

TEACHERS' HAZING AND BULLYING IN SIXTH GRADE CLASSROOMS**B. Geiger**

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Students' sense of worth, self-efficacy perception in achieving scholastic goals and motivation to learn emerge in social interaction. Within the confines of the classroom, teachers' verbal and nonverbal appraisals reflect onto the students their worth concerning their abilities and achievements. This qualitative study examined students' experience of teachers' verbal abuse targeting their sense of competence, and ability to succeed at school. Content analysis individual semi-structured interviews with 236 sixth graders (104 females) indicated that teachers often taunted and ridiculed students' for their inability to do homework, provide right answers and obtain good grades. Constantly yelled at, attacked and stigmatized as failures students lost all interest in learning at school and at times felt justified to become rude and act out. The formulation of a teacher code of professional conduct that commands a culture of mutual respect and bans teachers' hazing and bullying is the recommended.