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**Verbal Venting of Lecturers on Students in Nigerian Universities:
Psychological Implications and Accountability**



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Verbal Venting of Lecturers on Students in Nigerian Universities: Psychological Implications and Accountability



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ABSTRACT

Purpose: The study spotlighted verbal venting of lecturers on students in Nigerian universities: psychological implications and accountability. In Nigerian tertiary institutions, verbal venting by lecturers manifested through harsh criticism, sarcasm, public humiliation, or belittling remarks directed at students has emerged as a pervasive issue that undermines the educational environment.

Methodology: A Survey design was adopted using *ex-post facto* design for this study. The population for this study comprised of university students in Nigeria. A stratified sampling technique was employed in the study. The sample for this study was 1000 students selected from five universities in Nigeria which includes Delta State University, Abraka, Edo State University, Iyamho, Federal University of Petroleum Resources, Effurun, Anambra State University, Awka, and University of Port-Harcourt, Rivers State. A self-structured instrument titled “Verbal Venting of Lecturers on Students Questionnaire (VVLQS)” and was validated in its face and content for the study. Simple percentage, Mean score, standard deviation, and Thematic statistics were the statistical tools deployed for the analysis of data collected.

Findings: Verbal venting can lead to psychological violence, causing emotional distress, anxiety decreased self-esteem of individuals. Also, chronic exposure to verbal venting can contribute to mental health issues such as depression, anxiety and post-traumatic stress disorder (PTSD) significantly impacting an individual’s overall well-being.

Unique Contribution to Theory, Policy and Practice: The contributions highlights the need for a comprehensive approach to address verbal venting in Nigeria university settings, incorporating theoretical insights, policy reforms and practical strategies to promote a supportive and respectful academic environment.

Keywords: *Verbal Venting, Implications, Accountability, Nigeria*

Introduction

Rosabel (2023) defines verbal venting in educational contexts as the tendency of lecturers to express frustration, anger, or dissatisfaction through verbal outbursts, sarcasm, demeaning comments, or other aggressive language aimed at students. In Nigeria, where the power dynamics between lecturers and students are distinctly hierarchical, these behaviors can significantly impact students' psychological health, academic success, and overall well-being. The Nigerian tertiary education system is marked by a considerable power distance, with lecturers commanding substantial authority over students (Omoregie, 2020).

This dynamic, influenced by cultural norms that prioritize respect for authority figures, can normalize or excuse the occurrence of verbal venting (Ogunjimi & Lawal, 2020). Such venting can involve public shaming, harsh criticism, or disparaging comments, often rationalized as disciplinary measures or motivation strategies. Nonetheless, these actions may escalate into verbal abuse, which is characterized by communication that demeans, intimidates, or inflicts emotional harm and low self-esteem (Andrews et al., 2019). Though less visible than physical aggression, verbal venting can be equally detrimental, especially in collectivist societies like Nigeria, where social consequences of public humiliation are severe.

The prevalence of verbal venting in Nigerian higher education institutions has not been thoroughly researched, yet anecdotal evidence and related studies indicate that it is prevalent. For example, research on teacher-student interactions in Nigeria indicates that negative lecturer attitudes or behaviors, such as dismissive or authoritarian language, can erode students' confidence and participation in their studies (Tayo, 2017; Ogunjimi & Lawal, 2020). These negative behaviors are often intensified by systemic challenges like overcrowded classrooms, inadequate resources, and intense academic pressure, which can lead to lecturer frustration and verbal outbursts (Muzenda, 2023).

The psychological implications of verbal venting on students are significant and diverse. Global studies on verbal venting in educational environments categorize verbal venting as a form of psychological violence, involving behaviors that insult, ridicule, or threaten students. Such actions can result in various adverse effects, including emotional distress, mental health problems, decreased academic performance, and lack of school engagement (Daramus, 2024).

Consequently, addressing the issue of verbal venting requires accountability within educational environments. Clear policies and consequences are essential; otherwise, lecturers might persist in harming students' psychological well-being. Research indicates that institutional interventions, including training in positive teaching strategies and emotional intelligence, can mitigate negative lecturer behaviors (Eseadi et al., 2022). However, implementing confidential reporting systems and counseling services for students can offer channels for grievance resolution and support. The Nigerian Ministry of Education could play a crucial role in facilitating workshops

aimed at raising lecturers' awareness of the psychological effects of their conduct and fostering constructive student-lecturer relationships (Ogunjimi & Lawal, 2020).

Statement to the Problem

In Nigerian tertiary institutions, verbal venting by lecturers manifested through harsh criticism, sarcasm, public humiliation, or belittling remarks directed at students has emerged as a pervasive issue that undermines the educational environment. This behavior, often normalized within the hierarchical and culturally rooted power dynamics of Nigerian academia, is a form of psychological violence that can have profound negative effects on students' mental health, academic performance, and overall well-being.

The psychological consequences of verbal venting are significant. Students exposed to such behavior may experience emotional distress, including anxiety, depression, and diminished self-esteem, which can contribute to long-term mental health challenges, such as post-traumatic stress disorder, suicide. Also, verbal venting undermines academic self-efficacy and engagement, leading to reduced academic performance and disengagement from the learning process. Therefore, there is an urgent need to investigate the psychological implications of verbal venting and establish robust accountability mechanisms to foster a supportive and respectful academic environment.

Purpose of the Study

The purpose of the study is to:

1. Investigate the psychological implications of verbal venting of lecturers on students in Nigerian universities and promote accountability
2. Establish the approaches to curb verbal venting of lecturers on students in Nigerian universities and improve accountability

Research Questions

The following research questions were raised in the study:

1. What are the psychological implications of verbal venting of lecturers on students in Nigerian universities and quest for accountability?
2. What are the approaches to curb verbal venting of lecturers on students in Nigerian universities and improve accountability?

Literature Review

Theoretical Framework

The study is hinged theoretically on Emotional Labour Theory propounded by Arlie Hochschild (1983). The theory suggests that academics, like lecturers, regulate their emotions to

meet the expectations of their role, which can lead to emotional exhaustion and impact their interactions with students. It also posits that an individual's belief in their ability to achieve tasks affects their behavior and performance. Lecturers' verbal venting can erode students' self-efficacy, leading to decreased motivation and performance. Hochschild's theory focused on the emotional demands placed on workers, particularly in service-oriented industries, and how individuals manage their emotions to meet the expectations of their role.

Psychological Implications of Verbal Venting

The psychological effects of verbal venting on students are significant and complex. Research worldwide indicates that verbal venting can be seen as a type of psychological violence, characterized by behaviors like insults, ridicule, and threats aimed at students (Daramus, 2024). Such actions can result in negative consequences, including feelings of shame, anxiety, and reduced self-esteem. A study by Ferrara et al. (2019) found a link between psychological violence, particularly verbal abuse, and long-lasting mental health issues such as depression, anxiety disorders, and post-traumatic stress disorder (PTSD). In Nigeria, where mental health resources are scarce, students may not have access to necessary support to deal with these issues.

Negative interactions, including verbal venting, can also undermine students' motivation and self-efficacy, negatively impacting their academic performance. For example, research in Yobe State indicates that teaching methods and classroom interactions can significantly predict academic success, suggesting that hostile behavior from lecturers could inhibit learning (Muzenda, 2023). Also, verbal venting can reduce students' sense of belonging and involvement in their academic environment. A study by Eseadi et al. (2022) showed that positive interactions between lecturers and students boost engagement, while negative ones lead to disengagement and withdrawal. This is particularly troubling in technical and vocational education, where active student participation is essential for skill acquisition.

Furthermore, repeated exposure to verbal venting may contribute to adverse childhood experiences (ACEs), which are associated with long-term health problems such as attachment disorders, substance abuse, and chronic illnesses (Ferrara et al., 2019). In Nigeria, where students may face additional pressures like economic difficulties and societal expectations, verbal venting can intensify these challenges and lead to cumulative trauma. A lecturer narrated an experience of venting and its consequences.

I was in class that fateful Friday afternoon teaching my students when she raised her hand to ask a question. I permitted her and she asked a rather too simple question that I supposed she should know the answer. I had already covered that topic the previous week. "Will you sit down there! With your Ugly face! Olodo!" was the only answer I gave her. The whole class bursted into laughter and she looked embarrassed. I went on with my lesson but felt somewhat

guilty over what I had said. I finished my class and left. On Sunday, I went to Church. The preacher was talking about the tongue and its power. He spoke about how you could bring others down by what you say. I remembered what happened on Friday and became guilty. I swore I was going to apologize to her on Monday when I got to the class.

On Monday afternoon, I went to the class but I didn't see her. I asked after her from her course mates but they didn't seem to know who I was talking about. I then said I was looking for the person I insulted on Friday. "Oh, that's Ms J Sir! She is not in class today" they answered. Who is her friend? I asked. "Muslin name withheld" they chorused. But Aisha was not in the class either. Suddenly, a girl with Hijab walked in. "That's (name withheld) Sir" my students informed me. Where is your friend? I asked her. "Which one?" She replied without looking at my face. Ms J! I said. The reply shocked me! She is in the mortuary Sir. Mortuary????? Doing what there?? I asked "She died on Friday Sir" She replied. How come?????? I later found out that after my class on Friday, Ms J was hit by a fast moving vehicle.

She was crossing the road absentmindedly probably because of what I said. "Her burial is on Saturday and you are invited Sir" she continued. As I stood trying to overcome the shock, (name withheld) she said within tears, "you killed my friend Sir". She was right! I should be the murderer! Some girls in the class were already crying! I didn't know what to say, whether to apologize to Ms J's friend or J's ghost. I submitted my resignation letter the next day.

Dear Lecturers and Teachers, please stop insulting your students.

They are in school to learn from you. If they already know, they won't be in school! Please mind what you say to other people. Are your words bringing life or death to the hearers? (Bello, 2024).

This is a powerful and heartbreaking story that underscores the profound impact our words can have on others. It serves as a stark reminder to choose kindness and encouragement over harshness, especially in roles of influence like teaching. The tongue indeed holds the power to uplift or destroy, and this narrative drives that point home with tragic clarity. This story serves as a poignant reminder of the impact of our words on others. The teacher's thoughtless insult had devastating consequences, leading to the student's tragic death (Bello, 2024).

The absence of accountability for lecturers' verbal outbursts in Nigerian tertiary institutions continues to perpetuate this behavior and intensifies its psychological effects. To tackle this problem, it is essential to implement institutional and systemic measures that hold lecturers responsible and create a supportive academic atmosphere. Many Nigerian tertiary institutions lack clear policies to address verbal venting from lecturers, making it challenging for students to seek redress. Andrews et al. (2019) stress the importance of establishing explicit codes of conduct that explicitly define and prohibit verbal abuse in educational environments. The creation of confidential reporting systems would empower students to report incidents without fear of retaliation, thereby enhancing accountability.

More so, lecturers may resort to verbal venting due to factors such as burnout, insufficient pedagogical training, or cultural norms that accept harsh disciplinary measures (Muzenda, 2023). Implementing training programs that emphasize emotional intelligence, effective teaching strategies, and stress management could help mitigate these behaviors. Ogunjimi and Lawal (2020) propose that workshops facilitated by the Nigerian Ministry of Education could raise awareness among lecturers about the psychological consequences of their actions and encourage constructive communication. The high power distance culture in Nigeria often protects lecturers from being held accountable, as they are seen as authority figures (Ogunjimi & Lawal, 2020).

Institutions need to challenge this dynamic by promoting a culture of mutual respect and encouraging student feedback. Eseadi et al. (2022) suggest that participatory strategies, such as student representation in academic governance, can help increase accountability and lessen power imbalances. To alleviate the psychological effects of verbal venting, institutions should offer counseling services and mental health support for affected students. Ferrara et al. (2019) point out the necessity of accessible mental health resources within schools to address the impacts of psychological violence. In Nigeria, where such resources are limited, collaborations with NGOs or government programs could help fill this gap. Regular assessments of lecturer conduct through student feedback surveys or peer reviews can help identify patterns of verbal venting and ensure accountability. Muzenda (2023) recommends that institutional oversight, along with clear consequences for inappropriate behavior, can deter negative actions and foster a more positive learning environment.

Approaches to curb Verbal Venting of Lecturers

Verbal venting by lecturers, characterized by harsh criticism, sarcasm, belittling remarks, or public humiliation, poses significant challenges to students' psychological well-being and academic performance in Nigerian tertiary institutions. Addressing this issue requires a multifaceted approach that combines institutional policies, training programs, cultural shifts, and support systems (Okafor, 2023).

1. **Institutional Policies and Codes of Conduct:** Establishing clear institutional policies that explicitly define and prohibit verbal venting is critical to fostering accountability. These

policies should outline acceptable lecturer behavior, define verbal venting, and specify consequences for violations.

Techniques: Develop a code of conduct that categorizes verbal venting as a form of psychological violence, aligning with definitions from Andrews et al. (2019), who describe verbal venting as communication that belittles or intimidates. Create confidential reporting mechanisms, such as anonymous feedback systems or ombudsman offices, to allow students to report incidents without fear of retaliation. Enforce disciplinary measures, such as warnings, suspensions, or mandatory training, for lecturers found guilty of verbal venting.

Implementation: Nigerian tertiary institutions can adopt frameworks similar to those used in global educational systems, where codes of conduct are enforced through regular audits and student feedback (Ferrara et al., 2019). The Nigerian University Commission (NUC) could mandate these policies across universities to ensure uniformity.

Impact: Clear policies deter verbal venting by setting expectations and providing a framework for accountability, reducing the normalization of such behavior (Ogunjimi & Lawal, 2020).

2. **Training and Professional Development for Lecturers:** Many lecturers engage in verbal venting due to stress, burnout, or lack of training in positive pedagogical methods. Training programs focused on emotional intelligence, stress management, and constructive communication can mitigate these behaviors.

Techniques: Conduct workshops on emotional intelligence and positive teaching strategies, emphasizing empathy and respectful communication, as recommended by Ogunjimi and Lawal (2020). Train lecturers in stress management techniques to address systemic pressures like overcrowded classrooms and high workloads, which Muzenda (2023) identifies as contributors to negative behaviors. Incorporate modules on the psychological impact of verbal venting, drawing from Ferrara et al. (2019), to sensitize lecturers to the harm caused by their actions.

Implementation: The Nigerian Ministry of Education or institutional professional development units can partner with organizations to deliver regular training sessions. Online platforms can be used to scale these programs cost-effectively.

Impact: Training equips lecturers with tools to manage frustrations constructively, reducing the likelihood of verbal venting and fostering positive student interactions (Eseadi et al., 2022).

3. **Cultural and Attitudinal Shifts:** Nigeria's high power distance culture, where lecturers are viewed as authority figures, often normalizes verbal venting as a form of discipline. Shifting cultural attitudes to promote mutual respect is essential.

Techniques: Launch awareness campaigns to challenge the normalization of verbal venting, highlighting its psychological impact on students. Encourage student participation in academic governance, such as through student unions or feedback committees, to reduce power imbalances (Eseadi et al., 2022). Promote a culture of open dialogue by organizing forums where students and lecturers can discuss classroom dynamics and expectations.

Implementation: Universities can collaborate with student organizations and NGOs to run campaigns via social media, campus events, and workshops. Faculty-student town halls can facilitate dialogue and mutual understanding.

Impact: Cultural shifts empower students to voice concerns and encourage lecturers to adopt respectful communication, disrupting the hierarchical norms that enable verbal venting (Ogunjimi & Lawal, 2020).

4. **Student Support and Mental Health Services:** Providing support systems for students affected by verbal venting is crucial to mitigate its psychological impact. Counseling and peer support can help students cope with emotional distress.

Techniques: Establish on-campus counseling centers to provide mental health support for students experiencing anxiety or low self-esteem due to verbal venting, as recommended by Ferrara et al. (2019). Create peer support groups where students can share experiences and coping strategies, fostering resilience and a sense of community. Train academic advisors to recognize signs of psychological distress and refer students to appropriate resources.

Implementation: Institutions can partner with NGOs or government health initiatives to fund and staff counseling services, given Nigeria's limited mental health infrastructure. Online counseling platforms can supplement in-person services.

Impact: Support systems help students manage the emotional toll of verbal venting, improving their academic engagement and mental health (Eseadi et al., 2022).

5. **Monitoring and Evaluation Systems:** Regular monitoring of lecturer behavior through student feedback and peer reviews can identify patterns of verbal venting and ensure accountability.

Techniques: Implement anonymous student feedback surveys at the end of each semester to evaluate lecturer conduct, focusing on communication style and classroom interactions (Muzenda, 2023). Conduct peer reviews where lecturers observe each other's classes to provide constructive feedback on teaching methods. Use data from feedback systems to identify repeat offenders and mandate corrective actions, such as counseling or retraining.

Implementation: Universities can integrate feedback systems into existing academic quality assurance processes, leveraging digital tools for efficiency. The NUC can oversee compliance across institutions.

Impact: Monitoring ensures early detection of problematic behaviors, allowing institutions to intervene before verbal venting escalates, thus protecting students' well-being (Andrews et al., 2019).

6. **Advocacy and Policy Reform at the National Level:** Systemic change requires advocacy to influence national education policies, ensuring that verbal venting is addressed as a form of misconduct across Nigerian institutions.

Techniques: Advocate for the inclusion of verbal venting in national education policies as a punishable offense, drawing from global frameworks on school violence (Gupta, 2025). Engage stakeholders, including the NUC, academic unions, and student bodies, to prioritize lecturer accountability in policy discussions. Promote research on verbal venting to build an evidence base for policy reform, addressing the current gap in Nigeria-specific studies (Tayo, 2017).

Implementation: Academic researchers and advocacy groups can collaborate to present policy briefs to the Ministry of Education, highlighting the need for reform.

Impact: National policies provide a unified framework for addressing verbal venting, ensuring consistency and accountability across institutions (Ogunjimi & Lawal, 2020).

Methodology

A Survey design was adopted using *ex-post facto* design for this study. The population for this study comprised of university students in Nigeria. A stratified sampling technique was employed in the study. The sample for this study was 1000 students selected from five universities in Nigeria which includes Delta State University, Abraka, Edo State University, Iyamho, Federal University of Petroleum Resources, Effurun, Anambra State University, Awka, and University of Port-Harcourt, Rivers State. A self-structured instrument titled "Verbal Venting of Lecturers on Students Questionnaire (VVLSQ)" and was validated in its face and content for the study. Simple percentage, Mean score, standard deviation, and Thematic statistics were the statistical tools deployed for the analysis of data collected.

Table 1: Responses to psychological implications of verbal venting of lecturers on students

S/N	Items	SA	A	D	SD	Mean	STD
1.	Feelings of shame	321 (32.1%)	281 (18.1%)	379 (37.9%)	19 (1.9%)	3.64	.94
2.	Anxiety, and low self-esteem among students	300 (30%)	390 (39%)	43 (4.3%)	267 (26.7%)	2.82	.84
3.	Long-term mental health issues	178 (17.8%)	408 (40.8%)	200 (20%)	214 (21.4%)	3.34	.89
4.	It can erode students' motivation and academic self-efficacy,	196 (19.6%)	333 (33.3%)	256 (25.6%)	215 (21.5%)	2.92	.78
5.	It can diminish students' sense of belonging and engagement in the academic environment	320 (32%)	101 (10.1%)	177 (17.1%)	402 (40.2%)	3.16	.74

From table 1, 321 (32.1%) and 281 (18.1%) participants agreed that verbal venting lead to feelings of shame while 379 (37.9%) and 19 (1.9%) participants disagreed. Also, 300 (30%) and 390 (39%) participants agreed that verbal venting result to anxiety, and low self-esteem among students while 43 (4.3%) and 267 (26.7%) participants opposed. More so, 178 (17.8%) and 408 (40.8%) participants agreed that verbal venting can lead to long-term mental health issues while 200 (20%) and 214 (21.4%) participants disagreed. In addition, 196 (19.6%) and 333 (33.3%) participants agreed that it can erode students' motivation and academic self-efficacy while 256 (25.6%) and 215 (21.5%) opposed. Finally, 320 (32%) and 101 (10.1%) participants agreed that it can diminish students' sense of belonging and engagement in the academic environment while 177 (17.1%) and 402 (40.2%) participants disagreed.

Table 2: Responses to approaches to curb verbal venting of lecturers on students

S/N	Items	SA	A	D	SD	Mean	STD
1.	Institutional policies and codes of conduct	428 (42.8%)	201 (20.1%)	121 (12.1%)	250 (25.%)	2.94	.82
2.	Training and professional development for lecturers	98 (9.8%)	565 (56.5%)	307 (30.7%)	30 (3%)	2.83	.80
3.	Cultural and attitudinal shifts	269 (26.9%)	167 (16.7%)	413 (41.3%)	151 (15.1%)	3.40	.90
4.	Student support and mental health services	250 (25%)	300 (30%)	200 (20%)	250 (25%)	2.98	.88
5.	Monitoring and evaluation systems	610 (61%)	119 (11.9%)	187 (18.7%)	84 (8.4%)	2.88	.91

From table 2, 428 (42.8%) and 201 (20.1%) participants agreed that institutional policies and codes of conduct is one of the approaches to curb verbal venting of lecturers on students while 121 (12.1%) and 250 (25.%) disagreed. Also, 98 (9.8%) and 565 (56.5%) participants agreed that training and professional development for lecturers is one of the approaches to curb verbal venting of lecturers on students while 307 (30.7%) and 30 (3%) participants opposed. More so, 269 (26.9%) and 167 (16.7%) participants agreed that cultural and attitudinal shifts is one of the approaches to curb verbal venting of lecturers on students while 413 (41.3%) and 151 (15.1%) participants disagreed. In addition, 250 (25%) and 300 (30%) participants agreed that student support and mental health services is one of the approaches to curb verbal venting of lecturers on students while 200 (20%) and 250 (25%) participants think otherwise. Finally, 610 (61%) and 119 (11.9%) participants agreed that monitoring and evaluation systems is one of the approaches to curb verbal venting of lecturers on students while 187 (18.7%) and 84 (8.4%) participants disagreed.

Table 3: Thematic Analysis on psychological implications of verbal venting of lecturers on students

Variables	#1	#2	#3
Themes	Psychological Violence	Mental Health Issues	Low Self-esteem
Responses	Verbal venting affect me emotionally	Verbal venting have long-term effects on mental health	Verbal venting affect self-esteem
	Verbal venting lead to psychological violence	Verbal venting can result to anxiety, depression, or symptoms of trauma	Verbal venting result to low confidence
	I was embarrassed when my teacher assaulted me verbally	Mental health issues can arise from being subjected to harmful verbal venting	Persistent criticism or humiliation can make someone internalize negative beliefs about themselves
	Verbal venting lead to psychological violence	Critical venting can create a state of hyper-vigilance, where the recipient feels perpetually on edge, fearing the next outburst.	Victims may isolate themselves to avoid further verbal attacks or due to shame and embarrassment
	verbal venting be considered a form of emotional abuse	Repeated verbal attacks can erode self-esteem, leading to feelings of worthlessness, sadness, or hopelessness.	Sarcastic or belittling comments can lead to feelings of shame
	Verbal venting lead to psychological harm	Prolonged exposure to aggressive or abusive venting, individuals may	It can foster guilt and self-doubt

		develop PTSD symptoms like flashbacks, nightmares, or intense distress triggered by similar situations.	
	Verbal venting can create fear or stress	Aggressive or demeaning language can overwhelm the recipient's ability to cope, leading to anxiety or stress responses.	Venting reinforces negative self-perceptions
	Feelings of shame, guilt, worthlessness, or anger	Feeling unable to stop or escape the venting can create a sense of helplessness, a risk factor for depression and PTSD.	It diminished sense of self-worth
	I feel that verbal venting be considered abuse	Repeated venting creates a toxic environment, amplifying stress and eroding mental resilience over time.	Hesitating to make decisions or try new things due to fear of failure or criticism
	If you realize your venting hurt someone, acknowledge it and make amends	Verbal venting cause long-term mental health damage	It makes you believe you are not good enough or do not deserve respect
Sub-Themes	Abuse Shame Guilt	Anxiety Stress Depression	Self-doubt Low-confidence Self-worth

Interpretation of Findings

This section on the interpretation of findings follows the sequence of the theme such as psychological violence that could arise from verbal venting, mental health issues that could arise from verbal venting and low self-esteem that could arise from verbal venting.

Theme #1: Psychological Violence

The fundamental purpose of this question was understanding participant's psychological violence that could arise from verbal venting. One of the participants stated that verbal venting affected him emotionally. Another participant noted that verbal venting led to psychological violence. Also, a participant stated that she was embarrassed because her teacher assaulted her verbally. More so, a participant agreed that verbal venting lead to psychological violence. In addition, a participant stated that verbal venting can be considered a form of emotional abuse. Thus, verbal venting can lead to psychological violence, causing emotional distress, anxiety decreased self-esteem of individuals. Daramus (2024) asserted that the psychological impact of verbal venting on students is profound and multifaceted. Global research on verbal venting in educational settings, verbal venting can be classified as a form of psychological violence,

encompassing behaviors such as insulting, ridiculing, or threatening students. These actions can lead to several adverse outcomes such as feelings of shame, anxiety, and low self-esteem among students. The consequences of such actions are profound, often manifesting as feelings of shame, heightened anxiety, and diminished self-esteem.

Theme #2: Mental Health Issues

The vital point of this question was aimed to creating an understanding participant's mental health issues that could arise from verbal venting. A participant stated that verbal venting can resulted to anxiety, depression, or symptoms of trauma. Another participant noted that mental health issues can arise from being subjected to harmful verbal venting. Also, a participant agreed that critical venting created a state of hyper-vigilance, where the recipient feels perpetually on edge, fearing the next outburst. More so, a participant stated that repeated verbal attacks can erode self-esteem, leading to feelings of worthlessness, sadness, or hopelessness. In addition, a participant agreed that prolonged exposure to aggressive or abusive venting, individuals may develop PTSD symptoms like flashbacks, nightmares, or intense distress triggered by similar situations. Moreover, a participant stated that the feeling unable to stop or escape the venting can create a sense of helplessness, a risk factor for depression and PTSD. Thus, chronic exposure to verbal venting can contribute to mental health issues such as depression, anxiety and post-traumatic stress disorder (PTSD) significantly impacting an individual's overall well-being.

Ferrara et al. (2019) on school violence suggests that psychological violence, including verbal abuse, is associated with long-term mental health issues such as depression, anxiety disorders, and post-traumatic stress disorder (PTSD). In the Nigerian context, where mental health resources are limited, students may lack access to support to cope with such distress.

Theme #3: Low Self-esteem

This question was focused to fostering an understanding participant's low self-esteem that could arise from verbal venting. A participant stated that verbal venting affect self-esteem. Another participant agreed that verbal venting result to low confidence. More so, a participant noted that persistent criticism or humiliation can make someone internalize negative beliefs about themselves. Also, a participant stated that victims may isolate themselves to avoid further verbal attacks or due to shame and embarrassment. In addition, a participant noted that verbal venting can foster guilt and self-doubt. Moreover, a participant opined that verbal venting diminished sense of self-worth. Furthermore, a participant agreed that verbal venting makes you believe you are not good enough or do not deserve respect. Thus, Verbal venting can erode individuals' confidence and self-worth, leading to low self-esteem, self-doubt and negative self-image. According to Andrews et al. (2019) these actions can lead to several adverse outcomes such as feelings of shame, anxiety, and low self-esteem among students. Verbal venting may manifest as public humiliation, harsh criticism, or derogatory remarks, often justified as a means of discipline or motivation.

However, such actions can cross into verbal abuse, which is defined as any communication that belittles, intimidates, or causes emotional distress and low self-esteem.

Conclusion

In conclusion, verbal venting by lecturers on students in Nigerian universities can have severe psychological implications, affecting students' self-esteem, confidence, and overall well-being. Also, constant criticism or belittling by lecturers can erode students' confidence and self-worth. Fear of lecturers' verbal venting can create a hostile learning environment, leading to increased anxiety and stress levels. Therefore, students may perceive lecturers' behavior as unfair, leading to decreased motivation and performance. There is urgent need for a comprehensive approach to address verbal venting in Nigeria university settings, incorporating theoretical insights, policy reforms and practical strategies to promote a supportive and respectful academic environment

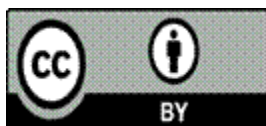
Recommendations

The study recommended that educational stakeholder should encouraging respectful and empathetic relationships between lecturers and students can help prevent verbal venting. Also, they should establishing support systems, such as counseling services, can help students cope with the psychological impact of verbal venting. Regular monitoring and feedback mechanisms can help identify and address verbal venting issues early on.

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