

# Emotional abuse and its relationship to self-confidence among middle school teachers

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## **Abstract**

*The current research aims to identify*

*1- Emotional abuse for middle school teachers.*

*2- Self-confidence among middle school teachers.*

*3- The significance of the statistical differences in the relationship between emotional abuse and self-confidence according to the gender variable (male, female).*

*4- The direction and strength of the relationship between emotional abuse and self-confidence among middle school teachers.*

*To achieve the goals of the research, the researcher built a measure of emotional abuse according to Claser's theory (Glasser, 2000), and adopted a measure of self-confidence for (Maneh, 2015), and applied the two measures to the research sample, which consisted of (400) teachers and schools (married) from the Baquba District Center After they were chosen by the stratified random method, the number of male and female teachers was determined proportionally.*

*After statistically treating the study data using (T-test for one sample, and T-test for two independent samples, Pearson correlation coefficient, Alpha Cronbach equation, and Z-test), the research reached the following results: The members of the research sample do not have emotional abuse, that the members of the research sample have Self-confidence level is high compared to the theoretical average of the scale, there are no statistically significant differences in the correlative relationship between emotional abuse and self-confidence according to the gender variable (male - female), there is no statistically significant relationship between emotional abuse and self-confidence, and in the light of these results the research has come out With a set of recommendations and suggestions.*

*Keywords: Emotional abuse, self-confidence, primary school teachers.*

## **Research problem**

Emotional abuse is the core of abuses and attacks all of them and their basis in that every abuse includes emotional abuse and injury to the feeling of the evening to him and an insult and degradation that would not have been tortured, and emotional abuse is denial and withholding everything that provides the individual with the feeling that he is the object of love and acceptance and value and providing him with everything that contradicts that, Insulting him feels hate, rejection, and undervaluation (Amer & Al-Masry, 2014: 22).

Abuse appears between husbands effectively as this leads to marital suffering. Such husbands are unable to manage conflict and communicate effectively in listening to each other and do not tend to suggest possible solutions to the

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problems they face as the husband may tend to withdraw from the place and here the problem remains pending or may tend to deal with Marital problems or conflicts using beatings or violence (girls, 2008: 17).

Violence (abuse) is no longer limited to a specific gender or a specific group, but rather has become a behavior in which a woman can participate in a man, even young men and women, and incidents pages have indicated in local and Arab daily newspapers, such as the presence of a son who kills his mother and a teacher who kills his mother and a husband who suffocates his wife until Death and these behaviors as a whole are alien to the Muslim family, and their repetition is an indication of a social imbalance that deserves more study and research in order to preserve the stability and cohesion of societies (Qarqouti, 2015: 17), although emotional abuse is a widespread form and is a form of Violence among all cultures but this type of abuse is rarely identified (Lornig, 1994: 43).

Self-confidence is not a process that should be practiced but rather a fruit that a person reaps as a result of the seeds of planting them. It is a reflection of an internal reality that works in the depths of the personality in addition to the general health of the individual and is related to what the individual gets from the information and experiences that support his social status and help him to be positive (Asaad, 1977: 20 ), And the results of many studies indicated that self-confidence is one of the basic personality factors that are related to the general adaptation of the individual, and helps the individual to satisfy his needs as well as enable him to achieve psychological and social integration. Therefore, self-confidence is one of the criteria of the normal personality, and that mental health is linked to a strong and confident personality, And complementarity psychologically, mentally and socially, complementarity expresses the synergy and consistency between the elements of the physical and psychological personality as a whole (Al-Wasaili, 2007: 37).

### **Research importance**

The teacher is the essence of the educational process due to the importance and standing of the important role he plays in the educational process, and the teacher's roles are multiple and overlapping between cognitive and administrative, and the performance of that role is influenced by the personal factors of the teacher and the social and organizational construction of the education profession as a profession that requires high levels of enrollment, and teachers often encounter in the school Numerous situations and circumstances during which they are exposed to instances of turmoil, anxiety, fear, frustration and anger, which negatively affects their health and psychological state, which in turn is reflected on their levels of performance at work and then the ability to achieve educational goals and most of the pressures and tensions come from sources linked to the work and its nature as it comes from the external environment that affects On individuals and institutions (Aloulou, et al, 2013: 10).

Emotional abuse is one of the main problems experienced by individuals on a large scale, but in the absence of studies that show the extent of emotional abuse and its dimensions, it is not possible to identify specifically the size of the abuse or its effects, and the problem gets worse in the Arab world because of the nature of society and the rejection from most segments Society, given that these matters are related to the privacy of each family (Asiri, 2001: 25).

Emotional abuse has received a lot of attention from researchers and specialists at a late time. This type of abuse occurs under several names of psychological abuse, emotional neglect, psychological or emotional violence, and psychological or emotional persecution. In (1983) the World Conference proposed a definition of emotional abuse as emotional abuse consists of acts of default Or negligence or negligence governed by social norms and the experience of specialists as being psychologically harmful to the individual and such actions directly and long-term affect the behavioral, cognitive and emotional aspects of the individual. Examples of this type of abuse include rejection, intimidation, isolation and exploitation (Pearce, et al, 1996: 19), Societies have increased the need for individuals to have each of them have a harmonious unit that is able to integrate with each other to form a large social unit that takes its progressive capacity from the strength of this integration and the consistency of its components, and that the cohesion of personality is the most important elements of self-confidence (Al-Khayat, 2001: 61), as the ability The individual is self-reliant and has a sound judgment on situations and things, facing problems that face him and finding solutions that have an indication of the emergence of trust.

### **Research Objectives :**

The current research aims to identify:

- 1- Emotional abuse for middle school teachers.
- 2- Self-confidence among middle school teachers.
- 3- The significance of the statistical differences in the relationship between emotional abuse and self-confidence according to the gender variable (male, female).
- 4- The direction and strength of the relationship between emotional abuse and self-confidence among middle school teachers.

**Research limits:**

The current research is determined by studying emotional abuse and its relationship with self-confidence among middle school teachers (married) at the Baquba District Center for the academic year (2019-2020).

**Defining terms:**

The researcher has defined the terms for his research in ...

**First: emotional abuse**

The researcher reviewed a set of definitions that dealt with the concept of emotional abuse, including ...

**1- Glaser, 2002**

It is a behavior that is issued by the individual intentionally or unintentionally, characterized by persistence and repetition, and does not require physical contact of the individual, and is represented by psychological neglect and contempt (negative attribute) of the individual and negative interaction with him (Glaser, 2002: 702).

**2- Walker, 1979)**

It is a non-physical assault on a partner, which takes place over a period of time. The aggressor (the partner) systematically reduces and destroys the internal self of the victim, either overtly (silver - directly) or secretly (non-silver - indirect) in order to control within the relationship with the victim ( Walker, 1979: 43).

**3- Loring, 1994**

It is the repeated use of harmful behavior by the partner towards his other partner (Loring, 1994: 1).

**Second: self-confidence**

The researcher reviewed a set of definitions that dealt with the concept of self-confidence, including:

**1- (Carroll, 2009):**

A personal trait with which the individual feels competence and ability to face different obstacles, using the maximum of what his capabilities produce to achieve the desired goals, and reach the individual to the required level of mental health and compatibility (Carroll, 2009: 9).

**2-Hornby (1974):**

A person's self-confidence is often in the form of an individual's dependence on his or her own strength (Hornby, 1974: 288).

**Theoretical framework:**

**First: The concept of emotional abuse:**

Emotional abuse is defined as a bad language, worse, worse, and it is said that what does so-and-so do worse, that is, ugliness of work-making (Ibn al-Manzoor, 1990: 2138). Of the normal emotional relationship with the individual and includes verbal, mental and psychological abuse (Al-Hadidi and Jahshan, 2004: 6).

Garbarino defined it as the continuous practices of the individual that cause violent destruction or severe damage to the ability of the other individual. Emotional abuse leads to serious mental and behavioral disorders and weakens both the ability to succeed and the ability to form normal relationships with others. It also leads to changes in the individual's thinking and personality. Hence a change in his behavior and interaction with others (Al-Ajmi, 2007: 32), and the term abuse appeared first by the doctor (A. Tardieu, 1860) in France, where he was the first to draw attention to the concept of abuse and began to pay attention to the phenomenon of abuse in the early sixties (Al-Muraikhi). And Al-Muraikhi, 2013: 17), the researchers did not reach agreement on the precise definition of emotional abuse, although it is recognized that this type of abuse is based on strength and control (Stevens, 1996: 10), and the terms emotional abuse, emotional neglect and injury have been used. Mentality to describe procedures similar to emotional abuse within a family (Nesbt & Philott, 2002: 10).

Although there are no generally accepted terms and definitions, emotional abuse has been defined by some as the continuous use of arbitrary verbal language to criticize warmth and tenderness (Besharov, 1990: 212).

### **Effects of emotional abuse on individuals:**

Emotional abuse can undermine the development of individuals' knowledge and competencies and may also have a detrimental effect on their confidence in others and on the way they form relationships and express feelings (Tomison & tucci, 1997: 5).

**1- Professional Effects:** Emotional abuse: can lead to a decrease in the motivation to go to work and not complete the required and negative tasks in the interaction between the manager and colleagues. Snook & Hyman claimed that individuals may also face difficulty in caring and thinking clearly and focus on the tasks to be accomplished and their accomplishments become. At lower levels, these factors can greatly affect work progress and hinder their promotion to higher levels, putting individuals at risk of failure to work (Snook & Hyman, 1999: 6).

**2- Behavioral, Emotional and Social Effects:** Individuals who are subjected to emotional abuse suffer from behavioral problems inside the work, these individuals may become rebels and warriors and show aggressive behaviors that drive others towards others and sometimes they act cold, cruel and brutal (Gootman, 1993: 15), and the methods used by the aggressor towards the The victim in emotional abuse like ...

1. Isolate the partner from his family and friends.
2. Acting aggressively towards the partner.
3. Use disabilities to break the partner.
4. Threatening, intimidating, or harassing a partner.
5. Using children as a means of controlling a partner (Champagne, 1999: 6).

### **Theories interpreted the concept of emotional abuse:**

#### **1- Glasser Theory**

This theory assumes that emotional abuse, neglect in general, and psychological treatment in particular occur when the partners are difficult or provocative or sometimes have physical or psychological conditions that cause serious pressure on the partner beyond his ability for any reason (Moran, et al, 2002: 214) Glasser asserts that the negative attitudes of partners or their attitude actions are not part of the emotional abuse of the individual even if the partners lose their ability to self-control and any harmful behavior occurred to their other partner or they failed to give their partners adequate attention or committed any unintended behavior or Some of them issued behavior that harms their partner in a simple way, and this is not an offense. According to James Garbarino from the Center for Family Life Development at Cornell University, he is

considered one of the most prominent experts who work in the field of research and studies in emotional abuse, where emotional abuse is a severe type of Patterns of abuse that result in significant harm to the psychological development of the individual, especially social development, and this leads to rust or corrosion of the individual. Abuse can occur in all types of family regardless of civilizational and cultural backgrounds, history and race. (Glasser, 2002: 701).

Glasser (2002) pointed out that emotional abuse can predict future damages that affect the individual more negatively on the individual than any other abuse, so the individual who is abused to him, even if he is physically healthy, can fail in psychological advancement and can reach It can lead to death, and individuals who have been subjected to emotional abuse can suffer from anxiety and a decrease in self-esteem, as well as individuals who are subjected to abuse in all its forms, even if only in a simple way, they do not feel psychological security and they have sabotage or withdrawal behavior, i.e. the inability to establish social relations with Others and individuals who have experienced emotional abuse feel inadequate in many areas (Glasser, 2002: 523).

Where Claser sees that there are groups that should be taken care of and that we have come to an explanation for emotional abuse ...

1. A lack or impotence, lack of emotional response and neglect, which includes a lack of feeling on the part of the partner because he is usually preoccupied with the difficulties of life.
2. Ratios of negative attributes or bad attributes of the individual, towards defamation and rejection of the individual.
3. Evolving and inconsistent interactions with the partner.
4. Failure to improve the partner's social adaptation as well as emotional neglect (Al-Katros, 2013: 23).

#### **Second: The concept of self-confidence:**

Despite technological progress, we may be surprised by the size of psychological and social problems that many people suffer from, perhaps the most prominent of which is weak self-confidence, especially for females, and the reason for this may be due to the nature of upbringing used in the Arab environment that distinguishes males over females in freedom and carries responsibility. It was until recently that they distinguished themselves in the ability to complete their studies and education (Ali, 2009: 16), and self-confidence is one of the most important elements in building a personality, as individuals with high self-confidence are healthier, safer and more safe than their relatives with low self-confidence, as this concept has become a stone The cornerstone of many theoretical and experimental personality studies is that our beliefs about our self-confidence and ourselves have all influence in our behavior and our personal and social compatibility (Al-Qamish, 2006: 20).

As self-confidence helps focus attention and increases perseverance and effort to achieve goals and success, which contributes to constructing a positive one, thus making the individual comfortable without fear, able to organize the environment and his ideas quickly, accurately and with less aid from others, which enables him to overcome difficulties and reach a high level of achievement and this leads Longing to discuss others and self-esteem (Age, 2000: 83-88).

#### **Factors that affect self-confidence:**

Self-confidence is affected by many factors, the most important of which are:

##### **First: physical factors:**

The person's enjoyment of physical health and ability to face difficulties and devoid of impairments and diseases guarantees a good part of his confidence in himself. This is the rule, but in the case of homosexuality and the presence of a certain physical problem, the degree of confidence that the individual has is determined by how he deals with that disability (Al-Ta'i, 2007: 293).

##### **Second: mental factors:**

Three pillars fall under it:

1- Intelligence: It is an important element to help the individual to acquire the new and avoid many mistakes and dangers and make him loved among others, and this all increases the individual with a good amount of confidence in himself due to the good treatment and acceptance of those around him.

2- Memory: its importance is highlighted by the fact that the memory is weak, the individual feels psychological weakness because he cannot keep up with the requirements of life.

3- Imagination: as the strong personality is able to control her imagination and employ it in life situations, and the best evidence for that is the poets, inventors and discoverers who testify to them.

History trusting themselves (Ali, 2009: 31).

### **Third: Emotional factors:**

Among the most important emotional foundations that gain an individual's self-confidence is freedom from pathological fears, satisfactory suspicions and obsessions that dominate the person leads to a loss of his self-confidence or vibration, as well as a realistic, emotional view of the self without arrogance, fear or humiliating contempt for the self, in addition to avoiding the pretext of pathological degeneration To previous age stages of a person's life, then the lack of self-confidence causes a feeling of sadness and pathological depression in the same individual, because an individual who does not find his social reality calls for his sense of human being and does not know a reason for his feeling of sadness in his guts, then he will end up eventually losing confidence in himself (Al-Taie, 2007: 294).

### **Fourth: Social factors:**

A person cannot live in isolation from society. If he feels that society rejects him and does not wish to exist, he will lose confidence in himself and those around him, as the social elements are based on the family's acceptance of the individual or its rejection of him. He has a high degree of self-confidence that he needs to be able to confront society and speak out with his ideas and opinions that may contradict what society has been familiar with and familiar with (Ali, 2009: 32).

### **Features of people with high and low self-esteem:**

Individuals with low self-esteem are characterized by frustration, believe that they are less intelligent than others, feel unhappy with themselves, do not trust them, and feel a sense of powerlessness and anxiety towards dealing with others and dissatisfaction with their appearance (Ibrahim, 1989: 419).

People who have lack of self-confidence also believe that others see their faults and negatives, which leads to feelings of anxiety about that and awe of passive behavior, and this leads to a feeling of shame, which again leads to poor self-confidence, which means destroying an individual's life (Badran, 1990: 13). And this only denotes that an ordinary person suffers from a sense of inferiority, anticipates failure beforehand, feels defeated from the inside when facing new situations, and feels the frustration threatening themselves, (Bull, 1997: 53).

A person who has confidence in himself and trusts others is more interested and willing to start and take the hand of others and is very willing to let others present his problems to him and give and take and is keen on time and tends to moderate difficult tasks (Al-Rakabi, 2000: 3), and the person who is confident is characterized by eliminating the anxiety that It arises in his life, as self-confidence makes him aware of his abilities, realizing his potential, and he places himself in its position because he knows the fate of himself and is thus an indication of the compatibility of the individual and his enjoyment of mental health (Al-Badrani, 1986: 21).

### **Theories explain the concept of self-confidence:**

#### **Psychoanalytic theory:**

The idea of the psychological system presented by Freud illustrates the psychological importance of the pioneer of psychoanalysis, self-confidence, and the components of the psychological system as brought forth by Freud (the joy, the ego, the highest ego) illustrates the inner desire and instinctive imperative of a person in order to have a high degree of self-confidence that qualifies him All his struggles and achieving equality and harmony, and this vision is consistent with

what Zahran went to (2002), which indicates that Freud (Frued) believes that the psychological system must be balanced in order for life to go hand in hand, and therefore the ego is trying to solve the conflict between the distraction and the higher I, so if he succeeds, the person is together. (Al-Farahi, 2004: 34).

Adler came with his contributions that focused on the concepts of social concern and feelings of deficiency that constitute a goal in which the individual seeks to struggle and strive for perfection and excellence, and that self-confidence comes through our sense of inferiority and every person has his own style which he pursues to reach the superior psychological and social investigation, and this method which It is adopted by everyone called Adler, the way of life is influenced by the family and social structure, as it focuses on the conscious, emotional soul, contrary to what Freud advocates, and affirms (Al-Azza and Abdel-Hadi, 1999) that man seeks in his life beyond excellence to occupy a prominent place in society and Adler's theory calls that understanding a person A certain person includes a comprehensive task for all his trends and his relationships with the world, so a person is in relation to Adler a social creature rather than being a sexual creature and based on Adler's point of view we are driven by social concerns and most of our social life problems arising and norms and the way of life constitutes the image Adler embraced a high level of self-confidence who can from During which the individual can reach the integrated self-fulfilling personality (Al-Farahi, 2004: 35).

Young also contributed to dealing with self-confidence under the concept of self-realization. (Engler, 1991) states that Young's self-fulfillment is a process of growth that includes individuality and transcendence (excellence) in this process. Self systems achieve their full degrees of distinction and then integrate into One identity with all of humanity (Yarbra, 1991: 98).

#### **Research methodology and procedures:**

##### **First: Research methodology:**

The researcher adopted the descriptive approach and correlational studies, as it is one of the most appropriate approaches in the study of correlative relations between phenomena, as the correlative method works on studying the phenomenon as it is in reality, and it is interested as an accurate description, and it is expressed in a quantitative and qualitative manner and determines the relationships between its elements, or between them and Other phenomena (Melhem: 2000: 324).

##### **Second: Research Society:**

It is the frame of reference for the researcher in choosing the research sample, and this frame (community) may be large or small (Aqeel: 1999: 221), and the current research community consists of preparatory stage teachers (married) in the Baquba district center of both male and female Genders, as it reached The total research population (728) teachers and schools, as the number of males (392) teacher and the number of females (336) schools, and table (1) illustrates this.

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Total	Number of female teachers	Number of teachers	School name	T
45	45		Editing	1
41		41	Sharif Al-Radhi	2
25		25	Ibn Al-Sarraj	3
54		54	Central	4
48	48		Zahra	5
40		40	Jamal Abdunnasser	6
46	46		Jerusalem	7
42	42		Amna Bint Wahab	8
41		41	Diyala	9
38		38	Knowledge	10
34		34	Typeset pollen	11
34	34		Zainab Hilaliyya	12
35	35		Bamboo	13
48	48		dressing Islamic	14
38	38		Mother of Habiba	th15
32		32	Dirar bin Azur	16
30		30	The Falaq	17
32		32	Gardens of Eden	18
25		25	Happy	19
728	336	392		Total

\*The researcher obtained the numbers of male and female teachers from the Planning Department of Diyala Education Directorate (2019-2020)

**Third: The research sample:**

The researcher chose a sample of his research using the random stratified method, where (400) teachers and schools were formed, who constituted (55%) of the total research community, by (212) teachers from the research sample, and (188) schools from the schools of the Baquba District Center in Diyala Governorate and the table. (2) It clarifies that.



**Table( 2 ) Research sample**

	<b>Gender</b>	<b>T</b>
<b>212</b>	<b>Male</b>	<b>1</b>
<b>188</b>	<b>Female</b>	<b>2</b>
<b>400</b>	<b>Total</b>	

Fourth: Research tools:

For the purpose of achieving the research objectives, the researcher has adopted the following measures ...

1- Emotional abuse scale

After reviewing the theoretical framework and previous studies related to emotional abuse and the lack of an appropriate tool for measuring emotional abuse, the researcher built the measure of emotional abuse and the following provides a review of the procedures for building the research tool:

Defining theory and concept

The researcher adopted the theory (Klasser, 2002) as a theoretical framework through which the scale of emotional abuse is built.

- The concept of emotional abuse was defined by the definition developed by (Klaser, 2002) which states that emotional abuse: it is a behavior that is issued by the individual intentionally or unintendedly characterized by permanence and repetition and does not require physical contact for the individual, and is represented by psychological neglect and contempt (negative attribute) for the individual And its negative interaction with it (Glaser, 2002: 702).

• Areas of emotional abuse scale

The areas (dimensions) of emotional abuse were identified after looking at the definition in theory, as follows:

The first area: neglect: is the absence of interest, care and communication, as well as the absence of positive feelings, security and stability within the relationship.

The second area: - Contempt: is the attribution of ridiculous attributes to the individual and ridicule it.

The third area: - Passive interaction: It is interaction with the individual in an irregular way, and he is expected from the individual to accomplish actions that exceed his ability.

• Determine the way paragraphs are drafted and alternatives to answer the emotional abuse scale

The researcher adopted a Likert method in preparing the scale, as it is an easy and clear method that allows the respondent to express his opinion easily and the researcher put the alternatives in a five-way formula which is (it always applies to me, it applies to me sometimes, it applies to me rarely, it applies to me rarely, it does not apply to me) and degrees are given grades ( 5-1) for the positive paragraphs and vice versa for the negative paragraphs when correcting.

Validity of areas of the emotional abuse scale:

For the purpose of verifying the validity of the scale, its paragraphs and the alternatives to the answer, it was presented to a group of specialists in educational and psychological sciences composed of (20) arbitrators to verify the validity of the scale and the accuracy of its paragraphs and the extent of their validity in representing emotional abuse, and the arbitrators agreed at a rate (100%) where the three areas of the scale were kept It was adopted in her representation of emotional abuse.

• Formulation of paragraphs:

After examining the theoretical framework and the literature on the concept of emotional abuse, the researcher formulated the paragraphs of the measure of emotional abuse according to the theory (Klasser, 2002 (and after reviewing several measures, namely (Al-Qarros, 2013) and (Barkhuizen, 2004)) (Hajar, 2011), the researcher was able to The light of this theory is from the formulation of (30) paragraphs divided into three areas (dimensions) for each field (10) paragraphs, and it was taken into account when formulating the paragraphs that they be easy and clear in terms of meaning and carry one idea and accordingly the researcher presented paragraphs of the scale to a group of arbitrators in the science of Self to check the scale paragraphs and their suitability to apply to the sample members.

Fifth: Statistical means:

A number of statistical methods have been used to process the current research data using the Statistical Package for the Humanities (SPSS) program, and the researcher has used the following statistical methods ...

- 1 T-Test One –sample Case
- 2- T-Test Two Independent Samples.
- 3- Person Correlation Coefficient.
- 4- The Fakronbach Formula (Gronbach – Alpha Formula).
- 5- Z-test.

Presentation, interpretation and discussion of results:

The first goal: to identify the emotional abuse of middle school teachers.

To achieve this goal, the researcher applied the measure of emotional abuse to the research sample of (400) teachers and schools, where the arithmetic average (68,442) degrees and the standard deviation (22,968) degrees and the hypothetical mean (90) degrees. When comparing the arithmetic mean with the hypothetical medium, the researcher used the T-test for a sample One where the calculated T value reached (-18,774) a degree which is smaller than the tabular value of (1.96) at the level of significance (0.05) and a degree of freedom (399) and Table (3) shows that.

**Table(3)** :T-test results for one sample indicating the differences between the mean and the hypothetical mean of the emotional abuse scale.

Significance level	Tabular	Calculated	Degree of freedom	Hypothetical mean	standard deviation	SMA	Sample volume	variable
0.05	1,96	- 18,774	398	90	22,968	68,440	400	Emotional abuse

The difference between the two averages is statistically significant, and this result is consistent with what Claser indicated, that the negative attitudes of partners and their attitude actions do not fall within the frameworks of the individual's emotional abuse even if the partners lose their ability to self-control and any harmful behavior occurs to their other partner or fail to give Their partners have paid enough attention or have committed any unintended behavior or have been subjected to behavior that harms their partner in a small way that is not an offense (Glasser, 2002: 701).

**The second goal: to identify the self-confidence of middle school teachers:**

To achieve this goal, the arithmetic mean for the scores of the research sample was extracted on the scale of self-confidence of (97,188) degrees with a standard deviation of (6,755) and the hypothetical average (72) degrees. To find out the significance of the statistical differences between the arithmetic average and the hypothetical average, the T-test was used for one sample and the test results showed T - The calculated T value (80,499) is greater than the tabular T value of (1.96) at the level of significance (0.05) and degree of freedom (399), and this indicates that the individuals of the sample have self-confidence at a high level and table (4) explains it.

**Table (4) :** T-test results for the significance of the differences between the mean and the hypothetical mean of the measure of **self-confidence**

T value		mean hypothetical	Standard deviation	Mean	the sample	variable
Tabular	Calculated					
1,960	80,499	2 7	6,755	97,188	400	self , Independence

\*The tabular T value at the significance level (0,05 ) and the critical degree (399) equals (1,96)

This result indicates that teachers are more positive and optimistic about the future and are self-reliant, despite the stressful life conditions that come across them in daily situations, in addition to their satisfaction with their performance, and the high self-value they have and measure them according to the production and achievement they reach and find themselves according to the responsibilities assigned to them And they prevail in their convictions that they are individuals who are destined to achieve great and noble goals, which are spreading knowledge and knowledge and instilling morals for their students (Abu Asaad: 2011: 334).

**The third goal:** Differences in the relationship between emotional abuse and self-confidence among middle school teachers, according to the two Gender variables (male-female):

To achieve this goal, I use the Person Correlation Correlation Coefficient between the scores of the sample individuals on the emotional abuse scale and their scores on the self-confidence scale, then I used the Z-test to indicate the difference between the correlation coefficients, so the difference between the correlation coefficients between emotional abuse and self-confidence according to the gender variable Is statistically significant, as the calculated z-values (0,429) were smaller than the tabular z-value (1,96), which indicates that there is no statistically significant difference in the relationship between emotional abuse and self-confidence according to the gender variable as shown in Table (5).

**Table(5) :**The results of the Z-test indicate the difference in the coefficient of correlation between emotional abuse and self-confidence ,depending on the gender variable

Z value		Standard value of correlation coefficient	Correlation Coefficient value	Gender	The second variable	the first variable
Tabular	Calculated					
1,96	0,429	0.039	0.038	Male	Self confidence	Hurting Emotional
		0.002	0.001	Female		

This finding is identical to what Glasser indicated (Glasser, 2002) in that emotional abuse is seen equally regardless of gender, race, history, or cultural background (Glasser, 2002: 701), in addition to the positive outlook on life and the optimism that appeared on a sample Research and their ability to take responsibility, and satisfaction with the entirety of

their lives and themselves, makes them close in their outlook to the research change, in addition to their closeness in the educational level, age, social status, and the individuals (students) who deal with them, all of this works to eliminate the differences between them.

**Fourth Objective:** Know the correlation between emotional abuse and self-confidence among middle school teachers:

To achieve this goal, a Person Correlation correlation coefficient was used to calculate the relationship between the scores of the sample individuals on the emotional abuse scale and their scores on the self-confidence scale and then used the T-test for the correlation coefficient. The correlation coefficient between emotional abuse and self-confidence reached (0.044) and the T value reached The calculated index for the correlation coefficient (0,880) is smaller than the tabular T value (1,96), which indicates that there is no statistically significant relationship between emotional abuse and self-confidence as shown in Table (6).

**Table(6) :Pearson correlation coefficient between emotional abuse ,self confidence and the T value of the correlation coefficient**

T value		coefficient Correlation value	The second variable	The first variable
Tabular	Calculated			
1,96	0,880	0.044	Self confidence	Emotional abuse

**\*T-Value of Tabulated at the significant level (0.05) and the degree of freedom (399) is equal to (1.96)**

The researcher explains this result, that the research sample is at an age and educational level, that allows them to separate the stresses and keep them away from destabilizing their psychological confidence, and deal with the stresses rationally so that they can manage, control, reduce or avoid them, in order not to affect the course of their social and professional lives.

**Recommendations:**

- 1- Improving and diversifying the material incentives for teachers to suit the exerted effort.
- 2- Universities should pay more attention to the psychological preparation of the university student for preparing a good and effective teacher with high self-confidence.

**Suggestions:**

- 1- Conducting a study on emotional abuse and its relationship to self-confidence among other groups, such as workers in the private sector.
- 2- Conducting a comparative study on emotional abuse and its relationship to self-confidence among teachers and teachers.
- 3- Conducting a study dealing with excessive self-confidence.

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