



PERCEIVED EMOTIONAL VIOLENCE AS A PREDICTOR OF TEACHER MOTIVATION

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Abstract

Teachers' motivation plays a critical role in ensuring the quality and sustainability of educational processes; however, negative interpersonal dynamics within the school environment can adversely affect this motivation. The purpose of this study was to examine the relationship between teachers' motivation levels and the emotional violence they experience in the workplace. Employing a predictive correlational design within the quantitative research model, the study sample consists of 360 teachers working in public and private schools in two southeastern provinces of Türkiye during the 2024-2025 academic year. Data were collected using the "Emotional Violence Scale" and the "Motivation Scale." Descriptive statistics, Pearson's product-moment correlation coefficient, and regression analyses were used to analyze the data. The findings indicate that teachers' perceived levels of emotional violence are low, while their motivation levels are relatively high. The correlation analysis revealed a significant negative relationship between emotional violence and motivation. Furthermore, regression analyses demonstrated that emotional violence is a significant predictor of teachers' motivation levels, with communication-based attacks emerging as the most influential subdimension negatively affecting motivation. Based on these results, it is recommended that schools implement awareness-raising programs to prevent emotional violence, conduct communication-enhancing professional development activities, and adopt institutional policies aimed at strengthening teacher motivation.

Keywords: emotional violence, teacher motivation, correlational model

Introduction

One of the most significant issues in schools as a social institution is meeting the requirements and expectations of stakeholders. In order to effectively manage their schools, school administrators must, on the one hand, work to achieve the desired success in their schools and realize organizational goals; on the other hand, they must take steps to support teachers' personal development and work to motivate them by meeting their expectations (Yılmaz & Ceylan, 2011). As one of the most significant stakeholders in the educational process, teachers' motivation is strongly impacted by meeting their organizational-managerial, socio-psychological, and economic requirements. According to Han and Yin (2016), teacher motivation is the expression of the reasons why people continue to study and teach; these

reasons are derived from the individual's personal values and include the intensity of continuing the teaching action. Teachers that are highly motivated will be more successful since there is a direct relationship between their motivation and success (Yazıcı, 2009). It is anticipated that highly motivated educators will have a strong sense of awareness and desire, be receptive to new concepts and methods, yield better outcomes, and demonstrate dedication to their teaching careers and lifetimes. As a result, motivated educators are more likely to support high-quality instruction and school effectiveness (Mabula, 2013). Therefore, efforts should be made to meet teachers' expectations, use motivational tools to keep them motivated, and work to create a school environment that increases teachers' motivation in order to achieve the targeted success in schools and to reach organizational goals (Yılmaz & Ceylan, 2011).

Motivation is a psychological trait that stimulates, regulates, and maintains actions aimed at achieving a particular objective (Martin, 2023). According to Lin and Chuang (2014), it can also be viewed as a psychological motivator that propels or encourages action in the direction of the intended outcome. The idea of motivation is defined in a variety of ways, according to an examination of pertinent literature. Motivation, then, is the force or influence that causes an organism to respond in a particular way (Gürgen, 1997; Şişman 2003). According to Harzing and Ruysseveldt (1995, p. 138), motivation can also be characterized as meeting the particular needs of workers, boosting productivity, and fostering a desire to work at a higher level. An organization's morale and job satisfaction are both strong when its people are highly motivated. They are hence highly motivated (Gürgen, 1997). As a result, meeting employee requirements is essential to achieving corporate goals (Gürüz & Yaylacı, 2007; Tuna & Türk, 2006).

One of the key elements influencing worker performance and job happiness is motivation. Individual motivation is, however, also undermined by a number of detrimental aspects of the workplace. Among these, perceived emotional violence has emerged as a critical issue with negative implications for psychological well-being. According to Leymann (1996), repeated hostile and unethical communication toward an employee by colleagues or superiors for a prolonged period constitutes a systematic form of emotional violence in the workplace. The Latin root of the term "mobbing" means "mobile vulgus," or "unstable crowd"; in English, "mob" refers to a disorderly, violent crowd (Erdoğan, 2009; Çarıkçı & Yavuz, 2009). Although traditionally referred to as "mobbing," such behavior is increasingly conceptualized under the broader framework of emotional violence. Emotional abuse and psychological exhaustion of the victim are the key components of this phenomenon. According to Ertürk (2013), these actions might be interpreted as demeaning, humiliating, controlling, and making the individual feel unworthy. This basic framework highlights the aggressive, chaotic, and coercive aspects of emotional violence in organizational contexts (Erten & Çögenli, 2024). As a result, emotional violence is an organizational issue that jeopardizes both the psychological integrity of institutions and individuals (Alper-Ay, 2025).

It is possible to find people who participate in, encourage, or keep quiet about such actions in practically every organization, but the process typically moves slowly. It gets increasingly harmful in both form and result with time (Konan & Umut Erkuş, 2019). The victims and the organization suffer greatly as a result of the process, which begins slowly. According to Einarsen et al. (2011), persistent exposure to negative behaviors by one or more individuals over time—making the victim feel defenseless—constitutes a serious manifestation of emotional violence. People who are valuable to the company they work for may get intimidated and isolated as a result of this circumstance, which may ultimately lead to their departure. In fact, this process, which is influenced by unethical behavior, has a detrimental impact on the person's personal and professional lives (Aracı & Okçu, 2017). Numerous studies have demonstrated that emotionally abusive conduct in the workplace has a detrimental impact on people's psychological health and motivation, which lowers workers' performance and organizational commitment (Da Silva João & Saldanha Portelada, 2019). In this regard, emotional violence can have detrimental

effects on both individuals and organizations, particularly in educational institutions. Teachers, as key stakeholders in academic settings, may suffer from reduced professional motivation, psychological distress, and decreased productivity due to emotional violence they experience within schools (Yıldırım & Yıldırım, 2007). Thus, it can be concluded that emotional violence has a significant detrimental impact on teachers' motivation for their careers. Teachers may exhibit indicators of burnout, a fall in job satisfaction, and a reduction in professional commitment due to systematic psychological pressure from colleagues or administrators (Da Silva João & Saldanha-Portelada, 2019). According to Konan and Erkuş (2019), management may minimize negative effects on the organization's image and expedite the resolution of emergent issues by taking a firm stance and taking responsibility to either prevent these behaviors from occurring or eradicate their causes.

According to research, emotional violence in educational settings typically targets lower-level employees from senior managers, which is closely linked to power abuse in the corporate hierarchy (Hoel & Cooper, 2000). Such behavior has been shown to have negative effects on victims, including disengagement, inefficiency, strained relationships with pupils, and eventually job loss (Karakuş & Çankaya, 2012). However, emotionally violent practices have detrimental effects on psychological resilience, organizational commitment, and employee satisfaction, which in turn lowers the quality of educational institutions. This has an adverse effect on outcomes like student success and institutional reputation (Bilgel et al., 2006; Einarsen et al., 2003). Therefore, minimizing emotional violence in educational institutions is not only a strategic imperative that improves the quality of a positive academic climate, but it also protects individuals.

In the educational organizations, the professional motivation of teachers is considered a decisive factor in terms of both individual success and the overall functioning of the institutions. While traditional approaches tend to evaluate employee behavior primarily in terms of economic gain, contemporary approaches reveal that motivation cannot be explained solely by material incentives and has a multidimensional structure, particularly in professions such as teaching that require a high level of cognitive and emotional labor (Brooks, 2008). In this context, teacher motivation has a dynamic structure shaped by the interaction of internal (desire to teach, search for meaning, interest in learning) and external (salary, job security, status) incentives (Akuoko et al., 2012). Teachers' desire to continue their profession and their motivation levels depend not only on individual characteristics but also on contextual factors such as school climate, management style, colleague relationships, physical conditions, and social perceptions (Han & Yin, 2016). In recent years, emotional violence has gained particular attention among the negative psychosocial factors affecting teachers' motivation levels. Emotional violence refers to harmful patterns of behavior that threaten an individual's psychological, social, and professional integrity, often being covert and systematic in nature. This type of violence, manifested through behaviors such as exclusion, belittling, mocking, ignoring, threatening, gossiping, and questioning competence, can directly erode an individual's self-esteem, professional identity, and position within the organization. These behaviors, which do not involve physical intervention but lead to serious psychological consequences, have the potential to weaken teachers' sources of motivation. The effects of emotional violence, which has fundamental components such as continuity, intentionality, systematicity, and power imbalance, mostly begin at the psychological level but can also reflect at the physical and behavioral levels over time. Based on these theoretical perspectives, this study aims to investigate the predictive effect of teachers' perceived levels of emotional violence on their professional motivation. The findings are expected to contribute to both the strengthening of teacher support systems and the construction of healthier and more inclusive educational environments. According to Okçu and Anık (2017), teachers' professional motivation is significantly impacted by their high views of emotional violence. Thus, emotionally abusive behaviors can be defined as negative actions

that have a detrimental impact on the effectiveness of the business as well as the motivation of individuals. Individual motivation declines can have an indirect impact on the company, lower workplace productivity, and damage the company's reputation (Baysal et al., 2024; Ertürk, 2013; Rüzgar, 2023). Therefore, it is crucial to ascertain how educators in educational institutions see emotional violence. The extent to which emotional violence undermines teacher motivation and the effectiveness of coping mechanisms is essential for both staff well-being and the functionality of educational systems. For a variety of reasons, teachers may experience harmful behaviors like emotional abuse in classrooms, which can have a detrimental impact on their personal and professional lives. The purpose of this study is to determine how teachers' motivation is impacted by emotional violence, as they are leaders in social change. In this regard, the study looked at the connection between teachers' motivation levels and the psychological harm they endure while working in educational institutions.

The Purpose of the Research

The purpose of this study was to examine the relationship between the emotional violence experienced by teachers working in public and private schools and their levels of motivation. In line with this aim, the study was structured to address the following research questions.

- RQ1. What is the level of emotional violence experienced by teachers according to their perceptions?
- RQ2. What is the level of teachers' motivation perceptions?
- RQ3. Does the emotional violence teachers experience show significant differences based on their demographic characteristics?
- RQ4. Is there a meaningful relationship between the emotional violence experienced by teachers and their motivation?
- RQ5. Does the emotional violence experienced by teachers significantly predict their motivation?

Research Methodology

Model

This quantitative study was carried out within the framework of a predictive correlational model. The predictive correlational model was used to determine the extent to which one or more predictor variables accounted for variance in one or more criterion variables (Fraenkel et al., 2012). In this context, this study aimed to examine the predictive effect of teachers' experiences of emotional violence (independent variable) on their motivation (dependent variable).

Population and Sample

The population of the study consists of approximately 35,000 teachers working in public and private schools located in the provincial centers of Gaziantep and Kahramanmaraş, Türkiye, during the 2024-2025 academic year. Gaziantep and Kahramanmaraş were selected because they represent two large provinces with diverse socioeconomic structures, significant variation in school settings, and a high density of both public and private educational institutions. These characteristics provided a suitable context for examining differences in teachers' perceptions of emotional support and motivation across school types. In addition, both provinces have experienced substantial demographic changes in recent years, which has influenced school environments and teacher-student dynamics, making them relevant contexts for this research. The sample comprises 360 teachers who voluntarily participated in the research and were

selected through random sampling. Random sampling was deemed appropriate for the purposes of this study, as it minimizes selection bias by ensuring that each member of the population has a known and equal probability of being selected (Pagano, 1993). A review of the literature on determining the sample size appropriate for the universe size reveals differing opinions. One view is that the sample size should be determined based on the number of items on the scale, and that the sample should include at least five times, or preferably ten times, the number of items on the scales used in the study (Bryman & Cramer, 2001). It states that a sample size of five times the number of items may be sufficient (Büyüköztürk et al., 2018). In this study, the sample size was determined by considering the number of items. The scales used in the study consist of 51 items. From this perspective, considering five times the number of items in the sample, the sample size should be above 255 (51x5). Furthermore, this sampling approach was intended to capture a diverse range of demographic characteristics and thereby enrich the variety of perspectives represented in the data. The demographic distribution of the participants is presented in Table 1.

Table 1
Demographic Information of Participating Teachers

Variable	Value	<i>n</i>	%
Gender	Female	208	58
	Male	152	42
Marital status	Married	151	42
	Single	209	58
Education level	Bachelor	277	77
	Master's degree	83	23
Institution type	Public school	179	50
	Private school	181	50
Seniority	1-5 years	214	59
	5-10 years	85	24
	10 years and above	61	17
Psychological support	I received	65	18
	Did not receive	295	82
Total		360	100

When examining the distribution of the 360 participants in the study, it was found that 58% ($n=208$) of the participants were female and 42% ($n = 152$) were male. When examining the marital status variable, 42% of participants ($n =151$) stated they were married, while 58% ($n = 209$) stated they were single. Data on the participants' educational level revealed that the vast majority (77%; $n = 277$) had a bachelor's degree, while the remainder (23%; $n = 83$) had a master's degree. In terms of institution type, half of the participants (50%; $n=179$) stated that they worked in public institutions, while the other half (50%; $n = 181$) stated that they worked in private educational institutions. This equal distribution shows that the study reflects both types of institutions in a balanced manner. Considering the length of service variable, 59% of participants ($n = 214$) had 1–5 years of service, 24% ($n = 85$) had 5–10 years of service, and 17% ($n = 61$) had 10 years or more of service. Looking at the participants' psychological support status, only 18% ($n = 65$) had previously received psychological support, while 82% ($n = 295$) had not.

Data Collection Tools and Process

In keeping with the study's objectives, a data collection tool comprising the "Emotional Violence Scale" and "Motivation Scale" as well as questions requiring personal information was developed to ascertain teachers' perceptions of emotional violence as well as their motivations during the data collection process.

Emotional Violence Scale

The Emotional Violence Scale, developed and validated by Onbaş (2007), comprises four dimensions and a total of 35 items. These dimensions include attacks on communication style (6 items), attacks on social relationships (6 items), attacks on reputation (13 items), and attacks on professional duties (10 items). The scale is rated on a 5-point Likert scale (Never "1", Rarely "2", Sometimes "3", Most of the time "4", Always "5"). The Cronbach Alpha reliability coefficients obtained for each dimension were calculated to be 0.81 and above. The reliability coefficients obtained in this study were calculated as .96 for the scale as a whole. The Cronbach's Alpha internal consistency coefficient for the dimensions was found to be .89 for the dimension of attacks on communication forms, .87 for the dimension of attacks on social relationships, .93 for the dimension of attacks on reputation, and .88 for the dimension of attacks on the job. To test the construct validity of the data obtained within the scope of the study, a confirmatory factor analysis was performed, and the goodness-of-fit values were examined. The goodness-of-fit indices ($\chi^2/df=2.63$, RMR = .026, RMSEA = .067, GFI = .84, AGFI = .80, CFI = .92) indicated an acceptable fit (Çokluk et al., 2012).

Motivation Scale

The scale developed by Bektaş (2010) consists of four dimensions and a total of 20 items: working with the manager (7 items), respect for the manager (5 items), the relationship between the manager and individual needs (4 items), and managerial attitudes and behaviors (4 items). The scale is rated on a 5-point Likert scale (from "Strongly disagree" = 1 to "Strongly agree" = 5). The Cronbach Alpha reliability coefficients obtained for each dimension were 0.85 and above, and the Cronbach Alpha reliability coefficient for the scale as a whole was calculated as .94. The Cronbach's Alpha internal consistency coefficient for the scale as a whole obtained in this study was calculated as .94. The Cronbach's Alpha internal consistency coefficients for the dimensions were .86 for the working with the manager dimension, .82 for the manager respect dimension, .84 for the manager individual needs relationship dimension, and .77 for the manager attitude dimension. To test the construct validity of the data obtained within the scope of the study, a confirmatory factor analysis was performed. The fit indices ($\chi^2/df=2.05$, RMR = .007, RMSEA = .054, GFI = .99, AGFI = .97, CFI = .99) indicated an acceptable fit (Çokluk et al., 2012).

Prior to data collection, participants were informed about the purpose of the study, the confidentiality of their responses, and the voluntary nature of their participation. Data were collected between March 5 and June 5, 2025, using both online and face-to-face methods. For the online administration, the survey link was shared with teachers through relevant digital platforms and social media groups. For the face-to-face administration, teachers were approached individually, and the data collection process was carried out in person. Survey forms that were incomplete or incorrectly completed were excluded from the analysis. Completion of the data collection instrument required approximately five to ten minutes on average. Participation in the study was voluntary, and informed consent was obtained from participants. No personally identifiable data was collected; the information obtained was protected anonymously in

accordance with privacy rules. The data collection process was conducted without posing any psychological or professional risk, and the data was stored securely and used solely for scientific purposes, then destroyed at the end of the relevant period. The study was conducted in accordance with national and institutional ethical principles at all stages.

Data Analysis

Before starting the analysis of the data collected in the study, 20 forms that were incomplete, irregular, or incorrectly filled out were excluded from the analysis. Normality tests were performed to determine whether the data exhibited a normal distribution. In this context, skewness and kurtosis values were examined, and it was determined that both variables exhibited a distribution within the -1.5 and + 1.5 limits (Table 4). Based on these results, it was accepted that the data met the assumption of normal distribution (Tabachnick & Fidell, 2013). Therefore, it was decided to use parametric tests in the analysis process of the research data.

In line with the purpose of the study, arithmetic mean and standard deviation analyses were used to determine the levels of emotional violence and motivation perceived by teachers. The mean scores for the research variables were interpreted as follows: for emotional violence, values between 1.00 and 1.79 were interpreted as “never”, values between 1.80 and 2.59 were interpreted as “rarely”, values between 2.60 and 3.39 were interpreted as “sometimes”, values between 3.40 and 4.19 were interpreted as “most of the time” and values between 4.20 and 5.00 were interpreted as “always”. Perceived motivation scores were interpreted as follows: values between 1.00 and 1.79 were “very low”, values between 1.80 and 2.59 were interpreted as “low”, values between 2.60 and 3.39 as “moderate”, values between 3.40 and 4.19 as “high”, and values between 4.20 and 5.00 as “very high”.

The Pearson Product-Moment Correlation Coefficient was used to determine the relationship between perceived emotional violence and motivation. Correlation coefficient values between 0.00 and 0.29 are considered “low”, between 0.30 and 0.69 are considered “moderate”, and between 0.70 and 1.00 are considered “high” (Büyüköztürk et al., 2008).

In line with the purpose of the study, a T-test and one-way analysis of variance (ANOVA) were conducted to determine whether there were significant differences in teachers’ perceived emotional violence and motivation according to demographic variables. The Scheffe test was used to determine between which groups the significant differences occurred. In addition, Cohen’s d (0.00-0.20 value indicates low effect; 0.21-0.79 value indicates moderate effect; values greater than 0.80 indicate high effect) and Eta-squared (.01 values indicate low effect; .06 values indicate a medium effect, and .14 values indicate a high effect) were used as references (Cohen, 1988). In the study, the T-test was applied for two category variables, and the One-Way Analysis of Variance (ANOVA) test was applied for variables with three or more categories.

Finally, simple and multiple regression analyses were performed to determine whether teachers’ perceptions of emotional violence (independent variable) predicted their motivation (dependent variable). Before performing regression analysis, the multicollinearity issue was checked. In this regard, it was determined that the correlation value between the variables was below .80, the VIF value was less than 10, the tolerance value was above 10, and the CI value was found to be less than 30, indicating that there was no multicollinearity problem (Cohen et al., 2003; Hair et al., 2019; Kutner et al., 2005). During the analysis process, “ $p < .05$ ” was taken as the reference level for a significant difference.

Research Results

Tables 2 and 3 present the findings on whether teachers’ perceptions of emotional violence differ according to their demographic characteristics.

Table 2
T-Tests Regarding Perceived Emotional Violence According to Demographic Variables

Variable	Category	N	$\bar{X}$	SD	F	t	p	Cohen's d
Gender	Female	208	1.61	0.55	.808	3.29	.001*	.35
	Male	152	1.43	0.51				
Marital status	Married	151	1.34	0.43	24.06	6.03	< .001*	.64
	Single	209	1.67	0.56				
Institution type	Public School	179	1.32	0.40	39.17	7.9	< .001*	.83
	Private School	181	1.74	0.57				
Psychological support	Received	65	1.66	0.55	.004	2.16	.031*	.30
	Did not receive	295	1.50	0.53				
Level of education	Bachelor's	277	1.53	0.54	.507	.39	.696*	-
	Master's Degree	83	1.55	0.55				

* $p < .05$

The results of the t-test conducted for the gender variable, which examined the emotional violence perceived by teachers participating in the study in terms of demographic variables, revealed that female teachers ($\bar{X} = 1.61$) perceived emotional violence to be statistically significantly higher than male teachers ($\bar{X} = 1.43$) was found to be statistically significantly higher ($t = 3.29, p < .001$). The effect size (Cohen's $d = .35$) indicates an effect close to medium level (Cohen's $d = .35$). In terms of marital status, it was found that the mean scores of single teachers ($\bar{X} = 1.67$) were significantly ($t = 6.03, p < .001$) higher than those of married teachers ($\bar{X} = 1.34$). The effect size (Cohen's $d = .64$) was found to be moderate. In terms of institution type, the mean scores of teachers working in private institutions ($\bar{X} = 1.74$) were found to be significantly ($t = 7.90, p < .001$) higher than those of teachers working in public institutions ($\bar{X} = 1.32$). The effect size calculated using Cohen's was found to be high ($d = 0.83$). The average scores of teachers receiving psychological support ($\bar{X} = 1.66$) were found to be significantly ($t = 2.16, p < .05$) higher than those of teachers not receiving support ($\bar{X} = 1.50$). The effect size was Cohen's $d = .30$, indicating a low level of effect. The t-test conducted according to the educational level variable revealed no significant difference ($t = 0.39, p > .05$) between bachelor's degree ($\bar{X} = 1.53$) and master's degree ($\bar{X} = 1.55$).

Table 3
T-Tests on Perceived Emotional Violence According to Seniority

Variables	N	$\bar{X}$	SD	$F_{(2-357)}$	p	Meaningful difference	η^2
a. 1-5 years	214	1.66	0.56	17.49	< .001*	a-b/a-c	.089
b. 5-10 years	85	1.41	0.48				
c. 10 years and above	61	1.26	0.40				
Total	360	1.53	0.54				

* $p < .05$

The results of the one-way analysis of variance (ANOVA) conducted according to the professional seniority variable revealed that teachers' perceptions of emotional violence showed significant differences according to seniority ($F(2-357) = 17.49, p < .001$). When examining the mean scores, teachers with 1–5 years of seniority ($\bar{X} = 1.66$) had significantly higher scores than teachers with 5–10 years ($\bar{X} = 1.41$) and 10 years or more ($\bar{X} = 1.26$) of seniority. The effect size ($\eta^2 = .089$) was found to be moderate, indicating that professional seniority is a significant determinant of teachers' perceived levels of emotional violence. Table 4 shows the perceived emotional violence and motivation levels of the teachers participating in the study and the statistical results of the sub-dimensions of these perceptions.

Table 4
Teachers' Perceived Emotional Violence and Motivation Levels

Variables	N	$\bar{X}$	SD	Skewness	Kurtosis	Level
Emotional intensity (General)	360	1.53	0.54	1.00	0.33	Never
Attacks on communication methods	360	1.59	0.65	1.05	0.62	Never
Attacks on social relationships	360	1.45	0.55	1.07	-.04	Never
Attacks on reputation	360	1.49	0.56	1.17	1.05	Never
Attacks related to duty	360	1.66	0.64	0.95	0.66	Never
Motivation (General)	360	3.96	0.67	-1.03	1.22	High
Managerial Attitudes and Behaviors	360	4.03	0.72	-1.03	1.10	High
Working with a Manager	360	4.00	0.71	-1.00	1.10	High
Manager Respect	360	4.04	0.71	-1.01	1.25	High
Manager-Individual Needs Relationship	360	3.70	0.92	-0.82	0.30	High

When examining the descriptive statistics for the emotional violence scale perceived by teachers and for motivation and its sub-dimensions in the study, it is seen that the arithmetic average for general emotional violence ($\bar{X} = 1.53$) is very low. In terms of sub-dimensions, the highest mean was found in the “attacks on the job” ($\bar{X} = 1.66$), while the lowest mean was found in the “attacks on social relationships” ($\bar{X} = 1.45$). However, both overall emotional violence and perceived emotional violence in terms of sub-dimensions are seen to be at a low level.

When examining motivation levels based on teachers' perceptions, the average general motivation ($\bar{X} = 3.96$) was found to be high. In terms of sub-dimensions, the highest average was found in the “manager respect” ($\bar{X} = 4.04$), and the lowest average was found in the “manager-individual needs relationship” ($\bar{X} = 3.70$). However, both the overall motivation score and the indicate that perceived emotional abuse is at a low level.

Table 5
Relationship between Perceived Emotional Violence and Motivation Levels

Variables	1	2	3	4	5	6	7	8	9	10
1. Emotional violence (General)	1	.87**	.89**	.95**	.87**	-.14**	-.18**	-.14**	-.10	-.10
2. Attacks on communication methods		1	.74**	.75**	.72**	-.18**	-.22**	-.16**	-.11*	-.16**
3. Attacks on social relationships			1	.82**	.68**	-.08	-.10*	-.10*	-.08	-.02
4. Attacks on reputation				1	.78**	-0.11*	-0.15**	-.11*	-.07	-.05
5. Task-related attacks					1	-.16**	-.20**	-.14**	-.10*	-.14**
6. Motivation (General)						1	.85**	.94**	.90**	.82**
7. Managerial Attitudes and Behaviors							1	.79**	.71**	.58**
8. Working with the Manager								1	.82**	.68**
9. Respect for the Manager									1	.65**
10. Manager-Individual Needs Relationship										1

* $p < .05$; ** $p < .001$.

According to the results of the Pearson correlation analysis conducted to determine the relationship between perceived emotional violence and motivation levels, there were quite strong and positively significant relationships between emotional violence and the sub-dimensions of this variable ($.87 \leq r \leq .95$; $p < .001$). On the other hand, the relationship between emotional violence and motivation was found to be negative, low, and significant ($r = -.14$; $p < .01$). This finding reveals that as the level of emotional violence increases, the motivation levels of teachers decrease. Negative and low-level significant relationships were also found between emotional violence and the motivation sub-dimensions of managerial attitudes and behaviors ($r = -.18$; $p < .001$) and working with managers ($r = -.14$; $p < .001$). However, no significant relationships were found between manager respect ($r = -.098$; $p > .05$) and manager-individual needs relationship ($r = -.10$; $p > .05$). Nevertheless, positive and highly significant relationships were found between the overall motivation score and its subdimensions ($.82 \leq r \leq .94$; $p < .001$). Table 6 shows the results of the regression analysis conducted to determine whether teachers' perceived emotional violence has a predictive feature on felt teacher motivation.

Table 6
Simple and Multiple Linear Regression Analyses

Model		<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>	<i>CI</i>	Tolerance	VIF
1	Constant	4.24	0.11		39.96	<.001	5.87	1.00	1.00
	Emotional violence	-0.18	0.07	-0.15	-2.79	.006			

$p < .05$; Dependent variable: Motivation; $R = .146$; $R^2 = .021$ (2.1%); $F_{(1/358)} = 7.784$

Multiple linear regression									
		<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>	<i>CI</i>	Tolerance	VIF
2	Constant	4.24	.11		40.08	<.001			
	Attacks on communication methods	-.24	.09	-.23	-2.65	.009	7.37	.35	2.89
	Attacks on social relationships	.14	.12	.11	1.14	.257	10.84	.28	3.59
	Attacks on reputation	.11	.13	.09	.82	.413	11.42	.22	4.54
	Attacks on duty	-.15	.09	-.15	-1.66	.097	16.13	.35	2.86

$p < .05$; Dependent variable: Motivation; $R = .219$; $R^2 = .0248$ (2.48%); $F_{(1/358)} = 4.486$

A simple linear regression analysis was conducted to determine the predictive power of perceived emotional abuse on teachers' motivation levels. The results showed that emotional abuse significantly predicted teachers' motivation levels. The model was found to be generally significant ($F_{(1,358)} = 7.78$, $p = .006$), and the explained variance ratio was calculated as 2.1%. When examining the coefficients, the constant term was $B = 4.24$, while for emotional violence, $B = -0.18$, and the unstandardized coefficient $\beta = -0.15$. These values indicate that a one-unit increase in emotional violence corresponds to an average decrease of $B = 0.18$ points in motivation scores.

When the sub-dimensions of emotional abuse were included in the model together, the multiple linear regression model was found to be significant ($F_{(4,355)} = 4.49$, $p < .001$), and the explained variance ratio was approximately 4.8% ($R^2 = .048$). When examining the sub-dimensions, only attacks on communication style was found to be a variable that significantly predicted motivation ($B = -0.24$; $\beta = -.23$, $t = -2.65$, $p = .009$). That is, a one-unit increase in communication attacks reduces motivation by an average of 0.24 points. In contrast, attacks on social relationships ($B = 0.14$; $\beta = 0.11$; $p = .257$), attacks on reputation ($B = 0.11$; $\beta = 0.09$; $p = .413$), and attacks on the task ($B = -0.15$, $\beta = -.15$, $p = .097$) do not have a significant predictive power on motivation. When examining the magnitudes of the standardized coefficients, it was determined that the strongest predictor is attacks on communication style ($\beta = -.23$; $p = .009$). Although task-related attacks showed a negative relationship ($\beta = -.15$; $p = .097$), it is not statistically significant. Attacks on social relationships ($\beta = 0.11$; $p = .257$) and attacks on reputation ($\beta = 0.09$; $p = .413$) yielded positive coefficients, but these relationships are not significant.

Discussion

This study examined how teachers' perceptions of emotional violence impact their motivation using psychometric subdimensions as well as a demographic framework. The results of the analysis showed that teachers had high levels of motivation and perceived low levels of emotional aggression. The teaching profession is vulnerable to demotivation, as evidenced by the fact that job-related attacks were the largest sub-dimension (Dicköller et al., 2021; Erwandi, 2021). However, since Deniz and Erdener (2016) claimed that psychosocial factors are the most significant source of teacher motivation, it is possible to interpret teachers' high levels of motivation as a reflection of the organization's high level of informal communication processes and, consequently, teachers' relationships with administrators and their perception of administrator-teacher trust (Arslan and Gül, 2022).

In the end, our study shows that female educators perceive more emotional violence than their male counterparts and that this circumstance has a greater impact on their motivation. In a similar vein, it was discovered that instructors who are single perceive violence more than those who are married. These findings are partially consistent with those reported in Kış's (2016) study, which synthesized the results of 21 research studies conducted in Türkiye and indicated that, although the effect size was modest, single teachers experienced higher levels of emotional violence compared to their married counterparts. The features of the sample and the growing impact of temporal and environmental factors can account for the moderate effect size difference found in our study. Additionally, our findings are comparable with those of Farley et al. (2023), who found that social support networks strengthened by marriage can play a protective role and that support from a spouse can lessen the psychological effects of bullying. However, according to some studies, marital status did not significantly alter how emotional violence is seen or showed distinct orientations in sub-dimensions (Bönceoğlu & Bulut, 2023; Özçelik et al., 2023). Based on these findings, it is possible to conclude that marital status should be taken into account in conjunction with structural elements like task demands, managerial transparency, school climate, and support systems in order to determine perceived psychological violence and motivation levels.

According to the study's findings, teachers in private schools are more likely than those in public schools to experience emotional violence. Studies carried out in Türkiye at various points in time have typically found this perception. In their study highlighting the disparities in motivation between employees in the public and private sectors, Gözümlü and Karaçor (2017) found a significant negative correlation between the motivation of private sector employees and their perceptions of emotional violence, as well as a higher perception of mobbing. Similarly, Gökçe (2012) found a significant association between school type and experiences of mobbing, noting that concerns regarding the risk of losing one's job were more prominent among teachers in private schools. Similarly, Çeliköz & Çeliköz (2017), in their study examining the perceptions of primary school teachers, compared the emotional violence experienced by teachers and stated that the perception was higher among private school teachers. Aytaç (2014), in his meta-analysis examining postgraduate studies conducted on this subject in Turkey, stated that there was a small but statistically significant effect size in favor of private schools in terms of teachers' perceptions of intimidation/threats according to school type and pointed out that the differences between school types increased over time.

Teachers' perceptions of mobbing and organizational trust were significantly correlated negatively, according to Ertürk's (2016) study on the relationship between organizational climate and mobbing perception. According to him, structural elements like job security, working conditions, and managerial practices should be considered in addition to economic considerations when assessing the notable variations between school types. The private sector's competitive structure and job instability, the financial and legal rights of private school teachers,

and long work hours are all contributing factors to these outcomes. These findings suggest that institutional measures at the policy/practice level, such as organizational support, clear performance procedures, and equitable workload management, should be prioritized in order to address teachers' perceptions of emotional violence (Aytaç, 2014; Çeliköz, 2017; Ertürk, 2016; Gökçe, 2012).

According to research, teachers who receive psychological support perceive emotional violence more than their peers who do not. This case suggests that the severity of current issues is frequently reflected in the need for support measures. In fact, according to Sabbath and colleagues (2018), workers who reported bullying behaviors, including exclusion or humiliation at work, were far more likely to need mental health services and suffer associated costs within a year. In a similar vein, Galanis and colleagues (2024) highlight the obvious connection between teachers' need for psychological support and the psychological violence and burnout they endure. Thus, it is possible to interpret teachers' pleas for assistance as a sign that they are more likely to encounter emotional violence.

Nonetheless, it is well recognized that school administrators' assistance as well as individual counselling services have a significant impact on teachers' psychological well-being in learning environments (Heilman, 2025). In this situation, education administrators' leadership styles are crucial in lowering teachers' perceptions of emotional violence and boosting their motivation (Aldrup, 2024). In this regard, it is feasible to speculate that the high perception of emotional violence among teachers seeking assistance may result from comparatively more intense and ongoing exposure, the consequent rise in psychological burden, and the propensity to seek out individual support channels when leadership support in the school environment is inadequate.

According to research, teachers with one to five years of experience perceive emotional violence much more than their more experienced peers. This result suggests that newly hired teachers are more susceptible to mobbing behaviors because of their inexperience, lack of coping mechanisms, and organizational helplessness. In fact, De Wet (2010) found that newly hired teachers in a South African sample experienced more severe psychological violence and bullying. Similar patterns have been observed in Turkish studies, with Kulpcu (2008), Candoğan (2015), and Duman (2014) demonstrating that teachers' perceptions of mobbing decrease with seniority, indicating that accumulated experience may function as a protective factor against workplace bullying.

When analyzed using this paradigm, teachers' professional seniority shows up as a significant factor in the perception of emotional violence and suggests that early in their careers, organizational support and counselling mechanisms should be strengthened. These findings suggest that stress levels and perceptual sensitivity to bullying behaviors are raised when teachers' core psychosocial needs – such as belonging, security, and justice – are not adequately met, particularly in the early stages of their careers.

The study found a strong and negative correlation between motivation and emotional violence. Numerous studies in the field support this conclusion. Bullying at work has a significant detrimental impact on both mental health and motivation, according to Ahmad et al. (2024). Additionally, Kollerová et al. (2023) showed that exposure to bullying and challenging student behavior raise motivation and burnout; on the other hand, peer support and leadership lessen these effects. According to Çetin and Alpanık (2012), motivation declines as the perception of school violence rises. This finding suggests that teachers' emotional violence, psychosocial circumstances, and work environment all have a significant role in their motivation.

The study examined whether teachers' motivation can be predicted by their perceptions of emotional violence. Findings revealed that emotional aggression serves as a significant predictor of motivation, with attacks on communication styles identified as a particularly strong negative predictor. Research indicates that workplace communication-based microaggressions – such

as rudeness, insults, being ignored, and interruptions – adversely affect teachers' motivation. Consistent with the findings of Cortina et al. (2001) and Peng et al. (2023), rudeness undermines employees' motivation by compromising essential work-related resources, including respect, a sense of belonging, and psychological safety; these effects are especially pronounced when conveyed through communication channels, such as verbal belittling, implied exclusion, or violations of professional etiquette.

According to Ghadban et al. (2023), a rise in communication-based victimization – such as verbal abuse and threats in a teaching setting – increases burnout and indirectly lowers motivation and job identity. According to Yirci and Daso (2021), rudeness has a negative correlation with motivation. Attacks on social relationships, reputation, and responsibilities were not found to be significant predictors when incorporated into the model in this study. This finding emphasizes that the most significant factor influencing instructors' motivation is communication-based attacks. It demonstrates that emotional attacks on direct communication processes are the component that most influences teachers' motivation. This finding suggests that professional self-efficacy and job dedication in the literature are significantly impacted by communication-based stress (Akbaşlı et al., 2020; Çelik, 2019; Fiorilli et al., 2019; Fox & Stallworth, 2010; Şahin, 2010). Ece et al. (2015) reported similar findings in their studies. Additionally, research has demonstrated that the perception of workplace violence negatively affects both task performance and motivation (Al-Maskari et al., 2020; Çabuk, 2020; Lin et al., 2015; Rasool et al., 2020). Dollard and Bakker (2010) emphasized that sustainable motivation among teachers cannot be achieved without establishing a psychosocially safe work environment.

Conclusions and Implications

The research revealed that teachers perceived low levels of emotional violence and high levels of motivation. It was determined that teachers' perceptions of emotional violence showed significant differences based on variables such as gender, type of school they worked at, professional seniority, and marital status. It was concluded that female teachers had a higher perception of emotional violence compared to their male colleagues. The study concluded that teachers working in private educational institutions perceived higher levels of emotional violence than those working in public schools. The results also revealed that teachers receiving psychological support perceived higher levels of emotional violence than their colleagues who did not receive such support. Furthermore, the findings showed that teachers with lower professional seniority perceived higher levels of emotional violence than their more senior colleagues. Furthermore, it was concluded that there is a negative relationship between the emotional violence perceived by teachers and teacher motivation, and that emotional violence is a factor that predicts teacher motivation. It was concluded that communication-based attacks, one of the sub-dimensions of emotional violence, are a variable that negatively predicts teacher motivation.

Several recommendations can be drawn from the study's findings. First, the particularly high perceptions of emotional violence among teachers in the early years of their careers highlight the need to strengthen support and induction programs for novice teachers. At the organizational level, the finding that teachers in private schools report higher levels of emotional violence suggests that ensuring employment stability, implementing fair performance evaluations, and maintaining transparent management processes should be prioritized in these institutions. Furthermore, the observation that teachers receiving psychological support perceive higher levels of emotional violence indicates that individual counseling alone is insufficient; it is also necessary to enhance organizational support, foster empathetic leadership, and improve the overall school climate. Teachers should therefore get more social support, trust, and open lines of

communication from school administrators; administrators' leadership training should include modules on preventing communication-based violence. Additionally, the fact that attacks on communication styles turn out to be the best indicator of teacher motivation emphasizes how crucial it is to foster a culture of communication in schools and strengthen dispute resolution techniques.

Limitations

There should be some restrictions on how this research is assessed. First, the study's findings had limited generalizability because it only included instructors employed in the Turkish provinces of Gaziantep and Kahramanmaraş. The question of whether comparable results may be produced in areas with differing organizational and cultural climates is raised by the fact that the sample was not geographically enlarged. Second, teachers' self-reports served as the basis for the study's data. This could cause people to describe their experiences based on their own subjective interpretations. Additionally, the study primarily employed quantitative techniques and lacked qualitative data, which restricts the thorough explanation of the outcomes.

Declaration of Interest

The authors declare no competing interests.

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