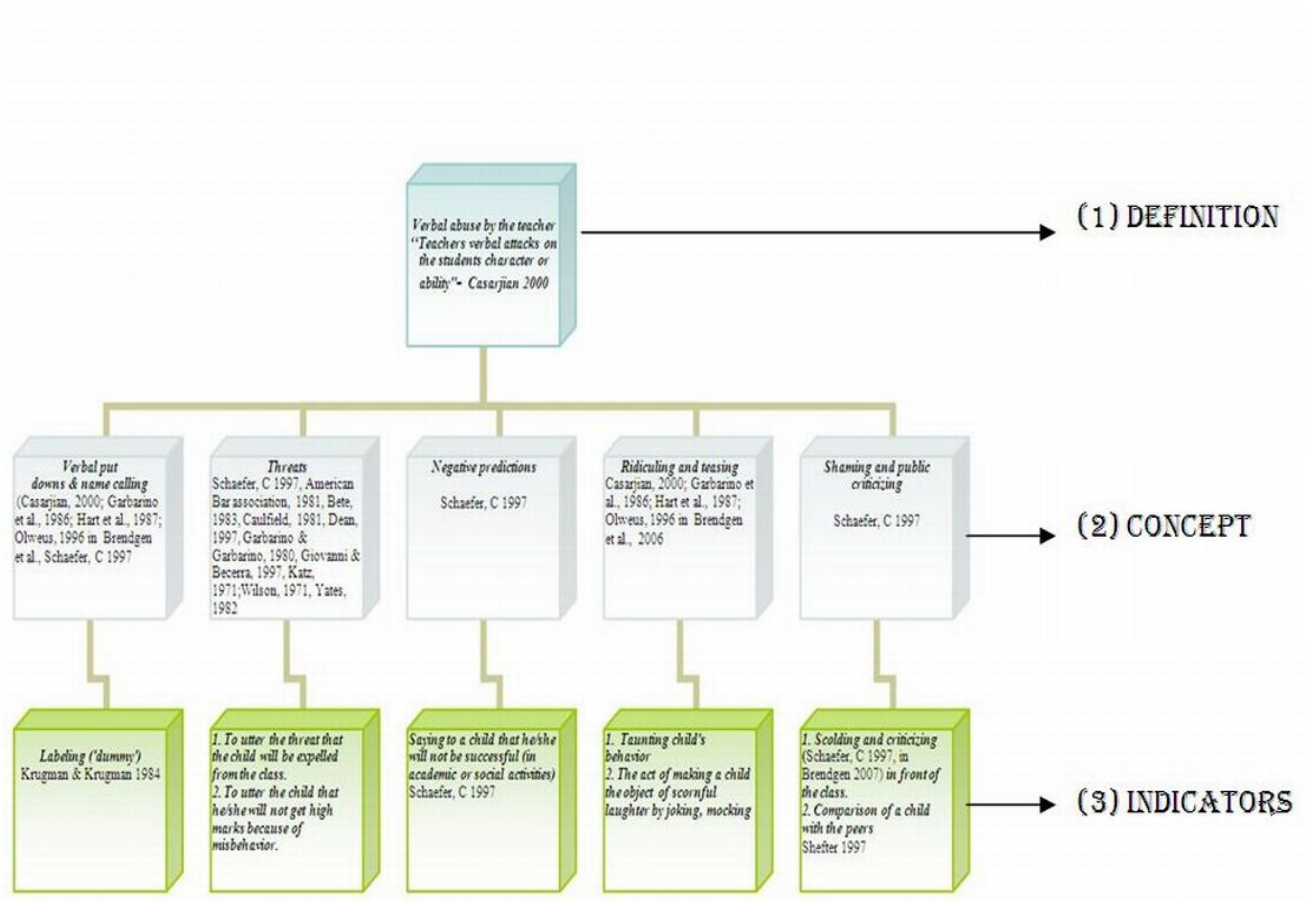


Figure 3: Model for defining the concept of verbal abuse

The model consists of three levels: the first level expresses general definition of verbal abuse (Casarjian 2000) and gives the broad understanding of the concept.

The second level states dimensions of the concept to illuminate the components of verbal abuse more precisely. Finally, the third level shows sub-dimensions (indicators) of the concept and gives more concrete information about the dimensions (components) of the concept.

The model was helpful for creating multiple indicators (questions) that seem to measure the defined concepts. More precisely, these sets of questions try to capture child's level of agreement or disagreement with the statements (Vaus 2002) and determine the extent of verbally abusive activities by the teacher towards children. The score for each item has the same meaning and the same direction for making possible to manipulate with scores in the final analysis (Vaus 2002).

The **“Student participation questionnaire” (SP scale)** is a well tested questionnaire (Finn 1991), however, it was essential to take several procedures and fit this scale to our sample and research questions (Appendix 1.2):

Due to our goal to explore on students (not teachers) opinion about the extent of their participation in class, we had to transfer the original scale made for the teachers, into the student form. In so doing, lots of changes in wording has been considered to be essential (using simple words and expressions, without change of meaning of the question). Also the questionnaire was transformed from the third person singular (“Thinks, that school is important”) into the first person singular form, a student to refer to himself (“I think, that school is important”).

14 (23, 24, 25, 28, 30, 31, 32, 37, 39, 41, 47, 48, 49, 51) items from SP scale was reverse coded to low code for high level of displaying the behavior described in the given item. It was needed because questions from the SP scale had different directions from questions of the BP and VA scales. That is, low scores for the SP scale indicated existence of problem –low level of participation, whilst the same scores on the BP and VA scales showed absence of problem – low level of verbal abuse and problem behavior. After reverse coding answer categories for all three

scales were the same. Consequently it gave us an opportunity to compare data from different scales.

The **Problem behavior measurement scale (PB)** did not require much modification for the present research purpose. Only change made within the scale was adding one more answer category “Often” to the existing three (“Never”, “Sometimes”, “Very often”). Finally we got four answer grid consisted of “Never”, “Sometimes”, “Often”, “Very often” responses. The fourth category of response was added to clarify more on “Very often” responses. Not only children, who expose problem behavior very often is interesting for the present study but also these ones, who misbehave often.

Step II -Selecting the best items:

To ensure, that chosen variables within the scale really belong to the scale and so address the research questions, the best items were identified.

Item analysis was done and reliability of each items and the whole scales has been tested (Connolly 2007). Item total correlation for each question and reliability of the scale if any particular item deleted, has been calculated. So, items were deleted if they were found to decrease the Alpha of the total scale or showed lower inter-item correlation. This procedure will be described for all three scales used in the present study separately:

Item analysis for the SP scale was done to indicate the best items in the scale and get high reliability. As the first step, item total statistics for all 28 questions was run. It appeared, that 14 questions out of 28 decreased Alpha of the total scale (.854) (Appendix 2.1). The items which decreased Alpha of the total scale were cut out step by step. As a result, totally 15 questions were removed (44, 50, 43, 36, 46, 45, 42, 26, 29, 27, 33, 32, 34, 38, 40). After factor analysis two more questions were taken out and finally we ended up with 12 questions with high reliability for the total scale (Alpha of .863) (Appendix 2.2).

Item –total statistics of the **PB** scale was done. Two out of 12 items (items 3 and 12) were cut out because they weakly correlated with other items in the scale and decreased Alpha. The final PB scale consists of 10 indicators and has Alpha of .754 (Appendix 2.4)

From the **VA** scale none of the items were dropped, since taking out any of them did not increase and in the opposite, sometimes decreased the total scale Alpha (.908) coefficient (Appendix 2.3). If for example, remove the indicator N 15, Alpha will be decreased to .900.

Step III – Factor analyzing

To get the final shape of the scale with the sufficient items loaded on the factors exploratory factor analysis has been run, since “it takes a large set of variables and looks for a way the data may be ‘reduced’ or summarized using a smaller set of factors or components” (Pallant 2007, p. 179). When running factor analysis it is suggested that the ratio of subject to item was sufficient. Namely, some scholars recommend, that a 5 to 1 ratio, that is five cases for each item is good to be factor analyzed (Tabachnik & Fidell 2007, cited in Pallant 2007). In the present study the ratio of subject to item was sufficient (7 to 1). After looking at the sample size, we checked KMO index to see strength of intercorrelations among the items for all scales. If KMO was above 0.6 the factor analysis was considered to be appropriate (Tabachnik & Fidell 2007 cited in Pallant 2007). To find the satisfactory factor solution we were experimenting different number of factors. To find out whether the decision concerning the number of factors was sufficient we were using eigenvalue rule (Kaiser’s criterion). If eigenvalue was 1 or more, investigation on factors was carried on. We used Varimax rotation techniques to minimize the number of variables that have high loadings on each factor which makes interpretation easier (Pallant 2007). These procedures were followed during factor utilizing of all scales.

Factor analysis for the VA scale. Factor analyzing was run several times to get the optimal factor solutions for the VA scale. Results showed that for the VA scale KMO value was .908 and only 4 components recorded eigenvalue above one (cumulative 53.00%).

Rotated loading for the VA scale items was run free and it showed that items were loaded on four factors: 9 items for the first component, 6 items for the second component, 4 for the third and 3 for the fourth component. Items in this case loaded differently under the components and created new factors, that differ from the first version of the VA scale. Thus, we had to rename and interpret the factors in a new way.

Renamed factors

Factor I – **“Verbal putdowns and threats”** (9 indicators: 20,15,7,5,11,6,8,10,22).

This factor combines questions about verbal put downs like: calling the child insulting and rough names, swearing on the student etc. Also questions about threats are combined under this factor, like threatening a child to expel or withdraw from the class or school. The content of one question (22) in the new subscale differs from the rest of indicators in the same factor. This question is about prejudging negatively child's ability to do something and to be successful in writing tests. Negative judgement like this can be perceived as a threat by the student and might be reason for loading this indicator on this factor.

Factor II – **“Ridiculing child's initiatives”** (6 indicators: 19,12,16,14,13,21). This factor contains questions about teachers' teasing expressions towards child's initiative taking and ridiculing his/her future plans. These items belonged to “Negative prediction” and “Ridiculing and teasing” factors in the earlier version of the questionnaire.

Factor III – **“Ridiculing child's abilities”** (4 indicators: 9, 4, 3, 1). This factor includes questions according teacher's negative expressions about child's abilities to deal with academic task and be successful. These items belonged to “Negative

predictions” and “Ridiculing and teasing” factors in the earlier version of the VA scale.

Factor IV – “**(Public) Humiliation**” (3 indicators:18,17, 2) combines questions directed towards embarrassing and humiliating a child publicly. The items under this factor were combined from two different previous components: “Verbal put downs and negative remark” and “ Shaming and public criticizing” .

Factor analysis for the SP scale – As mentioned above 14 questions were taken out from the SP scale as a result of reliability analysis (all this questions decreased Alpha of the total scale).

To factor analyze the SP scale one more question (q.32) was cut out because it belonged to the “Value scale”. It was also mentioned, that questions from “Value scale” were not for factor analysis, since they differ from other questions of the SP scale.

Factor analyzes was run several times as a result we got the best factor solution were 12 questions loaded under two factors (Appendix 4.1). (KMO .878) eigenvalue was above one for two components (cumulative 50%).

Factor I- “**Effort taking**” consists of seven questions (23, 24, 25, 28, 30, 31,39,) and was interpreted as the “Effort taking subscale”. On this factor mostly loaded the questions, which measure to what extent students take effort (follow rules) in class like it was in the original version of the SP scale.

On the “Effort taking subscale” two questions were loaded, which belong to the “Initiative taking subscale” in the original version of the SP scale. These are q.28 (“I attempt to do my work thoroughly”) and q.30 (“I participate actively in discussions”). It can be interpreted like this: doing homework thoroughly and participation in class discussions could be perceived as class rules and norms in Tbilisi school reality. As effort taking means following class rules, it looks logical to have these questions under the “Effort taking subscale”.

Factor II – “**Initiative taking**” - consists of 5 indicators (37, 41, 47, 49, 51). Items loaded on this factor measure to what extent student show initiative in class. It means, that they do more, than just following class rules, like, go to encyclopedia to seek information on their own; do more, than just assigned work etc. These questions are combined under the “Initiative taking subscale” in the original version of SP scale as well.

Factor III – “**Non participatory behaviour**” consists of four items (29, 33, 34, 42). This subscale measures existence of non participatory behaviour in class. Such behaviours are: talking with classmates too much, acting restless, being reprimanded, and interfering with peers’ work.

The questions from “Non participatory behaviour subscale” were not factor analyzed together with other indicators from the SP scale in this study. The reason for this was that they decreased Alpha of the total scale and did not correlate to other items. So, they were taken out from the beginning. However, when correlation analysis was run for these four questions separately, it showed that all these indicators correlated with each other. Based on such correlation, the third factor, named as “Non participatory behavior” was used as a separate subscale in the present study.

Factor analysis for PB sale. Free running of factor analysis for PB scale defined two optimal factors (eigenvalue was above one for 2 components (cumulative -66%) and KMO - .826.). Like it was in the original scale items loaded under components named as: externalized - 6 items (G2, G7, G4, G9, G5, G6) and internalized - 4 items (G8,G11,G1,G10) problem behavior. So, as item distribution did not differ from the original one there was not necessity to renamed new factors (Appendix 4.2).

Factor I – “**Externalized problem behavior**” combines items measuring if children fight or argue with others, have temper tantrums, get angry easily, bully others etc. All of these items indicate behaviors that are inappropriate and involve verbal or physical aggression towards others. (Gresham and Elliott 1990)

Factor II – **“Internalized problem behavior”**. Under this factor are accumulated four indicators. These questions measure whether children appear to be lonely, depressed, isolated or show anxiety about being with children. Unlike externalized problem behavior, internalized one is directed towards the person himself and indicates that this person has internal anxiety and low self-esteem (Gresham and Elliott 1990).

3.5 Reliability and validity

Validity and reliability concern whether indicators are appropriate measurement for the chosen concepts and answers from the questionnaire are consistent “on repeated occasions” (Vaus 2002, p. 52). However, measure, such as questionnaire or scales can not be valid or invalid itself, but the way of using this measurement makes it so (Gall et al. 2003). Therefore, validity and reliability are to be protected from different kinds of threats.

In this chapter there will be discussed how reliability and validity threats in the present project were tried to be solved.

3.5.1 Threats for validity and reliability and ways of dealing with them

Not well defined concepts, inappropriate translation and bad wording, also small number of items inside the measurement scale and not representative sample can decrease reliability and validity to the considerable degree.

a. Defense of content and construct validity

Content and construct validity refers to (1) the degree to which items of the measurer represent the concept which is to be explored and (2) how well the concept is measured (Gresham & Elliott 1990, Vaus 2007).

To defend validity in our study several steps were taken:

-
1. For VA scale which was constructed by us the concept of verbal abuse by the teacher was defined precisely based on previous researches. Five dimensions of the concept were separated that cover all different aspects of it. Finally, indicators were extracted based on each dimension, that gave us opportunity to measure different aspects of the concept. That helped us to create the model which reflects relationship between the concepts and indicators (Figure 3) and the VA scale was built on it.
 2. To secure validity, when measure participation and problem behavior, already constructed and well tested questionnaires were found and used. However, using such kinds of well-tested instruments decreases but not eliminates risk for validity. It is so because the instruments created in different cultural and replicated in other cultural and language area may not measure what it is intended to measure. In our case factor analysis of the scales extracted the same factors as it was in the original versions of PB and SP scales. It gives us opportunity to assume that instruments used in this study measured sufficiently the concept of participation and problem behavior in Tbilisi school context.

b. External (population) validity

External validity involves the extent to which the results of a study can be generalized (applied) to the population the sample was drawn. One way to achieve good external validity and be able to generalize results is random selection of the sample from defined population (Gall et al. 2003). Random selection gives an opportunity to get the same variation of variables in the sample as it is in the population. For the present study to secure external validity: (1) population was defined accurately, (2) sample was randomly drawn, and (3) all the different areas of Tbilisi was covered. Also the distribution of students according gender and grade in the sample was the same as in the population. (See table 1) That gives us an opportunity to draw conclusion from the sample to the population.

Table 1: Distribution of children in the sample and population according gender and grade

		Sample	Population
		%	%
Grade	7	54.2	49.6
	10	45.8	50.4
Gender	Female	52.6	49.5
	Male	47.4	50.5
Number		384	27158

c. Defending Reliability

Several ways have been used to defend reliability in the present study:

1. Well –tested questionnaires with high alpha have been used. Reliability for the original version of SP scale is .854 (Finn, 1989). Reliability of the same scale in this study is .863

The original version of teacher form for PB scale has high reliability (.86) (Gresham & Elliott 1990) In this study Alpha for PB scale was .754

Alpha for VA scale is quite high (.908) as well.

2. Multiple items have been used – Reliability refers to consistence of the answers in different occasions. However, it is difficult to do so in real situations. Creating a set of multiple items, that measure the same concept, is the best solution in this case (Vaus, 2002). So that in our study we used set of questions for measuring each factor.

3. Translation and wording – According to Vaus (2002) “ambiguous or vague question wording may produce unreliable responses as respondents “read” the questions differently on different occasions” (p.96). This aspect was taken into consideration in the frames of this study as well, consequently precise work had been done on translating the questionnaires. In particular, questionnaires were translated from English into Georgian and back into English to ensure that the real meaning of

questions were not changed considerably. Afterword Questionnaires were given to two psychologists to comment and as a result, some changes according wording (to make them easy to understand) have been done.

4. Pilot study- Carrying out the pilot study also helped us to defend reliability. Particularly, the outcomes of the piloting showed that it is better to use child's identification numbers instead of child names, to decrease the probability of unanswered questions or dishonest responds. Piloting also showed the necessity to make some terms plainer student to be able to understand.

5. Punching data- To defend reliability and run data analysis accurately all the damage questioners were taken out. Those were questionnaires with many missed items. Also the questionnaires identification number of which did not correspond to that of teachers' forms.

3.6 Ethical considerations

Every researcher needs to consider carefully –before, during, and after the conduct of a research study-the ethical concerns that can affect their research participants (Gall et al. 2007).

In this study some procedures have been submitted to follow ethical issues.

Before the start of data collection

As it was already said, a letter of permission to run the study from the Ministry of education and science was obtained. School administration and teachers have been informed about the study and showed the questionnaires to make sure that they do not contain items harmful for children.

During the data collection

Respondents were informed that their participation is highly appreciated and is very important for the study. At the same time they were told that their involvement was

on Voluntary bases, even they could quit the procedure whenever they wanted. Moreover, information gathered from them was confidential (For confidentiality reasons identification numbers of the students have been used) and would be used only for the research aims.

During the analyzing data

Ethical issues are important not only for data collection, but for data analyzing too. “It is barely more difficult to report statistical data in such a way, as to mislead readers” (Vaus 2002, p.209). During the analyzing process we tried to bring real finding of the study without changing them or ignoring inconvenient for our research questions results. Also we tried to find out appropriate techniques to analyze data, and even neglect our earlier position if the findings declare the opposite (ibid).

3. 7 Limitations and dilemmas

Several aspects can be considered as methodological limitation for this study which might influence findings in one way or another. Dishonest answers from the students about their experiences regarding verbal abuse and non participatory behavior can serve as an example for such limitation. Threats for frank answers in this case might be questions asking about embarrassing and confusing experiences for students. So that data collected on aforementioned variables may not give the accurate picture of reality.

Besides, the fact that sometimes teachers are not familiar with feeling up questionnaire might influence the way they feel them. Thus, information given by the teachers can be incomplete, like it was in the case of problem behavior measurement scale . Some teachers found difficult to recognize the internalized type of problem behavior whilst filling up this scale and lived out some items unanswered. So, this matter as well could be considered as a barrier for yielding an objective reality.

Chapter 4: Data presentation and results

The data in this chapter is presented in the following way: (i) background information about the sample; (ii) analysis of the items, which give interesting information to answer the research questions; (iii) analysis of subscales of each scale; (iv) overview of results of the three scales; and (v) connections between the target variables.

Particularly, to what extent are related: (1) verbal abuse by the teacher and student classroom participation; (2) verbal abuse, problem behavior and academic achievement; and (3) participation, problem behavior and academic achievement.

4.1 Gender, grade, and districts and schools

The data shows that the number of participants representing 7th and 10th grades is approximately the same. The distribution of participants according to the grades in the sample is similar to the distribution of the 7th and 10th graders in the population. Also the number of the female and male students in this sample is almost the same as in the population. Distribution of respondents by gender is the following: 52% girls and 47 % boys. In the population the figures are 49% girls and 51 % boys (MOES, 2008). The percentage of females is slightly higher than of males. However, the difference is small. It means that the sample is representative for the population that gives an opportunity to generalize the findings of the research.

Tbilisi consists of 10 different districts that cover both central and outskirts parts of the city. One school from each district was chosen in the present study. The same number of children participated from both, the central (48.4%) and outskirts (51.6%) parts of Tbilisi. One school with the highest (12.5% of the target graders) and one school with the lowest (5.7% of the target graders) participation of respondents were discovered in the central area. The smallest number of participants can be explained by high rate of skipping class and playing truant by the students.

4.2 Academic achievement

Teachers were asked to rate the pupils' academic outcome by scoring as "Above average", "Average" or "Below average". The data showed that distribution of the children according the grades is normal. 37.4% of children have grades above average (scores 8-10), 17.5% below average (scores 1-5), and 45% of students belong to average group (scores 6-7). There is no statistical data in Georgia that would show how the percentage of high and low achievers varies over the years. Thus, it is impossible to compare the data of our research with any other related data and see weather the number of high achievers decreases or increases. However, we can suppose, that 17.5% of children who score below average are not a small group and the school system still needs to invest more in decreasing the number of low achievers.

4.3 Verbal abuse by the teacher

4.3 1 Analyzing through items

In this part some items which have been proposed at high rate by the students will be discussed separately. These items are listed in the table 2 and give more detailed picture about prevalence of different types of verbal abuse in Tbilisi public schools.

Table 2: Most often proposed verbally abusive items

Indicator	Never	Sometimes %	Often %	Very often %	N
1. Threats you with bad marks	40.7	47.8	7.3	4.2	383
2. Compares you with other kids.	49.9	34.9	10.2	5.0	381
5. Names you with rough and unpleasant for you words	45.1	37.3	11.8	5.8	381
6. Threats you to withdraw from the class.	41.2	37.0	15.0	6.8	381
7. Criticizes you in front of the class.	40.1	44.7	11.5	3.7	382
10. Swears on you to make you embarrass	61.9	29.0	7.3	1.8	383
15. Gives you names like: dummy, silly, stupid or incapable	52.9	29.8	9.2	8.1	382
17. Discusses your mistakes together with others	30.5	50.7	11.5	7.6	381

Table 2 shows that relatively high percentage of children in Tbilisi public schools experience verbal put downs from the teacher like: threatening with bad marks (q1); naming the with unpleasant and rough words (q5) as stupid, dummy etc. (q15); and swearing at them (q10). In light of several researches it is important for a child to be sure that he/she is positively viewed by the teacher, in order to be adjusted in the school. Teacher who often labels a child as “stupid” or “dummy”, etc. hurts child’s feeling that he/she is valuable and causes problems for students’ adjustment in the class (Kowalski 2000). This kind of verbal expressions sometimes are not perceived by the teacher as serious as it is (ibid). Some teachers are even ignorant about verbal putdowns as a form of abuse (Shumba 2002). Teacher should realize that when calling a child with rough names, she/he becomes a model for the rest of the class to behave in a same way towards this particular student. It means that, verbally abused child by the teacher might become teased and insulted by classmates as well (Brendgen et al. 2006).

As it is seen from the table 2 quite high percentage of children experience rough name calling and swearing by the teacher in Tbilisi schools. Approximately the same results were gained by “National Study of School Violence in Georgia” (Shapiro et al. 2007) on the item level. Shapiro et al. study showed high rate of calling children with rough and unpleasant names (21%) and swearing on them (26.7%). It means that, both the present study and the study by Shapiro et al. (2007) demonstrate that name calling and swearing on child often happens in Tbilisi schools. Thus, more efforts have to be made in the schools to make teacher realize the harmful consequences of name calling for a child. Teachers should be more positive in interactions with children and support them.

Another group of items that were often mentioned to happen in Tbilisi schools are related to: criticizing the student in front of the class (q7); discussing child's mistakes publicly (q17); comparing children with other children (q2). Several studies show that permanent comparison of a child with others beats down both: child's feeling that he/she is capable to deal with current tasks and his/her believes in future success (Wigfield & Eccles 2000). These kinds of negative verbalizations by teachers beats down children's motivation to function properly in schools (ibid), because when children are not expected to do well they are not tend to try hard, persist and perform better in school (Pintrich & Schunk 1996). This can be a case for Tbilisi schools as well. Teachers should realize that emphasizing children's mistakes publicly will not solve the problems. Quite in opposite, child may get a feeling that success is not expected from him/her and fail in the school. Krungman & Krungman (1984) for example found out that 24% of children who experience verbal abuse by the teacher have tendency of school avoidance or refusal.

The highest percent of all these questions from the Table 2 belongs to the item six which expresses teacher's threats towards student to withdraw him/her from the class. Such kind of verbal threats was found to take place in schools at high rate by Krugman & Krugman (1984) and Shumba (2002) as a tool of regulation student's behavior by the teacher. Elbedour et al. (1997) assume that teachers violent behavior

towards students is influenced by school climate and by the ideology of students control. Despite the education reform in Georgia that is aimed at changing schools climate and implementing child centered approach in the school system “ideology of student control” still needs longer time to be changed. It seems that in Tbilisi public schools threats towards children is still used by teachers as a tool for making discipline in the class. The study by Chapell et al. (2004) showed that such kind of “tool” is not affective in regulation child’s behavior because it can evoke feeling of protest in the student and even make worse his behavior in the class.

4.3.2 Prevalence of verbal abuse by the teacher - subscales

Overall scale of the verbal abuse consists of four subscales. The first subscale named as “**Verbal put downs and threats**” comprise of nine questions (20,15,7,5,11,6,8,10,22), with Alpha of .861. This scale measures labeling children with rough names, uttering students to threats to expel them from class or school. The minimal score indicating “No threats” (no verbal abuse) was 9 and maximal score for high frequency of verbal abuse was 36. Results were distributed like it is in the table 3.

Table 3: Verbal put downs and threats subscale

	No threats Range 9-18		Some threats Range 19-26		Threats Range 27-36	
	N	%	N	%	N	%
Verbal put down and threats	300	80.9	61	16.4	10	2.7

N=371 (13 is missing on one or more items and are not included)

The majority of children propose that they never or seldom experience verbal put downs and threats by the teacher (Table 3). Only 2.7 percent report to be a target of verbal victimizations and 16.4% of children belong to the “Some threats” group who experiences verbal abuse sometimes.

“Verbal put downs and threats” attracts attention as one of the most severe form of verbal abuse. The survey was run by Schaefer (1997) in 120 women and 31 men. Mental health professional and parents rated 18 categories of verbalization on acceptability in child rearing to extract different forms of verbal abuse. 80 % of respondents concluded that verbal put downs, like calling dummy, stupid etc. was one of the most intolerable form of verbal abuse (Schaefer 1997). The present study indicated that “Verbal put downs and threats” remain as a threat in Tbilisi schools and teachers have to be aware of that it is very serious for those who are exposed to it.

The second subscale – “**Ridiculing child’s initiative**” includes six items (19, 12, 16, 14, 13, 21) with Alpha of .777. This subscale explores on teasing and joking at child’s future planes and initiatives by the teacher. The minimal scores for the subscale was 6 and maximal – 24.

Table 4: Ridiculing child’s initiative subscale

	No threats Range 6-12		Some threats Range 13-17		Threats Range 18-24	
	N	%	N	%	N	%
Ridiculing child’s initiation	362	96.5	10	2.7	3	0.8

N=375 (9 is missing on one or more items and are not included)

A small number of children (0.8%) indicates that teachers make jokes when students are talking about their future plans or try to show initiative while doing the tasks etc. (table 4). 2.7% of children experience this type of verbal attacks sometimes. The conclusion is that “Ridiculing child’s initiative” is not happening frequently, however it still occurs sometimes in Tbilisi schools.

The third subscale – “**Ridiculing child’s abilities**” consists of four items (1, 3, 4, 9) with Alpha of .650. Questions concern to ridiculing student’s academic abilities and success. The minimal score for this scale is 4; maximal – 36.

Table 5: *Ridiculing child's abilities subscale*

	No threats Range 4-8		Some Threats Range 9-11		Threats Range 12-16	
	N	%	N	%	N	%
Ridiculing child's abilities	326	86.2	38	10.1	14	3.7

N=378 (6 is missing on one or more items and are not included)

“Ridiculing child’s abilities” was reported at high rate by 3.7% of children (table 5). This figure is higher comparing to percentage of children (2.6%) who report at high rate on “Verbal put down and threat” subscale. It means that ridiculing student’s academic abilities happens relatively often than verbal put downs and threats in Tbilisi public schools.

“Ridiculing children’s abilities” has negative influence on how children regard their academic skills (Hamarman & Bernet 2000; Glaser 2002; Wigfield& Eccles 2000). Self-perceived behavioral competencies of a child are affected negatively when a teacher permanently tells a child that he/she is unsuccessful and grate achievements are not expected from him/her. Namely, a child starts to believe that he/she is worthless and not able to be successful in academic tasks (Wigfield & Eccles 1999). As Shumba (2002) assumed: “since self-concept is the key to whatever the child does, therefore once a child lost the confidence in himself or herself, then this becomes disastrous during the learning process” (Shumba 2002, p. 790). Thus, to avoid such problems in the class it is recommended for teachers to be source of empathy and encouragement for pupils and create supportive interactions with them. In such supportive environment a child is not misunderstood and is not scared to be mistaken (DiLalla et al. 2004).

The forth subscale - “**Public humiliation**” consists of three items (18, 17, 2). Although there was considerably small number of questions, Alpha was high: .642. Maximum score for the subscale was 12, minimal – 3. The subscale contains questions like: comparing students to other classmates in order to emphasize that they

are worse than others; discussing student's mistakes and weak points publicly. Table 6 indicates distribution of children according to public humiliation subscale:

Table 6: Public humiliation subscale

	No threats Range 3-6		Some threats Range 7-8		Threats Range 9-12	
	N	%	N	%	N	%
Public humiliation	292	77.2	53	14.0	33	8.7

N=378 (is missing on one or more items and are not included)

The Table 6 shows that percentage of children, who state that they often experience public humiliation, is high. It means that children's mistakes are often discussed publicly and teachers compare them with other kids. The same evidence was found on the item level as well. Children reported to experience humiliation from teachers quite often in Tbilisi public schools. If compare with other subscales "Public humiliation" appeared to happen much more often (8.7%) than "Verbal put downs and threats" (2.7%), "Ridiculing child's abilities" (3.7%), and "Ridiculing child's initiative" (0.8%). Relatively high rate of proposing "Public humiliation" might be interpreted that in Georgian schools it is not yet a common practice to discuss children's mistakes individually, face to face with a child and mostly it is done publicly. Sometimes, teachers can apply to the student's humiliation as to the tool of regulating their behavior or pushing children to study better.

Can it happen that teachers in Tbilisi schools do not realize that they are humiliating the child while passing other child's attention to ones mistakes and discussing his/her mistakes publicly? Several studies indicate that, sometimes an abuser do not know that he or she is abusing someone and the victim does not know either that he or she is being abused (Shumba 2002, Krugman & Krugman 1984). The reason of this might be that public humiliation of children can be a part of the child's rearing practices and is used to "scare the would-be culprits" (p.784) in other wards, to prevent children's misbehavior (O'brian and Lau 1995, cited in Shumba 2002). Based on above mentioned, we can assume that public humiliation of children in

Tbilisi schools is not regarded as form of verbal abuse. It is used to regulate a child's behaviors and learning process by a teacher.

The use of humiliation is not an effective tool to deal with student's poor performance or behavior problems in the class. In opposite, public humiliation bits down children's motivation to study through increasing feeling of anxiety (Bond et al. 2001, cited in Chapell et al. 2004, Beck et al.1992). Children who are often verbally attacked got a feeling that teacher would harm them. As Krugman & Krugmen (1984) found out, 71% of psychologically abused children experience such feeling. This fact emphasizes once more how harmful verbal abuse might be for children.

4.3.3 Verbal abuse by the teacher towards children-overall scale

The total scale of "Verbal abuse by the teacher towards students" consists of 22 items. The reliability is high (Alpha = .908). Minimal score for the scale (22) indicates absence of verbal abuse. Maximal score (88) shows highest level of prevalence of verbal abuse. Scores were distributed like it is depicted in the table 7.

Table 7: Overall scale of verbal abuse by the teacher towards the student

	No threats Range 22-44		Some threats Range 45-65		Threats Range 66-88	
	N	%	N	%	N	%
	Verbal abuse overall scale	310	88.1	40	11.4	2

N=352 (32 is missing on one or more items and are not included)

It is clear that majority of children never or seldom experience verbal abuse by the teacher (table 7). A small number of children perceive themselves as victims of negative verbal attacks. And 11.4 % of children belong to the group named as "Some threat" group. Children from this group indicate that they sometimes (but not very often) or seldom experience verbal abuse by the teacher.

Many studies conclude that the number of children that are exposed to verbal abuse by teachers is few (Olweus 1996, Casarjian 2000). Olweus for example found out that 1.67% of children were verbally abused. The Casarjian's study showed 2.7% of verbally abused pupils. Brendgen et al. (2006) got higher percentage of children who are at risk of being verbally abused than Casarjian and Olweus. He showed that although the vast majority of children do not appear to become the target of verbal abuse, about 15% of children were found to be at risk. In the present research only 0.6% of children stated to experience all kinds of verbal attacks that were given in the overall scale of verbal abuse. If we take into account students from the "Some threats" group as well, the percentage of verbally abused children by teachers will rise up to 12%.

Quite different findings were given by "National study of school violence in Georgia" (Shapiro et al. 2007). Psychological victimization (that includes verbal abuse) in the schools were reported at very high rate by children (42.7%). Findings of the verbal abuse total scale in the present research indicate much lower rate of verbal abuse compared to the Shapiro et al. study. Difference between the findings of these two studies can be explained by the following two facts: firstly, the study by Shapiro et al. (2007) included a broader specter of abuse like psychological abuse and not only verbal abuse. Secondly, the study gathered information not only about teacher to child psychological abuse, but also parents, peers and other adults were assumed as perpetrators.

To summarize the findings of verbal abuse overall scale of the present research, it can be said that in the Tbilisi schools only 0.6% of children experience all forms (discussed in our study) of verbal abuse by the teacher often. However, analysis of items and subscales indicated that some types of verbal abuse, like "Public humiliation" (8.7%), "Ridiculing child's abilities" (3.7%) and "Verbal put downs and threats" happen often. It means that training modules that are being created for teachers in Georgia have to be more focused on informing teachers about verbal abuse and its consequences. Permanent trainings will help teachers to realize better

that positive teacher-child relationship can be a powerful tool for effective teaching. Teachers will also acknowledge that they are ones who are responsible to prevent students from any kind of violence in the school and not become a source of violence themselves by abusing pupils in any way.

4.3.4 Relation between verbal abuse by the teacher and gender

Connection between gender and verbal abuse emerged to be significant. Boys ($M=36.6$ $SD=9.4$ $p=.000$) appeared to experience verbal abuse by the teacher more frequently, than girls ($M=30.6$ $SD=8.7$, $p=.000$). These findings resonate with past researches on the assumption, that in general male students are more likely to be verbally abused by the teacher than female students (Casarjian 2000; Brendgen et al. 2006; Lichtenstein & Stevenson 1999 cited in Brendgen et al. 2007). It can be interpreted that teachers prefer children who are cooperative, responsible, and nonassertive (Birch & Ladd 1997). This kind of characteristics are attributed more to girls than to boys in the classroom (Wentzel 1991). Consequently, boys appear to be more often victims of verbal abuse, than girls. This connection between gender and verbal abuse was supported in our study as well. It seems that boys are perceived more as trouble makers in Tbilisi schools than girl and so become victims of verbal abuse more often.

4.3.5 Relation between verbal abuse by the teacher and student classroom participation

Many studies show that there is a significant connection between abusive treatment of the student by the teacher and students involvement in class activities (Glaser 2002, Birch & Ladd 1997). The present study investigated on verbal abuse as a part of abusive teacher-student interaction in Tbilisi public schools. The results show negative correlation between verbal abuse and participation ($-.226$, $p<0.01$). The more pupils are verbally abused by the teacher, the less they tend to participate in class activities.

The present study shows, that two factors of verbal abuse are connected to the level of student participation. Specifically:

(1) “Verbal put downs and threats” negatively correlate with “Effort taking” (-0.244 , $p < 0.01$) and “Initiative taking” (-0.183 , $p < 0.01$) (Appendix 3.1). The pupils who often experience name calling, swearing, threatening to be expelled from the class are less tend to follow class rules, cooperate with other children etc. At the same time these children do not show much initiative in the class. Findings by Decy and Ryan (1985) might serve as an explanation of this connection. They define that if a child enjoys doing tasks he/she values the class situation. This feeling of joy motivates a student and he/she becomes more involved. (Decy & Ryan 1985, cited in Wigfield&Eccles). Ladd et al (2000) also indicate that school liking by the student is a serious determiner for student class participation. It can be assumed that children who often experience verbal put downs and threats by the teacher do not like school and do not enjoy class activities. Consequently, they are less likely to participate in the class.

(2) “Ridiculing child’s abilities” is negatively related to “Effort taking” (-0.254 , $p < 0.01$) and “Initiative taking” (-0.161 , $p < 0.01$). It means that the effort shown by a child in the class might be decreased if teacher threatens him with bad marks, teases his abilities to reach success in academic tasks etc. Such kinds of verbal abuse is considered to be very harmful because it influences child’s believes in his/her own skills (Hamarman & Bernet 2000), especially, if children are in the upper grades like it was in the present study. Children in upper grades are more tend to attribute their success outcomes to their abilities (Finn 1993). If a child is repeatedly told that his poor performance on academic tasks is due to his/her stupidity, he may eventually come to believe it (Weiner 1972, cited in Brendgen et al. 2007). The child with negative believes in himself easily fails to participate in class and emerge to be involved in non participatory behavior (Finn 1993).

The present study shows significant correlation between verbal abuse and student non participatory behavior as well. Scores were distributed like it is depicted in the Table 8.

Table 8: Correlations between non participatory behavior and the four forms of verbal abuse

	Nonparticipation	
	Pearson Correlation	Sig (2-tailed)
Verbal put downs and Threats	.389**	.000
Ridiculing child's Initiative	.214**	.000
Ridiculing child's abilities	.334**	.000
Public humiliation	.230**	.378

** Correlation is significant 0.01 levels (2-tailed)

Table N 8 shows that the variable, called as “Non participatory behaviors” like, interrupting peers work, talking too much during classes etc. appeared to be positively connected with all forms of verbal abuse presented in this study. The more a child experiences verbal abuse by a teacher the more likely he/she is to expose non participatory behavior in the class. However, some studies show that non participatory behavior itself can provoke teachers to use verbal abuse as a mean of behavior regulation (Elbedour et al. 1997, Casarjian 2000). Casarjian (2000) give an explanation of this fact that teachers who experience particular student as potential threats for them to maintain control of the classroom are likely to use verbally abusive interaction with a student as a mean to maintain authority in the class.

Consequently it can be said that different types of verbal abuses by a teacher can increase child’s non participation in the class. In turn, students disturbing activities may incite teachers to use rough expressions towards them. The child can come into a vicious cycle (Wigfield & Eccles 2000) where it is difficult do know which factor causes the effect on another.

4.3.6 Relation between verbal abuse by the teacher and student academic achievement

Studies conducted to explore on connection between verbal abuse and academic achievement show that pupils that are victims of verbal abuse have lower academic performance than other students (Toblin et al. 2005, Brendgen et al .2006, Brendgen et al. 2007). Sometimes the negative affect of verbal abuse on students academic achievement can be so severe, that children even fail to get high school diploma (Brendgen et al. 2007).

In the present project it appeared that only “Ridiculing child’s abilities” out of four forms of verbal abuse is related to academic achievement (Chi-Square = 14.2, Cramer’s V = .138, $p = .007$, $N = 376$). Children who are often told that they will not be successful; high achievements are not expected from them; are threatened with bad marks etc. fail in academic performance and gain grades below average.

Some empirical studies confirm this connection. Geaser (2002), for instance argues that permanent negative remarks by the teacher about pupil’s mistakes or abilities in academic tasks increases students feeling of anxiety according his academic performance. Student with high level of anxiety are more tend to fail in academic subjects and gain low grades (Hughes et al. 1991).

4.3. 7 Relation between verbal abuse by the teacher and student problem behavior in class

Externalized problem behavior correlates with “Verbal put downs and threats” (.177, $p < 0.01$) and with “Ridiculing child’s abilities” (.127. $p < 0.01$). The connections are weak but significant (Appendix 3.2). No correlation was found between verbal abuse and internalized problem behavior. It means, that children who exhibit external behavioral problems are to a certain but minor extent more likely to be a victim of verbal abuse, than children with internalized problems.

Connection between externalized problem behavior and “Verbal put downs and threats”, and “Ridiculing child’s abilities” can be interpreted in several ways. One of such explanations can be attributed to the ecological network model (Baker 1968 and Gump 1975, cited in Apter 1982). This model emphasizes that child’s behavior can be influenced by expectations from the environment. In the class, where a teacher often calls students with insulting names like stupid, dummy and tells that great achievements are not expected from them etc. a teacher verbalizes his/her negative expectations towards students. Consequently, students can behave in accordance with such negative expectations.

Another explanation is based on modeling theory, which assumes that a child who is verbally abused by a teacher will sometimes view the effective authoritarian teachers as a positive role models (Olweus 1999, cited in Chapell 2004). It means that the child abused by the teacher tends to treat other children in the same way. Chapell 2004 found that most of children, who show externalized behavior problems in the class, were ones who had been experiencing some type of abuse by the teacher.

4.4 The Problem behavior measurement scale

The “Externalized problem behavior subscale” consists of 6 items (G2, G7, G4, G9, G5, G6) measuring externalized problem behavior in children. Alpha for this scale is .904 all these questions measure if the child bullies or fights with others, has temper tantrums, talks back to adult when corrected etc. Minimal score for this scale indicating no problem is 6; maximal score – 24.

Table 9: Externalized and internalized problem behavior subscales

	No problems		Some problems		Problems	
	N	%	N	%	N	%
Externalized problem behavior sub-scale	270	78	48	13.9	28	8.1
Internalized problem behavior sub-scale	263	76.9	53	15.5	26	7.6

Table 9 shows that most children in the sample do not exhibit externalized problem behavior. 13.9 % of children belong to the “Some problems” group. These pupils generally can not be regarded as trouble makers, but sometimes they can show some kind of externalized problem behaviors. 8.1% of pupils in the sample appeared to be in the “Problems” group. These are pupils who often exhibit externalized problem behavior in class. Studies conducted to explore on externalized problems indicated that in general from 2 to 15 percentage of children show such kind of misbehavior (Hinshaw 1992). We can assume, that 8.1% of children with externalized problem behavior in Tbilisi schools is not a small group.

Problem behavior is frequently discussed as child’s reaction on the unfriendly environment (Barker 1968, cited in Apter 1982, Cooper 1999). If we use this point as an argument in our case, it can be assumed that for 8.1% of children in Tbilisi public schools class milieu can be challenging, and they are seeking for help to handle it. This fact will be more justified if we refer back to the high number of children with low level of participation in our study, that is also related with problem behavior (Finn 1993) and emphasizes once more incongruence between a child and the school environment.

The “Internalized problem behavior subscale” contains 4 items (Alpha .637). Questions concern child’s loneliness, depressed mood, anxiety to communicate with other children etc. Minimal score for this scale is 4, maximal – 16. From table 9 is seen, that most of the subjects in the sample obtained low scores, and fewer obtained

high scores. 15.5% of children appeared to show internalized problem behavior sometimes.

The percentage of children within the internalized problem behavior group is almost the same like the externalized problem behavior group in the present study. These findings differ to some extent from what other studies show in general. Most studies indicate that externalized problem behavior is more common than internalized (Halonen 2006). The reason is proposed to be, that externalized problem behavior is more disruptive in the class and easier to attract attention than internalized problem behavior. Consequently it is more frequently named. Based on these empirical experiences we can assume that the number of children who suffer with internalized problem behavior is higher than it was detected in our study. Separate Item analysis of problem behavior scale in our study gives support to this idea. Particularly, it indicated, that questions about child's loneliness (q.G8) and sadness and depressed mood (G11) are proposed at lowest rate by teachers. It seems that teachers are mostly occupied with dealing with disruptive behavior in the class. They do not pay attention that sometimes children by their loneliness and depression communicate that "something is wrong in their world" (Cooper 1999, p. 11) and call for help. Thus, they need the same care and attention as children with externalized problem behavior.

4.5 Student classroom participation

4.5.1 Item analysis

Some interesting figures were gained on the item level regarding students' class participation. It appeared, that a large number of children state, never or seldom to be engaged with a teacher in conversation after class (21.1 % q.51). Children, who enjoy warm and affective relation with a significant figure in the school, like a teacher, can use such relation as a tool for learning and school performance (Birch and Ladd 1997). These children know that they can seek and get support from the teacher on a daily basis in school. 21% of students who report in our study, that never

or seldom are engaged in conversation with teachers after the class, probably have less warm or open relation or are negatively involved with their teachers. These children supposedly do not count on teacher's assistance and sometimes even avoid interaction with him/her. Consequently they lose opportunity to get support from the teacher in learning and in other class activities.

Another interesting figure in our study that attracts attention is the number of children, who report that they fail to work well with other children (29.4% q.25) and 18.5% (q.30) of those, who appear to participate in class discussions seldom. In the National Educational Plan of Georgia it is underlined, that teachers are to organize a dialogue and group working in the class and encourage students' participation (National Curriculum & Assessment center, 2008). Participation in discussions and group working are new teaching strategies, which has recently started being implemented in the Georgian schools. There are empirical explanations, why these two strategies are important:

(1) While participating in cooperative activities, students provide each other with valuable resources necessary to accomplish academic tasks (Sieber, 1979). They frequently clarify and interpret their teacher's instructions concerning what they should be doing and how to do it. Such interpretations, which peers use to help each other, can facilitate learning process. Sometimes students understand each other better (than the teacher) since they operate in more or less the same level of development and use the language (instructions) that is easy for peers to understand. A large group of students in our study may miss this opportunity to be helped and assisted by their peers. It can negatively affect their successful functioning in the school.

(2) Participation in discussion is considered as one of the most obvious forms of student class participation. It requires from children to be active and take part in dialogue. That is to express their thoughts and ideas and act in a cooperative manner with others (listen to others and respect their opinions and ideas) (Hollander 2002).

Children, who are withdrawn from the class discussion, miss opportunity to gain knowledge from this process.

Monitoring of reforming process in Tbilisi public schools (2007) showed, that new teaching strategies are not well implemented in the Georgian schools yet.

Consequently, we can suppose that group working and discussions (as new teaching strategies) are organized rarely in classes and in addition to this, children have not well developed skills to participate in such activities. Therefore, to get a large group of children who propose newer or seldom to be engaged in the class discussions and group working, was not surprising.

It appears, that more than half participants in our study never do more than assigned work (56.2% q.37). Also a considerable number of children say that they do not use dictionary or encyclopedia as a supplementary means to seek information (33.7% q.49). As children grow up, they become more independent and start to take initiative in their own education (Finn 1989). It means that students on upper grades have extended interests and they behave in accordance with their curiosity. They seek information on their own and sometimes do more than it is required in the school. Our study showed quite a large number of seventh and tenth graders who indicate that never do so. Moreover, lot of children in our sample say, that they get frustrated when they face obstacles in the school work (23% q.50); do not try to bring off their work if it is difficult (21% q.47); seldom or never do the work thoroughly (28.2% q.28) and even seldom complete assigned seat work (18.2% q.31).

Taking into account all these figures, we can identify a large group of students, who try to get by with as little as possible in Tbilisi schools. These children probably take only minimal advantage from learning and lose a chance to be active participant and initiator of their own education.

4.5.2 The Effort taking subscale

The “Effort taking subscale” consists of 7 items (23, 24, 25, 28, 30, 31, 39) with Alpha of .815. It was mentioned above, that all questions from “Effort taking subscale” and “Initiative taking subscale” were turned out for statistical analysis. Consequently the minimal score in both subscales indicate high level of participatory behavior and maximal score – absence or low level of participation.

The minimal score is 7 and maximal score is 35 for the “Effort taking subscale”. Distribution of pupils according effort taking in the present project is given in the Table 10

Table 10: Effort taking subscale

	No threats Range 7-14		Some threats Range 15-27		Threats Range 28-35	
	N	%	N	%	N	%
Effort taking subscale	15	3.9	234	60.9	135	35.2

N=384

The “Effort taking subscale” indicated a small number of children who proposes that often and always take effort in classroom activities. Number of children who fail to adhere classroom demands was quite large. The vast majority of children belong to the “Some threats” group.

The “Effort taking subscale” measures mostly the first level of participation which is acquiesce to needs to be attentive in class, be prepared, respond to questions and direction of a teacher, complete work and other class demands etc. These are very essential conditions for learning (Finn 1989) and children from the first grade and over the school years are meant to perform these requirements. Our study identified the large number of pupils who fail to show even the first level of participation (effort taking). This fact gives rise to the supposition that these children are less likely to succeed in the class performance than their peers. The same children probably will

also fail in the second level of participation because the latter requires much more than simply following the classroom rules. It is the level where children show high autonomy and initiative in their own education process.

4.5.3 The Initiative taking subscale

The “Initiative taking subscale” consists of 5 items (37, 41, 47, 49, 51) with Alpha of .743; with 5 point for minimal score for the subscale and with 25 point for maximal score.

The “Initiative taking subscale” concerns mostly the second level participation. It measures the degree to which students display initiative with regard to learning. For example: student initiate questions and dialogue with the teacher and show enthusiasm by their expenditure of extra time in class during, before or after school (Finn 1989).

Table 11: Initiative taking subscale

	No threats Range 5-10		Some threat Range 11-19		Threats Range 20-25	
	N	%	N	%	N	%
Initiative taking	61	15.9	265	69	58	15.1

N=384

In our sample the highest percentage of children belongs to the “Some threats” group. Distribution of children in “Threats” and “No threats” groups (with lowest and highest scores) are almost the same. In this case group of children who never, seldom or sometimes take initiative in class is quit large (“Threats” and “Some threats” groups). Opposite there is low percentage of children who propose that participate in initiative taking activities at high rate.

These findings can be interpreted, that 15.9% of children in our sample are independent and autonomous. Such students always do more than their peers and invest a lot in their own education (Finn 1989). On the contrary, the majority of children appear to do less non-required work and put less investment in learning. As formulated above, these students can get only minimal advantage from education.

4.5.4 Student classroom participation – the overall scale (SP)

The SP scale combines two subscales: the “Effort taking subscale” and the “Initiative taking subscale”. It is composed of 12 questions (Alpha .863). The minimal score, indicating that the case belongs to the “No threats” group is 12. maximal score showing low rate of participatory behavior is 60; The overall scale results were distributed as follows (Table 12):

Table 12: Prevalence of student class participation

	No threats Range 12 -24		Some threats Range 25-47		Threats Range 48-60	
	N	%	N	%	N	%
Student class participation overall scale	13	3.7	251	71.3	88	25.0

N=352 (32 is missing on one or more items and are not included)

It is seen from the Table 12 that the majority of children who say that they participate in some activities often, but in others – seldom or never, belong to the “Some threats” group.

In total it's few children who are exposed to emerged in the high participation group (3.7%). This is a group of students who propose that always or often exhibits participatory behavior (both, effort and initiative taking). On the other hand there is quite high percentage of children who mentioned that they are not engaged in class participatory activities.

This figures indicating low participation level attracts attention since performance in class and students success in school related activities is seen to be a direct outcome of students class participation (Finn 1993).

Small number of class participants in Tbilisi public schools can be discussed in light of both, PI (Finn 1989) and LPA model (Ladd et al. 2000). In accordance with these models school liking by the student or identification with school is seen to be associated with students' class participation. Children, who have feeling of identification with school and value school related goals (Finn 1989) are more likely to adhere classroom rules and norms and display high level of class engagement.

In our sample children who exhibit low level of participation supposedly, have no or weekly developed feeling of identification with school. Results gained by two questions from the "Value scale" support this assumption: it appeared that 23% of children report that they often criticize the importance of the subject matter during the lesson (q.46) and 10% of students do not think, that school is important to them (q.32). These children in general take minimal effort and sometimes even reject to participate in activities, which they do not think is important and valuable for them.

The fact of getting such a small group of children who are high participants was unexpected in our study, since as it was mentioned before, educational reforms currently being implemented in Georgia are directed towards increasing student participation in schools (National Curriculum& Assessment center, 2008). However, teachers state that although they recognize the importance of new teaching strategies, they still have difficulties in implementing it in practice (MOES, 2007). Old teaching methods, that seem to be still used in Tbilisi schools is not to much focused on bringing up students as active participation and initiators in the class. Consequently, the level of student class participation emerges to be low and still needs to be increased.

Another reason for low level of student participation can be the class size. In Tbilisi schools large classes with many children still exist. The large class size was often

named by the teachers to serve as a barrier for facilitating student's active involvement in class activities (MOES 2007). The study (Finn et al. 2003) supports the idea that students are more encouraged to participate in small classes than in large ones. Many reasons can lay behind this. But one of the most powerful among them is that teachers in small classes are more likely to know all children's characters and academic abilities. Consequently, they are more able to encourage student's involvement in the class (ibid).

To summarize the findings gained by student class participation scale, it can be assumed: Although 15.1 % of high-participant children were identified in this study, the vest majority of the sample fail to exhibit both levels of participation – effort and initiative taking. These are children who attempt to “get by” with as little effort as possible in class and do not invest much in learning.

4.5.5 Non participatory behavior subscale

The “Non participatory behavior scale” consists of four questions (29, 33,34 42) with Alpha of .656 and investigates on students non participatory behavior. These behaviors are: acting restless in class, being reprimanded by the teacher, talk too much to classmates or annoy with peers work. The minimal score indicating absence of non participatory behavior (“No threats” group) is 4. The maximal score indicating high rate of non participatory behavior is 20.

Table 13: Prevalence of non participatory behavior

	No threats Range 4-8		Some threats Range 9-15		Threats Range 16-20	
	N	%	N	%	N	%
Non participatory behavior subscale	218	58.4	150	40.2	5	1.3

N=373 (11 is missing on one or more items and are not included)

Table 13 shows that 58.4% of children belong to the “No threats” group, which means they never or seldom exhibit non-participatory behavior. A very small number of children emerged in “Threats” group, where non-participatory behavior is proposed at high rate by the students (1.3%). In the “Some threats” group appeared 40.2% of students. According to this scale percentage of children who show non-participatory behavior is very low.

Non participatory behavior to some extent can be discussed as externalized problem behavior (Finn 1993). Correlation that was found between nonparticipation behavior measurement scale and PB scale gives support for this assumption. As cited by Finn (1993) non participatory behavior as problem behavior in the class diminishes learning opportunities for students and they fail to take an advantage of education. Because of this non-participatory behavior should not be ignored even if it occurs sometimes in the class by the small group of children.

4.5.6 Relation between student class participation and gender

The results of the study reveals that student class participation is associated with gender. Female students ($M=42.69$ $SD=8.31$) emerged to be more participants in class activities than male students ($M=38.05$, $SD=9.23$). ($t=4.93$; $df=335.7$ $p=.000$). Especially when it comes to effort taking, girls ($M=26.61$, $SD=5.21$) are more tend to follow class rules than boys ($M=23.60$, $SD=5.83$). ($t=5.17$; $df=347$ $p=.000$). Finn (1991) also found out that girls show higher level of participation in the class than boys. It seems, that child's gender plays an important role in determining children's school adjustment (involvement or engagement) (Birch and Ladd 1997). Teachers see girls as having more positive school affections and also as being more positively involved (self-directed and cooperatively participatory) than boys. It is not surprising that teachers may feel closer to children who express school liking and who seem to enjoy class participation (ibid). Consequently, these teachers may tend to facilitate more girls participation in class, than boys.

4.5.7 Relation between student classroom participation and problem behavior

According to our research problem, one of the aims of the study was to seek, to what extent participation is related to student's problem behavior. In this study no relation of problem behavior (neither externalized, nor internalized) with effort taking and initiative taking was found out. But correlation between student non participatory behavior measured by Non participatory behavior scale and externalized problem behavior was significant (.261 $p < 0.01$). This was not surprising, because non participatory behavior is disruptive for learning and is considered as problem behavior itself. Such behavior over the years can even evolve into blatant problem behavior including truancy, dropping out of school, and even juvenile delinquency (Finn 1991).

Our study findings show, that students who do not follow the class rules or take initiative do not necessarily exhibit problem behavior. However, who show non participatory behavior, is more likely to have externalized behavior problems.

4.5.8 Relation between academic achievement and student class participation

Unexpected results have been received according to the connections between academic achievement and student class participation. It appeared, that student classroom participation is negatively related to academic achievement (Chi-Square 33.01, Cramer's $V = .213$, Spearman's $\rho = -.286$ $P = .000$) In our case we got high percentage of children, who are high participants and their academic achievement is below average. On the contrary, high percentage of children, who state, that never or seldom participate in class activities have academic achievement above average (see Appendix 3.3). Several studies prove, that student classroom participation is significant determinant for academic achievement. Students, who participate in the class actively, are more likely to have high academic achievement than their peers (Finn 1989, Finn 1991, Ladd et al. 2000). Also it appeared, that only effort taking is

related to academic achievement (Appendix 3.4). No connection was found between academic achievement and Initiative taking.

These connections between academic achievement and student class participation can be interpreted by the following:

1. Educational reforms in Georgia are directed towards the implementation of new criterion for assessing children. However, teachers in the Georgian schools stated that they still are unfamiliar with new grading system (MOES, 2007). It gives rise to the supposition that old method of grading children still is in use in many schools in Tbilisi. According to the old assessing criterions students are gaining high marks mostly for their abilities to understand and memorize school subjects and do academic task (in math for example) correctly. Following class rules does not always mean that child is solving academic tasks well. Children, who are low achievers, can try hard, but their high level of participation is not reflected in their grades. In other words, doing class work or home work on time or approaching it with sincere effort does not always mean to do the work well. Sometimes children need more time to understand a task and perform it than they are given in the class or at the home. So, the child can deliver the assignment on time, but it can be done incorrectly. This child is likely to get low marks. Still, he/she is the one, who states that follows rules and responds to the class demands.
2. As mentioned earlier, using group working and discussions in the class is not well established teaching methods in Tbilisi schools yet (MOES, 2007). So, if any of them is not well organized, it can turn into entertainment or chatting in the class. Consequently, child is not concentrated on task and can fail to do the class work well. Not well done work is assessed with low marks.
3. The SP scale used in this study measured students' class participation from students' perspective. Particularly, children were to state about themselves and indicate to what extent they take part in the class related activities. It seems, that, children who have academic achievement below average, perceive themselves as

active participants. The feeling of being participant and effortful in the class can be subjunctive feeling. Sometimes children can perceive themselves as active participants and think, that they invest a lot in learning. But in fact pupils might be less involved than they think that they are. So, they emerge in low achievers group. This fact is very important for teachers to take into account, and help students to realize, that more efforts are needed in order to be a high achiever.

No connection appeared to be between initiative taking and student academic achievement. We think that reason for this can be the following:

It happens in Tbilisi school, that children often are engaged with a teacher in conversation after class. Our study showed, that 57,3% (N 376) of children stated to be doing so. However, it is cultural matter, that this conversation mostly can be regarded as “chatting” about everyday life, or some school administrative issue and not about academic subjects and tasks. Consequently, their involvement in conversation with teachers is not related to their grades. Besides, children can go to the dictionary or encyclopedia, but they can look for the information about different things, but not their own school subjects. However, these children can respond that they do more, than just assigned work. Then again, their initiation is not related to their grades. All these facts might serve as an explanation why there was no connection between Initiative taking sub-scale and academic achievement.

In the face of it the results of our study is unexpected and seems to be illogical, especially comparing to a sizeable body of studies indicating a strong connection between academic achievement and student class participation. However, it can be explained by criteria, which teachers use when assigning marks to students in Tbilisi schools and also by subjectivity of students while reporting about their participation in the class.

These findings of our study about connection between academic achievement and student class participation point to the necessity for further researches to investigate more on the connection between these two factors in Tbilisi schools.

Chapter 5: Conclusions and implications

5.1 Summarizing findings

The present study was conducted to explore on connection between the following variables: (1) verbal abuse by the teacher and student class participation; (2) verbal abuse by the teacher and academic achievement and problem behavior; and (3) student class participation and academic achievement and problem behavior. The research was run in 10 Tbilisi public schools. 384 seven and ten graders and 20 teachers participated in the research. The study obtained the following findings:

Prevalence of verbal abuse, class participation, academic achievement and problem behavior - the largest group of verbally abused children report about often experience of “Public humiliation” by the teachers. “Verbal put downs and threats” and “Ridiculing child’s abilities” was reported at high rate as well. On the contrary, “Ridiculing child’s initiatives” emerged to happen very rarely. The number of children who report that they often or very often experience all kinds of verbal abuse was relatively small.

Another finding shows that unexpectedly large number of children rarely or never participate in class activities. The number of children who report, that they do not take effort in the class is twice larger compared to those, who never or seldom take initiative. Opposite to this, the number of children who often show non participatory behavior appeared to be quite small.

As for the problem behavior, more children appeared to show externalized problem behavior rather than internalized. However, the difference between these two groups is not big.

In regard with academic achievement the majority of children are in the group with average academic achievement. High achievers are more than those with achievement

rate below average. However, the percentage of children who gain low grades is almost 20%, which is not a small group.

✓ Connections between variables

Verbal abuse and participation -participation appeared to be negatively correlated with verbal abuse. Effort taking and initiative taking in the class are mostly influenced by name-calling, threatening to be expelled from the class, etc. (“Verbal put downs and threats”). Effort and initiative taking by the child also can be affected if teacher permanently tells the student that he/she is unsuccessful, makes fun on him/her when the one expresses his/her opinion and the like (“Ridiculing child’s abilities”).

Non participatory behavior appears to be sensitive towards all forms of verbal abuse.

Verbal abuse and externalized problem behavior - study results show relation between two forms of verbal abuse by the teacher and externalized problem behavior. Particularly, it appeared that children’s disruptive behavior in the class tends to be increased by “Verbal put downs and threats” and “Ridiculing child’s abilities”. Other two forms of verbal abuse seem not to be related to problem behavior. Results did not support any connection between internalized problem behavior and any kinds of verbal abuse.

Verbal abuse and academic achievement - only “Ridiculing child’s abilities” have an impact on academic achievement. Children who often are told to be unsuccessful and threatened with bad marks, are more tend to get marks below average than their peers. No other forms of verbal abuse were associated with child’s academic performance.

Verbal abuse and Gender-verbal abuse appeared to be determined by gender factor. Numbers of researches support the connection between prevalence of rough and insulting verbal expressions of teachers and student’s gender. Particularly, the data of

the present study shows that male students are victims of verbal abuse by the teacher more often than female students.

Participation and problem behavior- only non participatory behavior is associated with externalized problem behavior. Children, who act restless in the class, talk too much with peers, interrupt peers with and the like seem to be more likely to show externalized problems of behavior than other students. On the contrary there is no connection between problem behavior and student participation. Students who fail to participate in the class activities do not necessarily show any kind of problem behavior (neither internalized nor externalized).

Participation and academic achievement- unlike a considerable number of researches the data of our study showed negative connections between student classroom participation and academic achievement. Put another way, students who claim to be engaged in the class activities intensively, appeared to be those with academic achievement below average. These children reported that they always follow class rules, do assignments with sincere effort and try to complete their work even if it is difficult and the like. On the contrary, high achiever students were more tend to say, that they never or seldom take effort or show initiation during the class.

Participation and gender - the findings of our study support connection between gender and the level of student class participation. Girls are more tend to be involved in different class activities than boys.

5.2 Conclusion

The present study demonstrated that teachers still use different forms of verbal abuse towards children in Tbilisi schools. At the same time the level of students' class participation is not high. If one looks at the number of children with problem behavior and low academic achievement, it is obvious that many pupils' needs in schools are not met. It can be said that despite effort which has been put in reform of school settings in Georgia, the some problems according children verbal abuse by the

teacher, low level of student's class participation, low academic achievement and problem behavior still exist in Tbilisi schools.

Moreover, all these problems are related with each other. Our study like past empirical findings show that existence of verbal abuse by the teacher decreases the level of student class participation. On the contrary it can rise problem behavior in the class and hinder students' academic achievement.

Unlike a considerable number of studies, results of our research supported negative connection between academic achievement and student class participation. In other words students having low grades appeared to be more active participants in the class. The explanation of this seemingly not logical fact was build on Tbilisi school reality and assumed that active participants appeared to be low achievers because still in most schools teachers use old criterion for grading kids. Class participation stays ignored in this case and is not reflected in marks. It is only understanding and memorizing the subject matter by the student that is appreciated. That is way the data of our study may indicate, that teachers still need support in implementing of new assessment strategies that considers not only memorizing and understanding the subject matter by the children but also takes into a consideration child's effort and initiative taking during the lessons. On the other hand, since the SP scale was seeking for students opinions about their class participation, it could be happen, that students were subjective while reporting about their participation in the class. That is, students with low academic achievement could overestimate their participation in class.

Finally it can be stated, that the more the teacher-child relation is friendly and free from any kind of verbal abuse the more chance children have to participate and benefit from learning.

5.3 Limitation of the study

There are several aspects that can be regarded as limitations for the study: first of all lack of previous researches according the focal point of the present study from the

Georgian perspective. At the same time shortage of sufficient literature from the field that will be good material for discussions and comparison.

Secondly, Georgian schools do not have tradition to be the part of the research, therefore it caused barriers in gathering information properly.

Thirdly, measurement of verbal abuse by the teacher towards children, did not consider other types of abusive behaviors (for example neglect) that as well may be connected with child's school participation, academic achievements and problem behavior. Also only class participation (and not school participation) was investigated in this study.

Fourthly, because of ethnic homogeneity of the sample, the results refer exclusively to Georgian pupils. Geographical limitation existed as well. The sample consists of pupils only from the capital of Georgia.

Fifthly, the findings of the study is based on children's opinion about to what extent they are participant in class and to what extent they experience verbal abuse by the teacher. Children sometimes can be subjective when proposing about their participation or being abused verbally. To get more objective picture using observation as supplementary method would be helpful.

5.4 Implication for future studies

This current study is the first research done in Georgia to investigate on verbal abuse by the teacher, student class participation, academic achievement and problem behavior. Therefore the result of the study demonstrates some interesting aspect that might be implication for future researches :

1. As results show prevalence of different types of verbal abuse is common for Tbilisi schools. It might be interesting to investigate on what is teachers opinion about verbal abuse towards the children. How they see this concept

and if they realize the harmful effects of verbal abuse by the teacher on child's proper functioning in class.

2. The aim of the present study was to get an overview of prevalence of verbal abuse in Tbilisi school and define its connection between target variables. For the further research we would suggest in-depth interview to investigate further on how children feel about being verbally abused.
3. Negative relation between academic achievement and class participation in our study gives us sense that farther researches are necessary to be provided in this direction. Particularly, how students class participation is reflected by teachers in the process of assigning marks to the children. Also it will be interesting to examine whether participation in the class activities is similarly understood both by the teacher and pupils? How teachers facilitate children's enrolment in class?

5.5 Implication for practice

The findings of the present study can be interesting for the teachers because of following reasons: These findings can help teachers to realize, that rough and insulting verbal expressions are not proper tools for making discipline in class or push the child to study and participate. Opposite, it serves as a serious barrier for learning and provokes problem behavior in class. These findings of the study can serve as suggestion for teachers in Tbilisi school to be positive and do not give rough and insulting verbal feedback to children for any purpose.

Also the findings of this study can be suggestion for teachers, to pay more attention to student who are low achievers but propose that they invest heavily in learning. These children can really try hard and follow classroom rules. Or they might be subjective and overestimate their effort and involvement in learning. In both cases teachers should help children to plan their participatory activities in proper way and invest more in learning. In addition teachers should not ignore when students try to take effort and take it into account when assigning them grades.

Recommendation for policy makers is: in-service trainings should be provided to assist teachers in implementing new assessing methods in practice. Also policy makers should support more providing researches on educational issues and build educational policy on empirical findings.

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Appendix 1 Questionnaires

1.1 Pupils self-reporting questionnaire of verbal abuse

School Number.....

Grade.....

Sex.....

Pupil's Identification Number.....

Instruction:

Dear student,

Please, attentively read presented items that expresses teachers behavior in the class, and mark one from the given 4 answers, according how often have you been impacted by this kind of activities form the teachers side.

1.	Threats you with bad marks. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
2.	Compares you with other kids. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
3	Makes fun on you when you express your opinion. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often

4	Says that grate achievements are not expected from you. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
5	Names you with rough and unpleasant for you words. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
6	Threats you to withdraw from the class. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
7	Criticizes you in front of the class. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
8	Makes unpleasant remarks about your appearance. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
9	Says that you are unsuccessful pupil. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
10	Swears on you to make you embarrass. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
11	Threats you to expel you from the class. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
12	When you are talking about your future planes she says you will be unsuccessful. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often

13	Jokes at you when you want to show an invitation while doing the task. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
14	Teases you. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
15	Gives you names like: dummy, silly, stupid or incapable. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
16	Threats you with not involving you in the school recreational activities. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
17	Discusses your mistakes together with others <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
18	Passes other children's attention on your mistakes. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
19	Says that you will not reach the success. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
20	Calls you insulting names. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often
21	Taunts you if you do task wrong. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often

22	<p>Prejudges negatively your ability to do something and says that you will not be successful in writing test.</p> <p style="text-align: center;"> <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very Often </p>
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1.2 Student classroom participation questionnaire

Below are items that describe children's behavior in class. Please consider your behavior over the last month. Circle the number that indicates how often you exhibit the behavior. Please answer every item.

23	<p>I pay attention in class.</p> <p> <input type="checkbox"/> Never¹ <input type="checkbox"/> Seldom ² <input type="checkbox"/> Sometimes³ <input type="checkbox"/> Often ⁴ <input type="checkbox"/> Very often⁵ </p>
24	<p>I complete homework on time.</p> <p> <input type="checkbox"/> Never¹ <input type="checkbox"/> Seldom ² <input type="checkbox"/> Sometimes ³ <input type="checkbox"/> Often ⁴ <input type="checkbox"/> Very often ⁵ </p>
25	<p>I work well with other children.</p> <p> <input type="checkbox"/> Never¹ <input type="checkbox"/> Seldom ² <input type="checkbox"/> Sometimes³ <input type="checkbox"/> Often ⁴ <input type="checkbox"/> Very often ⁵ </p>
26	<p>I lose, forget, or misplace materials.</p> <p> <input type="checkbox"/> Never¹ <input type="checkbox"/> Seldom ² <input type="checkbox"/> Sometimes³ <input type="checkbox"/> Often ⁴ <input type="checkbox"/> Very </p>

	often5
27	<p>I come late to class.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often5</p>
28	<p>I attempt to do my work thorough and well, rather than just trying to get by.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5</p>
29	<p>I feel restless, it is often difficult for me to sit still.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often5</p>
30	<p>I participate actively in discussions.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5</p>
31	<p>I complete assigned seat work.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5</p>
32	<p>I think that school is important.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very</p>

	often 5
33	I need to be reprimanded by the teacher. <input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5
34	I interfere with peers' work. <input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5
35	I am persistent when confronted with difficult problems. <input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5
36	I do not to know what is going on in class. <input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5
37	I do more than just the assigned work. <input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5
38	I feel withdrawn and do not communicate with others. <input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5

39	<p>I approach new assignments with sincere effort</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5</p>
40	<p>I am critical (criticize) of peers who do well in school.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5</p>
41	<p>I ask questions to get more information.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5</p>
42	<p>I talk with my classmates too much.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5</p>
43	<p>It is difficult for me to take independent initiative.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5</p>
44	<p>I need to be helped to get started and kept going on work.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5</p>

45	<p>I prefer to do easy problems rather than hard ones.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5</p>
46	<p>I criticize the importance of the subject matter (do not think that the subject matter is important).</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5</p>
47	<p>I try to finish assignments even when they are difficult.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5</p>
48	<p>I raise my hand to answer a question or volunteer information.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5</p>
49	<p>I go to dictionary, encyclopaedia, or other reference on my own to seek information.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5</p>
50	<p>An obstacle in schoolwork makes me discouraged and frustrated and I stop trying.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very</p>

	often 5
51	<p>I like to be engaged with teacher in conversation about subject matter before or after school, or outside of class.</p> <p><input type="checkbox"/> Never1 <input type="checkbox"/> Seldom 2 <input type="checkbox"/> Sometimes3 <input type="checkbox"/> Often 4 <input type="checkbox"/> Very often 5</p>

1.3 Problem behaviour measurement scale

Dear Teacher,

This questionnaire is designed to measure how often child exhibited listed above behaviour in class. Read each item and decide for each pupil how often he/she does the behaviour described: if never circle the -1, If sometimes circle -2, If often circle -3, If very often circle -4.

	Problem Behaviors	How often?			
G1	Likes to be alone.	Newer	Sometimes	Often	Very often
G2	Fights with others.	1	2	3	4
G3	Is easily embarrassed.				
G4	Argues with others.				
G5	Threatens or bullies others.				
G6	Talks back to adults when corrected.				
G7	Has temper tantrums.				
G8	Appears lonely.				
G9	Gets angry easily.				
G10	Shows anxiety about being with a group of children.				
G11	Acts sad or depressed.				
G12	Has low self-esteem.				

Appendix 2: Reliability analysis for scales

2.1 Reliability for student class participation total scale before items deleted

Reliability for SP total scale

Cronbach's Alpha	N of Items
.854	29

Item-total statistics for student class participation questionnaire

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
23 I pay attention in class.	63.14	187.102	.541	.846
24 I complete homework on time.	63.18	183.767	.609	.843
25 I work well with other children.	62.62	182.382	.540	.844
26 I lose, forget, or misplace materials.	63.99	196.061	.240	.853
27 I come late to class.	63.58	195.736	.232	.853
28 I attempt to do my work thoroughly.	62.78	189.005	.288	.854
29 I act restless, it is often difficult for me to sit still.	63.22	192.928	.264	.853

30 I participate actively in discussions.	62.95	185.279	.529	.845
31 I complete assigned seat work.	63.10	182.406	.530	.845
32 I think that school is important.	63.54	188.042	.424	.848
33 I need to be reprimanded.	62.97	195.418	.249	.853
34 I annoy with peers' work.	64.12	194.983	.386	.851
35 I am persistent when confronted with difficult problems.	61.84	198.424	.055	.861
36 I do not know what is going on in class.	63.70	194.972	.181	.856
37 I do more than just the assigned work.	61.79	184.920	.499	.846
38 I am withdrawn.	64.00	197.184	.177	.855
39 I approach new assignments with sincere effort.	63.02	178.600	.705	.839
40 I am critical of peers who do well.	64.21	197.570	.254	.853
41 I ask questions to get more information.	62.79	187.304	.444	.848
42 I talk with my classmates too much.	62.92	188.156	.419	.849
43 It is difficult for me to take independent initiative.	63.51	190.373	.392	.850
44 I need to be helped by teacher to be kept going on working.	63.54	192.042	.361	.850
45 I prefer to do easy problems.	62.63	191.944	.225	.856

46 I criticize the importance of the subject matter.	63.44	194.616	.213	.855
47 I try to finish assignments even when it is difficult.	63.12	180.756	.608	.842
48 I raise my hand to answer a question.	63.59	187.896	.468	.847
49 I go to dictionary to seek information.	62.53	178.691	.592	.842
50 An obstacle in schoolwork makes me frustrated.	63.46	189.467	.426	.849
51 I like to be engaged with teacher in conversation after classes.	61.77	192.008	.241	.855

2.2 Reliability for student class participation total scale (SP) – after items deleted

Reliability SP scale

Cronbach's Alpha	N of Items
.863	12

Item-Total statistics for student class participation scale

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
23 I pay attention in class.	29.98	76.934	.550	.853
31 I complete assigned seat work.	29.97	73.372	.573	.851
24 I complete homework on time.	30.02	74.080	.670	.846
39 I approach new assignments with sincere effort.	29.86	71.632	.697	.843
30 I participate actively in discussions.	29.76	74.750	.600	.850
25 I work well with other children.	29.46	74.166	.540	.853
28 I attempt to do my work thoroughly.	29.61	76.446	.352	.868
51 I like to be engaged with teacher in conversation after classes.	28.59	78.665	.305	.869
37 I do more than just the assigned work.	28.62	75.170	.533	.853
49 I go to dictionary to seek information.	29.33	70.967	.605	.848
47 I try to finish assignments even when it is difficult.	29.92	71.085	.658	.845
41 I ask questions to get more information.	29.60	75.013	.538	.853

2.3 Reliability for pupil's self-reporting questionnaire of verbal abuse by the teacher (VA)

Reliability for VA scale

Cronbach's Alpha	N of Items
.908	22

Item-Total Statistics for VA scale

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1 Threats you with bad marks.	31.70	83.932	.487	.905
2 Compares you with other kids.	31.73	83.604	.440	.907
3 Makes fun on you when you express your opinion.	31.90	84.375	.456	.906
4. Says that grate achievements are not expected from you.	31.89	81.302	.588	.903
5 Names you with rough and unpleasant for you words.	31.66	81.411	.574	.903
6. Threats you to withdraw you from the class.	31.55	81.200	.554	.904
7 Criticizes you in front of the class.	31.69	81.082	.649	.901

8 Makes unpleasant remarks about your appearance.	32.18	84.945	.473	.905
9 Says that you are unsuccessful pupil.	32.01	85.222	.424	.906
10 Swears on you to make you embarrass.	31.95	83.400	.557	.904
11 Threats you to expel you from the class.	31.97	81.575	.611	.902
12 When you are talking about your future planes she says you will be unsuccessful.	32.32	87.599	.456	.906
13 Jokes at you when you wont to show an invitation while doing the tusk.	32.10	85.142	.504	.905
14 Teases you	32.06	82.680	.656	.902
15 Gives you names like: stupid.....	31.72	78.612	.703	.900
16 Threats you with not involving you in the school recreational activities.	32.25	86.047	.484	.905
17.Discusses your mistakes together with others.	31.48	82.017	.551	.904
18 Paces other children's attention on your mistakes.	31.70	83.338	.484	.905
19 Says that you will not rich the success.	32.21	85.743	.491	.905
20 Calls you insulting names.	31.92	81.228	.662	.901
21 When your homework is wrongly done she jokes on you.	32.24	87.595	.348	.908

22 Prejudges negatively your ability to do something and says that you will not be successful in writing test.	31.94	83.147	.546	.904
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2.4 Reliability for problem behavior measurement scale (PB) after items deleted

Reliability for PB

Cronbach's Alpha	N of Items
.754	10

Item-Total Statistics for PB scale

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
G1 Likes to be alone.	15.36	20.663	.026	.790
G2 Fights with others.	15.33	16.301	.631	.700
G4 Argues with others.	15.13	16.474	.558	.711
G5 Threatens or bullies others.	15.82	17.866	.617	.713
G6 Talks back to adults when corrected.	15.30	16.544	.524	.716
G7 Has temper tantrums.	15.49	16.598	.655	.699
G8 Appears lonely.	15.70	19.317	.296	.749

G9 Gets angry easily.	15.27	16.390	.628	.700
G10 Shows anxiety about being with a group of children.	14.50	20.502	.078	.777
G11 Acts sad or depressed.	15.68	19.841	.235	.755

Appendix 3 Relations between variables

3.1 Relation between verbal abuse and student class participation

		Verbal put downs and threats	Ridiculing child's abilities
Effort taking	Pearson Correlation	-.244**	-.254**
	Sig. (2 tailed)	.000	.000
	N	353	360
Initiative taking	Pearson Correlation	-.183**	-.161**
	Sig. (2 tailed)	.001	.002
	N	354	363

** Correlation is significant at the 0.01 level (2-tailed)

3.2 Relation between verbal abuse and problem behavior

		Verbal put downs and threats	Ridiculing child's abilities
Externalized problem behavior	Pearson Correlation	.177**	.127**
	Sig. (2 tailed)	.001	.019
	N	334	341

** Correlation is significant at the 0.01 level (2-tailed)

3.3 Relation between academic achievement and participation total scale

a. Participation total scale and academic achievement – crosstabulation

Participation total scale %	Student overall academic achievement			
	Above average	Average	Below average	Total number
No threats	19.4	54.1	26.5	363
Some threats	34.6	49.2	16.2	
Threats	54.8	33.3	11.9	

b. Chi-Square Tests for participation total scale and academic achievement

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.018 ^a	4	.000
Likelihood Ratio	33.653	4	.000
Linear-by-Linear Association	28.005	1	.000
N of Valid Cases	363		

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.018 ^a	4	.000
Likelihood Ratio	33.653	4	.000
Linear-by-Linear Association	28.005	1	.000

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.01.

c. Spearman's rho for participation total scale and academic achievement

			GE 13 the students overall academic performance is	Participation total scale
Spearman's rho	GE 13 the students overall academic performance is	Correlation Coefficient	1.000	-.286**
		Sig. (2-tailed)	.	.000
		N	382	363
	Participation total scale	Correlation Coefficient	-.286**	1.000
		Sig. (2-tailed)	.000	.
		N	363	365

** . Correlation is significant at the 0.01 level (2-tailed).

3.4 Relation between academic achievement and effort taking

a. Effort taking subscale and academic achievement - crosstabulation

Participation total scale %	Student overall academic achievement			
	Above average	average	Below average	Total number
No threat	8.3	75	16.7	363
Some threat	29.2	50	20.8	
Threat	54.8	33.3	11.9	

b. Chi-Square Test for effort taking subscale and academic achievement

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.853 ^a	4	.000
Likelihood Ratio	29.438	4	.000
Linear-by-Linear Association	20.901	1	.000
N of Valid Cases	363		

a. 2 cells (22.2%) have expected count less than 5. The minimum expected count is 2.08.

c. Spearman's rho for effort taking subscale and academic achievement

Correlations

		Effort taking	GE 13 the students overall academic performance is
Spearman's rho	Effort taking	Correlation Coefficient	1.000
			-.254**

	Sig. (2-tailed)	.	.000
	N	365	363
GE 13 the students overall academic performance is	Correlation Coefficient	-.254**	1.000
	Sig. (2-tailed)	.000	.
	N	363	382

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix 4: Factor analysis

4.1 Final factor solution for student class participation scale

Rotated Component Matrix^a

	Component	
	1	2
23 I pay attention in class	.738	.092
31 I complete assigned seat work	.705	.166
24 I complete homework on time	.680	.355
39 I approach new assignments with sincere effort	.656	.429
30 I participate actively in discussions	.644	.293
25 I work well with other children	.618	.235
28 I attempt to do my work thoroughly	.519	.021
51 I like to be engaged with teacher in conversation after classes	-.107	.765
37 I do more than just the assigned work	.260	.686

49 I go to dictionary to seek information	.377	.648
47 I try to finish assignments even when it is difficult	.507	.554
41 I ask questions to get more information	.429	.470

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

4.2 Final factor solution for problem behavior scale

Rotated Component Matrix^a

	Component	
	1	2
G1 Likes to be alone	-.170	.733
G2 Fights with others	.861	-.074
G4 Argues with others	.842	-.156
G5 Threatens or bullies others	.801	.034
G6 Talks back to adults when corrected	.781	-.121
G7 Has temper tantrums	.849	.014

G8 Appears lonely	.072	.884
G9 Gets angry easily	.818	.013
G10 Shows anxiety about being with a group of children	-.101	.671
G11 Acts sad or depressed	.044	.809

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.