

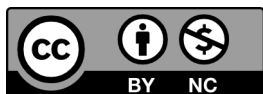
Identification and Governance of Problems in Teacher-Student Interaction Quality in Primary and Secondary Schools

Ruonan Chen Gang Wang*

School of Education, Yulin University, Yulin

Abstract: Problems in low-quality teacher–student interaction quality in primary and secondary schools represent implicit harm that is difficult to identify in educational practice. Such problems are often embedded in routine teaching and classroom management through indifferent neglect, differential treatment, and other subtle forms of interaction. These behaviors are frequently interpreted as strict management or normal criticism, thereby complicating for schools to define behavioral boundaries and determine responsibility. The identification of problematic teacher–student interactions should take into account the persistence and target-specific nature of the behavior, as well as the power asymmetry between teachers and students. In the long run, problems in interaction quality may weaken students’ sense of self-worth and school adjustment, and may also influence peer relationships through the classroom climate. Schools should refine behavioral identification criteria, improve student feedback channels, and optimize teachers’ daily evaluation practices.

Keywords: Teacher–student interaction quality; Identification dilemma; School governance; Teacher–student relationship



Copyright © 2026 by author (s) and SciScan Publishing Limited

This article is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/). <https://creativecommons.org/licenses/by-nc/4.0/>

1 Introduction

Primary and secondary education is a critical period for students’ physical and mental development as well as their personality formation. School education not only undertakes the function of knowledge transmission, but also participates in the formation of students’ psychological development, social adjustment, and self-identity (Eccles & Roeser, 2011). Compared with explicit forms of harm, such as corporal punishment, which are relatively easy to identify and regulate, problems in teacher–student interaction quality (hereafter TSIQ), are usually concealed within routine teaching and classroom management. Under sustained influence, such problems may give rise to psychological trauma that is difficult to detect in a timely manner (Twemlow et al., 2006). Existing studies have shown that teachers’ sarcasm, ridicule, and derogatory remarks may affect students’ emotions, behaviors, and school adjustment (Nearchou, 2018).

*Corresponding author: Gang Wang, Professor, PhD, Master’s Supervisor, Yulin University. Research direction: Educational Psychology.
Article Citation: Chen, R. N., & Wang, G. (2026). Identification and Governance of Problems in Teacher-Student Interaction Quality in Primary and Secondary Schools. *Guide to Education Innovation*, 6(3), 365–374.

Consequently, such behaviors do not necessarily manifest as open conflict, but may also appear in routine teaching practices, such as “ignoring”, “not calling on”, or “not responding to” students.

In recent years, China has continuously strengthened the construction of teachers’ professional ethics, and mechanisms for regulating teachers’ professional conduct and disciplining ethical misconduct have gradually improved. However, in practice, implicit harm such as indifferent neglect and differential treatment, remain characterized by such as unclear behavioral boundaries and ambiguous identification criteria (Rong, 2024; Qi, 2023). The governance difficulty of TSIQ does not lie merely in whether the behavior itself is obvious, but in how schools identify its harmfulness in daily management.

Equity theory holds that individuals’ judgments of fairness often arise from their assessment of the relationship between their own inputs and outcomes (Adams, 1963). When students remain for a long time in an unfair or neglected educational environment, their learning engagement and academic development may be affected (Ripski & Gregory, 2009). Therefore, the influence of teachers does not only come from a particular behavior itself, but may also arise from students’ perceived unfairness in comparison with their peers. These theoretical perspectives suggest that the formation and influence of interaction problems can be understood from the dimensions of power structure, fairness perception, and relational interaction.

In this study, TSIQ refers to an implicit form of educational misconduct in primary and secondary education, in which teachers, through exclusionary interaction such as indifferent neglect and differential treatment, cause sustained psychological pressure and harm to specific groups of students. In this sense, TSIQ is not merely a general teacher–student interaction issue, but a comprehensive problem involving students’ mental health, educational equity, and daily school governance. Existing studies have discussed related issues from the perspectives of teachers’ verbal violence, ethical misconduct, educational discipline, and students’ psychological harm. However, there remains room for further research on the identification dilemma and governance pathways of TSIQ from the perspective of school governance in primary and secondary education. Therefore, this paper analyzes TSIQ from three aspects: identification dilemmas, practical impacts, and school governance pathways, with the aim of providing reference for optimizing teacher–student relationships, improving teachers’ professional ethics construction, and enhancing school governance capacity in primary and secondary schools.

2 Identification Dilemmas

Criticism and educational discipline do not necessarily constitute problems in teacher–student interaction quality. However, when such behaviors repeatedly take the form of derogation, neglect, or exclusion, they may develop into implicit harm to students. In practice, these behaviors are often intertwined with normal educational discipline and deliberate isolation, making it difficult to judge them solely on the basis of students’ feelings or teachers’ intentions. Accordingly, the identification dilemmas of TSIQ are mainly reflected in four aspects: concealment, ambiguity, long-term accumulation, and indirectness.

2.1 Concealment: Problems Embedded in Daily Management Are Difficult to Detect

Foucault pointed out in *Discipline and Punish* that “power and knowledge directly imply one another”, and that power and knowledge are directly intertwined (Foucault, 1979). Teachers are often associated with institutional authority.

For primary school students who have not yet formed a mature worldview, a strong tendency to trust and depend on teachers is common. Students often lack the ability to question such authority, which allows some harmful interactive behaviors to appear in the name of knowledge transmission and classroom management.

The Rules on Educational Discipline in Primary and Secondary Schools (Trial), promulgated in 2020, stipulate the circumstances and methods under which teachers may implement educational discipline, and explicitly prohibit corporal punishment and disguised corporal punishment. At the institutional level, these rules draw boundaries between educational discipline and illegal acts such as corporal punishment and disguised corporal punishment (Ministry of Education of the People's Republic of China, 2020). Although the Rules for School Discipline (2020) explicitly prohibit “deliberate isolation”, identifying such implicit behaviors in fluid classroom contexts remains a practical challenge for schools. In concrete educational practice, some management or disciplinary behaviors that deviate from educational purposes often occur in routine teaching activities such as classroom management and homework supervision, thereby providing a realistic background for the hidden existence of such problems (Jinshen, 2022).

TSIQ often does not appear in the form of obvious violations. Rather, it is embedded in seemingly normal processes of criticism, management, and evaluation, and therefore is difficult to enter the scope of institutional identification and supervision in a timely manner. Influenced by established educational beliefs and teaching habits, some teachers may also regard such behaviors as normal teaching management methods, while neglecting their potential psychological harm to students. At the linguistic level, evaluative language in the educational field is not entirely neutral; rather, it is often intertwined with teachers' authority and school management order. Stigmatizing labels in evaluation are therefore more easily packaged as normal educational management, further obscuring the process of identification (Kongwen & Jiayi, 2011). For this reason, harm at the level of language and attitude is often attached to specific teaching contexts and needs to be judged in light of the teacher's mode of expression, the frequency of the behavior, and the student's situation at the time.

2.2 Ambiguity: Unclear Boundaries Between Normal Management and Harmful Interaction

The ambiguity of TSIQ originates from subjective differences among different actors, but more importantly, from unclear behavioral boundaries. The same educational behavior may be understood by teachers as “normal management” or “deliberate isolation”, while students may already experience psychological harm. For students, the harm caused by teachers' indifferent attitudes or negative language is real. However, in boundary identification, students' subjective experience of being hurt should be taken seriously, but should not be used as the sole basis for judging TSIQ. This is because students differ in family background, growth experience, and psychological resilience, and therefore may understand teachers' criticism and cold treatment differently.

On the other hand, whether teachers have an intention to harm is also difficult to determine. Some teachers may not intend to hurt students. Their inappropriate language or indifferent attitude may be related to emotional loss of control under work pressure (Kyriacou, 2001), or may stem from an improper grasp of management boundaries. Both teachers' motives and students' feelings contain a certain degree of subjectivity, which makes the boundary identification of TSIQ more complex.

In addition to differences in subjective perception, there is also a lack of clear distinction between TSIQ and normal deliberate isolation. Temporarily postponing the handling of a student's problem and allowing the student space for reflection may in itself be an educational strategy. However, if such “coldness” manifests as long-term indifference,

sustained neglect, or differential treatment, it may exceed the scope of reasonable educational management and carry the risk of developing into TSIQ. In practice, there is often no unified standard for determining the extent, duration, and form of cold treatment that constitutes boundary crossing.

Furthermore, this unclear boundary is not merely a matter of individual judgment, but is also related to insufficient institutional definition. Existing educational management regulations have already restricted relatively clear transgressive behaviors such as corporal punishment, disguised corporal punishment, and insulting conduct. However, for more implicit harmful behaviors in daily teaching, such as cold treatment, sustained neglect, and differential treatment, it remains difficult to make judgments solely on the basis of formal standards. The implementation of educational discipline rules in school practice still requires judgment based on specific contexts and an appropriate grasp of educational limits (Yangyong, 2021). Therefore, in actual educational management, teachers inevitably rely on personal teaching experience and practical circumstances when dealing with students' misconduct. It is within this space of discretionary judgment that the boundaries among normal criticism, reasonable discipline, deliberate isolation, and TSIQ tend to become unclear.

2.3 Long-Term Accumulation: Psychological Harm Often Appears Belatedly, and Accumulates Over Time

The long-term nature of TSIQ is first reflected in the delayed manifestation of its harmful consequences. Unlike explicit harm, TSIQ usually does not directly cause physical injury. Instead, it brings psychological pressure to students through negative language, indifferent attitudes, or differential treatment. Since such pressure often accumulates gradually in daily teacher–student interactions, students may not show obvious abnormalities in the short term, and schools may find it difficult to assess the degree of harm through a single incident.

The relative stability of teacher–student relationships in primary and secondary schools also has certain psychological implications for students. In general, primary and secondary school classrooms, classes, and teachers are relatively fixed, and students are subject to the management and evaluation of the same teacher over a long period of time. When teachers treat students differently due to personal preferences and other factors, students at different academic levels may experience differential treatment. A single instance of difference may be understood as an accidental occurrence; however, if it appears repeatedly, it deserves attention.

The influence of negative teacher–student relationships does not necessarily disappear naturally with students' progression through school stages. Hamre and colleagues found that students who had more negative relationships with teachers in kindergarten still exhibited more academic difficulties and behavioral problems in middle school, and this association remained significant even after controlling for cognitive ability and early behavioral problems (Hamre & Pianta, 2001). Teachers' negative evaluations may reduce students' sense of self-worth, trigger persistent self-doubt, and further affect their confidence and emotional state (Twemlow et al., 2006). When students repeatedly experience negation over a long period of time, they may internalize teachers' evaluations as self-negation, which is detrimental to their long-term mental health development.

2.4 Indirectness: Interaction Problems May Spread Through Classroom Relationships

TSIQ does not always directly manifest as teachers' overt attacks on students; it may also appear indirectly through classroom climate and peer relationships. When teachers fail to stop bullying among students in a timely manner, or

treat vulnerable students in the class through humiliation, sarcasm, or similar means, other students may interpret the teacher's attitude as tacit approval. This may give a certain legitimacy to ridicule and contempt among peers (Delfabbro et al., 2006). When teachers respond passively or evasively to exclusionary behavior in peer interactions, students are more likely to interpret such silence as an acceptable mode of interaction (You et al., 2023). In such cases, although the harm suffered by students is related to teachers' attitudes, it often appears in the form of isolation in peer relationships or marginalization within the classroom climate, thereby increasing the difficulty of school identification and responsibility determination. In addition to focusing on direct interactions between teachers and students, schools should also attend to the indirect influence of teachers' attitudes on classroom relationships. For students who have long been excluded, schools need to further examine whether teachers have engaged in sustained neglect, differential treatment, or failure to intervene in a timely manner.

3 Practical Impacts

The impact of TSIQ is not limited to temporary discomfort in classroom communication. Since it is often embedded in daily teaching, classroom management, and educational evaluation, its effects may accumulate over time and gradually affect students' psychological development, learning adjustment, and classroom relationships.

3.1 Damage to Students' Mental Health and Self-Identity

Beyond the effort to identify the problem, greater attention should be paid to its sustained impact on students' development and school relationships. Unlike occasional criticism or punishment, low-quality teacher–student interaction often manifests as sustained neglect, denial, and derogation, causing students to continuously endure teachers' negative evaluations and indifferent treatment in school life. Although such pressure does not necessarily appear as visible harm, it can easily lead students into anxiety, unease, inferiority, sensitivity, and other emotional states, thereby affecting the development of a sound personality and a stable psychological state.

Students' academic performance, classroom behavior, or personality traits may all become bases for differential treatment in daily teaching. Some teachers take academic achievement as the main criterion for evaluating students and tend to reduce attention to, or even leave unattended, students with average grades, introverted personalities, or poor behavior. Such differential treatment may make students feel that they are not expected to succeed, thus triggering self-doubt and insecurity. When students remain in such negative interactions for a long time, the psychological impact may further develop into physical discomfort or sustained psychological pressure (Santinello et al., 2009; Čiuladienė & Racelyte, 2016). When students cannot feel teachers' attention and emotional response in the classroom over a long period of time, they are likely to feel unrecognized and misunderstood, develop negative psychological states, and find it difficult to establish harmonious and stable teacher–student relationships (Guangzeng et al., 2023).

Label-based evaluation causes even more obvious harm to students' self-identity. In an environment that one-sidedly pursues educational outcomes, some students are more likely to be labeled as “poor students” or “bottom-ranked students”. Such evaluations do not guide students with regard to specific behaviors or problems; rather, they magnify temporary performance into an overall judgment of the student. Because teachers have strong influence in the classroom, students may regard such label-based evaluations as authoritative judgments, gradually affecting their self-cognition and leading them to equate academic performance with personal worth, resulting in self-negation and resistance to learning.

3.2 Weakening of Learning Motivation and Academic Adjustment

TSIQ not only brings psychological pressure to students, but also gradually affects their ability to adapt to academic life. In daily teaching, when facing students whose academic performance temporarily lags behind or whose classroom behavior is unsatisfactory, some teachers tend to reprimand them casually or even impose heavier punishment. Such practices may maintain classroom order in the short term, but in the long term they may weaken students' learning initiative, interest, and confidence (Helm et al., 2020), leading to a decline in classroom interest and participation.

Some teachers tend to over-simplify attribute students' academic underperformance or disciplinary problems by attributing them to attitude issues, and apply pressure through negative evaluation or emotional distancing, instead of analyzing the specific root causes of students' learning difficulties. Such an approach fails to respond to students' real learning needs and may instead generate tension and pressure toward the relevant subjects.

Furthermore, teachers' long-term use of humiliating, derogatory, or negative language may keep students in a continuous state of being negated. Such verbal harm is associated with students' subsequent disciplinary problems and academic difficulties (Brendgen et al., 2006). When students repeatedly fail to receive teachers' recognition in the classroom, they may gradually reduce positive interactions with teachers, and may even respond to classroom requirements with silence, perfunctory behavior, or confrontation. These behaviors may then be interpreted by teachers as "non-cooperation" or "poor attitude", which in turn triggers further negative evaluation. Therefore, although TSIQ does not appear in the form of physical harm, it continuously consumes students' internal motivation in the learning process. Students' learning may gradually shift from a process of self-growth to a source of pressure that they passively endure.

3.3 Damage to Classroom Ecology and Teacher–Student Relationships

When teachers treat students differently because of differences in academic scores, this may appear on the surface to be a matter of attention allocation in teaching, but in essence it may restrict students' developmental opportunities (Junyang, 2004). In classroom life, such differential treatment can easily evolve into an implicit hierarchy. For example, if a class arranges seats according to academic performance for a long time and students with weaker performance are fixed in the back rows, seating may shift from a spatial arrangement to an implicit symbol of hierarchy, thereby making differences among students public and fixed. If teachers further reinforce such distinctions through labels such as "poor students" or "those holding the class back", students may be fixed in negative roles in the class under the combined influence of teachers' evaluations and peer perceptions.

For adolescents whose values are still developing, teachers' evaluation methods have a strong guiding effect. If teachers judge students' value according to academic scores over a long period of time, students may gradually form the belief that individual worth can be distinguished by grades, thereby neglecting or even denying the diverse values of themselves or others. The indifference and differential treatment arising from score differences not only affect individual developmental opportunities, but also weaken students' sense of acceptance and belonging in the class.

Poor-quality interaction also reduces students' trust in teachers and schools. When teachers treat students with sarcasm, differentiated treatment, or similar practices, students find it difficult to obtain the respect and support they deserve from teachers, and are likely to develop a sense of not being accepted. As trust declines, students may resist teachers' evaluations and management, and may interpret normal management behaviors as being directed against them. Such negative teacher–student interaction further increases the risk of students being negated and excluded (Khoury-

Kassabri, 2006). This not only aggravates students' psychological burden, but may also weaken the effectiveness of educational guidance.

4 School Governance Pathways

To address TSIQ, schools should shift from passive, post-event accountability to a proactive and cyclical governance framework. School governance should focus on behavioral identification, feedback protection, and teacher improvement, thereby forming a governance loop from risk detection to continuous prevention.

4.1 Clarifying Behavioral Boundaries to Improve the Operability of Identification

Prevention and control require the clarification of behavioral boundaries at the institutional level, so that schools and teachers have standards to refer to, rather than remaining at the level of general requirements for teachers' professional ethics. Existing policies and regulations have already addressed explicit harmful behaviors such as corporal punishment, insults to students' dignity, discrimination against students, and improper educational discipline. However, because TSIQ is highly concealed, ambiguous in boundaries, and delayed in consequence, it remains difficult to identify in practice. Therefore, the focus of governance is not merely to add institutional provisions, but to refine behavioral standards on the basis of existing norms, thereby providing a basis for subsequent identification and handling by schools.

The identification of TSIQ may be considered from four dimensions: whether the behavior occurs persistently and repeatedly; whether it targets specific students; whether it has actual effects on students' self-esteem or academic development; and whether teachers use their advantageous position in educational evaluation and management in ways that make it difficult for students to express themselves or seek help. These dimensions can help distinguish normal educational management from harmful treatment and reduce ambiguity in the identification of TSIQ.

Once behavioral boundaries have been clarified, identification standards should also be incorporated into the daily management process of schools, so that institutional governance shifts from post-event accountability to whole-process prevention. Schools may conduct classroom observations, paying attention to teachers' frequency of questioning different students, classroom interactions, and students' classroom participation, and use these as auxiliary indicators for identifying whether students have been neglected over a long period of time. At the same time, mechanisms such as teacher-student relationship evaluation and monitoring of students' academic and behavioral performance may be combined to conduct early identification and promptly detect risks of long-term marginalization. For incidents that have already occurred, schools should not only verify facts and clarify responsibility, but also attend to the psychological state and subsequent adjustment of affected students. Only by transforming hard-to-define negative behaviors into identifiable, definable, and recordable boundaries can schools provide reasonable norms for feedback handling and comprehensive supervision.

4.2 Improving Feedback Channels to Establish Student Protection Mechanisms

Schools are the core setting for prevention and control. Compared with macro-level systems, schools are closer to daily teaching practice and are therefore more likely to detect implicit problems in classroom management. Accordingly,

schools should establish stable and trustworthy student feedback channels, so that students who experience long-term differential treatment by teachers have safe and accessible ways to express themselves. Schools may collect students' genuine feelings through anonymous questionnaires, suggestion boxes, themed class meetings, and home-school communication, thereby enabling students who have long been neglected or differentially treated to report relevant situations.

In addition, the design of feedback channels should pay attention to protecting students' privacy and preventing secondary harm caused by new pressure arising from students' expression of problems. For issues reported by students, homeroom teachers, psychological counselors, grade-level groups, and school administrators should work collaboratively and handle them according to the nature of the problem. General communication misunderstandings may be addressed through conversation, mediation, and reminders. More serious situations, such as sustained neglect, public humiliation, and differential treatment, should be promptly investigated, and relevant teachers should be interviewed and urged to make corrections. If obvious psychological harm has already occurred or a continuing risk exists, more formal internal school procedures should be initiated, along with psychological support.

In the process of handling such issues, schools should give equal weight to fact verification and student protection, avoiding public investigation or requiring students to face teachers' questioning alone. Schools should help students restore a sense of security and school belonging through psychological counseling and classroom support. Only when problems reported by students receive timely responses and continuous follow-up can feedback channels avoid becoming a mere formality and prevention and control be truly integrated into daily school management.

4.3 Improving Teachers' Evaluation and Communication Practices to Reduce Implicit Harm

The occurrence of TSIQ often results from the interaction of multiple factors, such as teaching pressure and improper communication methods. Compared with simply criticizing or disciplining teachers after problems arise, it is more important to strengthen prevention in daily teaching. Schools may begin with teacher training and guide teachers to improve the ways they communicate with and evaluate students. Effective teacher training should extend beyond theoretical instruction; rather, by incorporating case discussions, role-playing, and reflective exercises, it can facilitate the transformation of nonviolent communication principles into actionable behavioral strategies (Khan et al., 2025), thereby reducing the accumulation of implicit harm in classroom interaction.

When criticizing, reminding, or correcting students' behavior, teachers should try to avoid derogatory expressions and instead use more specific and calm language to help students understand the problem. In evaluating students, teachers should also shift from label-based evaluation to behavioral feedback, offering suggestions on specific behaviors and concrete problems, rather than simply labeling students with terms such as "poor students", "problem students", or "hopeless". Compared with simply denying students' abilities, teachers should provide targeted suggestions based on students' specific learning behaviors and help them clarify directions for improvement. This approach can preserve the necessity of educational management while avoiding the transformation of temporary problems into negations of students' personality and value.

Schools may also incorporate students' psychological state into routine classroom management observation, promptly identifying students who withdraw, avoid classroom interaction, or are unwilling to seek help. Such students should receive coordinated support from homeroom teachers and subject teachers.

5 Conclusion

Problems in interaction quality in primary and secondary schools constitute a form of implicit harm that is difficult to identify in students' daily school life. Such problems do not necessarily involve obvious conflict, and there may even be no direct contact between teachers and students. They are usually hidden in teachers' classroom management and students' daily learning interactions. Common forms include indifferent neglect, negative verbal sarcasm and derogation, and differential treatment of students, which may ultimately have a sustained impact on students' later development and mental health.

Nevertheless, such negative behaviors are often confounded with reasonable educational criticism or routine educational discipline. The judgment of these problems still involves students' immediate feelings and teachers' subjective behavioral intentions. Therefore, it is necessary to comprehensively examine the actual effects of teachers' educational behaviors. Schools should combine institutional regulation with school-based support to create a healthy, respectful, and equitable school environment.

References

- [1] Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. *Journal of Research on Adolescence*, 21(1), 225–241.
- [2] Twemlow, S. W., Fonagy, P., Sacco, F. C., & Brethour, J. R., Jr. (2006). Teachers who bully students: A hidden trauma. *International Journal of Social Psychiatry*, 52(3), 187–198.
- [3] Nearchou, F. (2018). Resilience following emotional abuse by teachers: Insights from a cross-sectional study with Greek students. *Child Abuse & Neglect*, 78, 96–106.
- [4] Rong, Y. (2024). Legal regulation on the punishment power of teacher's moral anomie. *Journal of Soochow University Educational Science Edition*, 12(3), 31–40.
- [5] Qi, F. (2023). Prohibition and penalty system for teachers' qualifications: An examination from the perspective of constitutional labor rights. *Peking University Education Review*, 21(4), 26–41, 185–186.
- [6] Adams, J. S. (1963). Towards an understanding of inequity. *The Journal of Abnormal and Social Psychology*, 67(5), 422–436.
- [7] Ripski, M. B., & Gregory, A. (2009). Unfair, unsafe, and unwelcome: Do high school students' perceptions of unfairness, hostility, and victimization in school predict engagement and achievement? *Journal of School Violence*, 8(4), 355–375.
- [8] Foucault, M. (1979). *Discipline and punish: The birth of the prison* (A. Sheridan, Trans.). New York: Vintage.
- [9] Ministry of Education of the People's Republic of China. (2020). Rules on Educational Discipline in Primary and Secondary Schools (Trial). Retrieved June 29, 2026, from https://www.gov.cn/zhengce/zhengceku/2020-12/29/content_5574650.htm.
- [10] Jinshen, Y. (2022). The realistic patterns and practical strategies of teacher educational discipline: Based on a field study of M middle school in S city. *Journal of Teacher Education*, 9(6), 54–62.
- [11] Kongwen, L., & Jiayi, W. (2011). Foucault's power-knowledge theory and its pedagogic meaning. *Journal of East China Normal University (Educational Sciences)*, 29(3), 1–9, 32.
- [12] Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53(1), 27–35.
- [13] Yangyong, Y. (2021). How to implement the "Primary and Secondary Education Punishment Rules (Trial)" in schools. *Journal of the Chinese Society of Education*, (5), 64–69.
- [14] Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade.

Child Development, 72(2), 625–638.

- [15] Delfabbro, P., Winefield, T., Trainor, S., Dollard, M., Anderson, S., Metzger, J., & Hammarstrom, A. (2006). Peer and teacher bullying/victimization of South Australian secondary school students: Prevalence and psychosocial profiles. *British Journal of Educational Psychology*, 76(1), 71–90.
- [16] You, Z., Boyang, X., Jingmin, S., & Xiuyun, L. (2023). Authoritative parenting and physical bullying: The mediation effect of aggression attitudes and the dual moderation effects of low self-control and teacher support. *Psychological Science*, 46(5), 1228–1236.
- [17] Santinello, M., Vieno, A., & Vogli, R. D. (2009). Primary headache in Italian early adolescents: The role of perceived teacher unfairness. *Headache: The Journal of Head & Face Pain*, 49(3), 366–374.
- [18] Čiuladienė, G., & Racelyte, D. (2016). Perceived unfairness in teacher-student conflict situations: Students' point of view. *Polish Journal of Applied Psychology*, 14, 49–66.
- [19] Guangzeng, L., Shilan, L., & Dajun, Z. (2023). The impact of teacher language violence perceived by students on teacher-student relationships: An empirical analysis based on SEM. *Mental Health Education in Primary and Secondary School*, (22), 19–24.
- [20] Helm, F., Arens, A., & Möller, J. (2020). Perceived teacher unfairness and student motivation in math and German: An application of the generalized internal/external frame of reference model. *Learning and Individual Differences*, 81, 101891.
- [21] Brendgen, M., Wanner, B., & Vitaro, F. (2006). Verbal abuse by the teacher and child adjustment from kindergarten through grade 6. *Pediatrics*, 117(5), 1585–1598.
- [22] Junyang, S. (2004). On the nature of education fair. *Fudan Education Forum*, (5), 33–36.
- [23] Khoury-Kassabri, M. (2006). Student victimization by educational staff in Israel. *Child Abuse & Neglect*, 30(6), 691–707.
- [24] Khan, A., Goessmann, K., Scharpf, F., Shah, F. K. S., Kirika, A., Azhar, K., ... & Hecker, T. (2025). Preventing physical and emotional violence by teachers in public schools in Pakistan: Study protocol for a cluster-randomized controlled trial of the intervention interaction competencies with children for teachers (ICC-T). *BMC Public Health*, 25(1), 1924.